PERCEPTION OF SECONDARY SCHOOL STUDENTS ON EFFECTS OF PARENTING STYLES ON THEIR ACADEMIC PERFORMANCE: A CASE OF RONGO DIVISION, RONGO DISTRICT, KENYA

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DECLARATION AND RECOMMENDATION

Declaration

I declare that this is my original work and has not been submitted in this form or any other for

the award of a degree in this or any other university.

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Dan Abongo Owano   **Date**

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Recommendation

This project report has been submitted with my approval as University Supervisor.

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Fr. Dr Stephen Mbugua Ngari   **Date**

DEDICATION

To my wife Gaudencia, sons Juven, Winstone, Gratton, daughter Sheila, mother Dursila for their untiring support while I was carrying out this study.

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ABSTRACT

Around the world, parents have different ideologies of what is appropriate and inappropriate when it comes to parenting their children. Parenting styles may predict a child's well being in the domains of social competence, psychosocial development and academic performance. Parents therefore have a leading role to play in the overall development of the child. The patterns of parenting styles are authoritative, authoritarian, permissive and indulgent. The purpose of this study was to investigate the perception of secondary school students on effects of parenting styles on secondary school students' academic performance in Rongo Division, Rongo District in Nyanza province of Kenya .The study employed descriptive survey design. The total numbers of secondary schools in the division were 22, while the entire population of secondary school students in the division was 5325. The study used a sample of 341 out of 3000 forms 3 and 4 students. A stratified random sampling technique was used to select 10 secondary schools from the 22 schools in the division. Stratified random sampling was also used to select respondents to reflect gender in each sampled school. Respondents from each stratum were selected by simple random sampling. Questionnaires were used to collect data from forms 3 and form 4 students. These instruments were pre-tested to ascertain the reliability at 0.8 level of significance. Data analysis was done using descriptive statistics such as frequencies, percentages, graphs and means. For inferential statistics, Pearson- Product Moment Correlation was used to establish association between parenting styles and academic performance at 0.05 level of significance. The results showed that authoritative and authoritarian parenting styles as perceived by secondary school students had significance influence on their academic performance. The study recommends that Guidance and counselling on effects of parenting styles on students' academic performance should be a matter of concern for parents, teachers and students.

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LIST OF ACRONYMS AND ABBREVIATIONS

A.E.O -Area Education Officer

K.C.S.E- Kenya Certificate of Secondary Education

S.C.T   -Social Cognitive Theory

S.P.S.S- Statistical Package for Social Science

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Parenting refers to provision of emotional, social and physical care to the child or purposive activities aimed at ensuring survival and development of the child. Parenting is both a biological and social process emerging as probably the most fundamental and universal concern of the society (Hoffmann, 2002). According to Maccoby and Martin (1983), parenting style captures two very important elements of parenting: parental responsiveness and demanding. The duo say that parental responsiveness (referred to as parental warmth or supportiveness) fosters students' individuality, self – regulation, and self – assertion by being attuned, supportive and acquiescent to students' special needs and demands (Baumrind, 1991). On the other hand, parental demands (referred to as behavioral control), assist students by integrating them into the school wholly. Parents who make mature demands, play their supervisory roles, apply disciplinary efforts and willingness to confront the child who disobeys (Baumrind, 1991).To categorize parents according to whether they are high or low on demanding and responsiveness, creates a typology of four parenting styles: indulgent, authoritarian, authoritative and permissive. A parenting style that a parent exercises has a direct effect on a student's future academic life.

Hoghughi and Long (2004) have also pointed out that the outcome of a positive parenting is a healthy and thriving student. Parenting enhances the development of a firm and positive sense of self and forms the core foundation of self – esteem. A well cared for student will be healthy emotionally, resilient, socially competent and with the capacity to explore new opportunities. However, the academic performance of secondary school students depends on parenting styles among other conditions. That is, parents being responsive (supportive and warm), demanding (controlling and supervising) and guidance given to the students towards academic performance.

Empirical evidences reveal that though students need physical, emotional, social care, guidance and counseling on academic performance, they may be receiving far less help than they need. Critical analysis of data from the National Survey of Children's Health (2003), in the study on

parenting styles and adolescent well – being, found out that most high school students needed parental responsiveness, control and supervision, but received little or no guidance within the home. It was further noted that while 79% of those interviewed credited their teacher-counselors for academic guidance and support, only 21% said they got guidance from their parents. In U.S.A, San Jose University (2003) conducted a study on parenting styles on children's cognitive development and realized similar outcomes. It was noted that high school students in USA did not get adequate guidance and counseling on academic performance because most parents had no training and had heavy work commitments. There were also no programmes dealing with parenting (National Family & Parenting Institute, 1999).This made students to depend solely on teachers for guidance and encouragement. Steinberg (1989) observes that the manner and extent to which parents communicate their academic aspirations to students are associated with enhanced academic achievements. Steinberg further notes that when the students are asked what grades they intend to get that can please their parents, virtually all of them answer with ease: that they intend to get grade A, B+ or B plain. This probably shows the importance of parental support, supervision and care during a students' life in school. Parenting style is therefore vital in assisting students to attain high academic performance while in school.

In Kenya, there is a growing need to integrate parenting in educational processes for proper students' educational functioning. Ministry of Education (2004) indicated that secondary school students' academic performance depends largely on parenting styles, which involve employing activities aimed at ensuring a survival development of a student. Studies indicate that most students perform poorly in Kenya Secondary Certificates of Education (K.C.S.E) with the rural districts tailing. This situation seems to persist in most parts of the country including Rongo Division in Rongo District, Kenya. While there may be other factors that contribute to the secondary school students' poor performance, parenting style may be one of them. Students also need to develop a positive perception on the parenting style(s) that their parents use. They should be guided well on managing self, building self- esteem and confidence in their academic life .However; this cannot be achieved without the help of proper and positive parenting style. In the absence of the same, the result may be high students' dropout rate. It may be either poor performance leading to inability to pursue further education, and failure to make use of one's

abilities for the nation's development, an example of the latter, has been noted in Rongo Division, Rongo District, for the last three years.

Rongo Division presented 2263 candidates for 2007 KCSE Examination out of which 1551 (68.54%) students attained the pass mark of C+ grade, which is the minimum requirement for university entry. While 712 (13.64%) failed to achieve the pass mark. Report from the Ministry of Education indicates that only 295 (13.24%) managed to secure study opportunities at public universities, an indicator that the number of students who join universities is quite low in the District, and not showing any significant improvement. This may be due in part to the type of school, environment, or economic constraints. However, this study was to investigate whether it is partly caused by parenting styles as used by parents resulting from inadequate guidance and counseling.

1.2 Statement of the Problem

Parenting plays a key role in the overall development of the child. This includes social, educational and other adaptive behaviours that prepare the child for future fruitful living. One of the key elements of education of the child is the preparedness that is vital for professional and economic development. Poor academic performance of students in Secondary schools in Rongo Division, Rongo District of Nyanza Province is an issue of great concern to parents and local community at large. This seems to be caused by the poor preparedness of the children at an early stage by the parents. For instance, most poor performing students in Kenya Certificate of Secondary School Education tend to attribute this situation to poor parenting style rather than their inadequate effort in the academic work. Thus, students may view failure as being familial or internal. Whereas parents in Rongo are considered to be contributing to poor performance among secondary school students, no empirical studies have been carried to determine the perception of students on effects of parenting styles on their academic performance. This study aimed to investigate the perception of secondary school students on effects of parenting styles on students' academic performance.

1.3 The Purpose of the Study

The purpose of the study was to investigate the perception of secondary school students on

effects of parenting styles on their academic performance in Rongo division, Rongo district, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives-

 i. To establish secondary school students' perception of their parents' parenting styles in Rongo Division, Rongo District, Kenya.
 ii. To determine secondary school students' academic performances in relation to their perceived parents' parenting styles in Rongo Division, Rongo District, Kenya.
 iii. To establish secondary school students' perception on effects of parenting styles on their academic performance in Rongo Division, Rongo District, Kenya.

1.5.   Research Questions of the Study

The study addressed the following questions: -

 i. What are the Secondary School Students' perceptions of their parents' parenting styles in Rongo Division, Rongo District in Kenya?
 ii. What are secondary school students' academic performances in relation to their perceived parents' parenting styles in Rongo Division, Rongo District, Kenya?
 iii. What is the perception of secondary school students' on effects of parenting styles on their academic performance in Rongo Division, Rongo District, Kenya?

1.6 Significance of the Study

The study has generated useful knowledge for teachers, students, educators and policy makers.

The study has also made recommendations that will lead to dialogue among stakeholders on education, which in the long run is expected to lead to equitable distribution of accruing benefits, as needs and aspirations of each students will be negotiated and taken into account. The study has also generated knowledge, strategies for parenting and academic performance.

1.7 The Scope of the Study

The study mainly focused on the perception of secondary school students' on effects of parenting styles on their academic performance. The study was confined to mixed day, girls

boarding, boys boarding and mixed day and boarding schools in Rongo Division, Rongo District, Kenya. The schools sampled were both private and public schools. The study targeted Forms 3 and 4 students in selected secondary schools in Rongo Division, Rongo District.

1.8 Limitations of the Study

The following were the limitations of the study:

i. The study was limited by a sample of 341 forms 3 and 4 students in Rongo Division, Rongo District, Kenya.

ii. The study limited itself to only 11 secondary schools, that is, mixed day, girls boarding boys boarding, mixed day and boarding secondary schools.

iii. It limited itself to issues of perception of secondary school students on effects of parenting styles on academic performance.

1.9 Assumption of the Study

The study assumed that the Secondary School students were always with their parents after school and during the holidays. The study also assumed that the responses of the students were true and that parenting styles were similar across time with the students.

1.10 Definition of Terms

The following operational terms assumed the following meaning in the study:

Academic – Performance – In this study, it refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers

Average performance – Refers to a student getting C- and below in an examination.

Demanding – Refers to a kind of behavioral control given to the child or Parent ways of supervising their children. Demanding then means to conform to school rules and doing assignment.

Grades worthy – Refers to meeting school's special intellectual and personal demands for productivity to the best of the child's ability and being fairly rewarded for his efforts

Girls' boarding secondary school – An institution that provides secondary education and accommodation to female students only.

Mixed boarding – An institution that provides secondary education to both male and female students and offer accommodation to both.

Mixed day secondary school – An institution that provides secondary education to both males and females students who goes school daily

Parenting - In this study, it refers to provision of emotional, physical and social care to the child or support given to the child while in school.

Parenting styles	– In this study, it refers to styles that parents use to bring up their children like authoritative, authoritarian, permissive and indulgent.
Pass	– In this study it refers to a student getting Grade C+ and above in an examination or University entry point in K .C. S. E Exams.
Perception	– In this study, it refers to how students view parenting styles of their parents and understanding of his or her world through the interaction with the parents, teachers and schoolmates.
Poor Performance	– In this study, it refers to a student whose performance is below the expected pass mark in an achievement test.
Responsiveness	– In this study, it refers to positive support given to a student while in school. Parental response at times of need.
Scaffolding	– Providing a context in which a child is helped to become more complete in problem – solving abilities by adults or experienced teachers.
Teacher counselor	– Refers to a teacher in the school appointed by teachers service commission or head teacher to guide and counsel the students

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter deals with the related literature that supports the title of this research. Major sub-topics in this chapter include the concept of parenting, types of parenting; that is, authoritative parenting, authoritarian parenting, permissive parenting, and indulgent parenting. The other sub topics are: parents' level of education and academic performance, the role of the teacher in motivation of students, the role of academic guidance and counseling, theoretical and conceptual framework.

2.2 The Concept of Parenting

Hughughi and Long (2004) define parenting as purposive activities aimed at ensuring survival and development of children. Parenting derives its meaning from the Latin verb *parere,* which means to bring forth, develop, or educate. There are various parenting activities aimed at promoting children's welfare such as physical care, emotional care and social care (Hoffman, 2000). Hughughi and Long(2004) further contend that physical care of the child simply includes all activities aimed at ensuring child survival by providing such necessities as food, warmth, cleanliness, sleep, and satisfactory elimination of bodily wastes. It also involves the prevention of harm through accidents or preventable diseases and provision of remedial work.

Maccoby and Steinberg (2000) indicated that parenting means provision of emotional care to the child and ensuring that the child is happy and free from ascetic and fear or unpreventable trauma. It entails giving the child respect as an individual, sense of being unconditionally loved, and opportunities for managing risk taking and exercise choice. The provision of emotional care is to creates stable and consistent positive interactions with the environment. Lamb (2001) refered to parenting as social care provided to a child with an aim of ensuring that the child is not isolated from peers or significant adults during their growth as children through adolescence. Lamb further observed that social relationships form the mirror through which children view themselves and the power to affect their emotional state; thus, students require very close attention during early years of their growth and development. Lamb continued to argue that positive social care helps the children to become well integrated at home and school,

instilling a sense of responsibility for self- management. Parents' provision of social care enhances positive feeling of dealing with others and successful task performance.

Parenting styles also involves control of the child. This can be achieved by being responsible or demanding. Steinberg and Kerr (2000) explain that control involves activities concerned with setting and enforcing boundaries for the child in an age and naturally appropriate manner. More emphasis is generally placed on behavioural control – 'monitoring', watching or gauging impact of a child's behaviour. In addition , monitoring or control concerns attending to a child or responsiveness and noting children's activities and making sure that they keep within reasonable boundaries. It follows that positive parenting styles lead to a healthy and thriving child, causing attachment to parents, and the development of a firm and positive sense of self. It forms core foundation of self -esteem.

2.3   Types of Parenting

There are various parenting styles, namely, authoritative, authoritarian, permissive and indulgent parenting. The four general styles of parenting can be distinguished in many respects beyond their scopes on measures of parental warmth, restrictiveness, firmness or demand.

2.3.1 Authoritative Parenting

Baumrind (1989) describes authoritative parenting as a child rearing style that is demanding and responsive. The authoritative parent provides children with warmth; attention and autonomy yet set limits or boundaries for the child. The literature reviewed sought to affirm that authoritative style is easily the most difficult of the four, mainly because it combines the two tasks of developing and maintaining close, warm relationships with the children while at the same time establishing structures and guidelines that are enforced as is necessary. This is a very tricky balance to obtain, and most of the parents will find themselves waffling from time to time towards one end of the spectrum at the expense of the other.

Using this approach, Berk (1996) asserts that the behavioural guidelines and structures for upholding standards in this type of parenting are clearly defined by the parent(s). At the same time, parents are flexible in examining and adjusting these guidelines as deemed fit based on

the child's growing capacities for decision-making and autonomy. Children, especially teens, are able to participate in open discussions about guidelines and to voice their views. For instance, a parent can let his or her children know that she or he is open to listening to their arguments and views, and that if they are convincing (make sense , are logical,) the parent will change his or her mind. However, it must be acknowledged that the parent has the final word. Consequently, this process not only allows children to feel they have some participation in setting standards, but it provides an opportunity for enhancing higher level thinking which involves planning for contingencies, using logical and marching "wants" with reality.

Bornstein (2004) contends that the relationship between parent and child in this approach is characterized by warmth, friendliness and mutual respect. Parents and children maintain a sense of closeness even in the face of conflict. There is a sense of the part of the child that the parent values his or her own special uniqueness, and has his or her best interest at heart at all times. Authority is maintained by the parents, but with a sense of empathy and understanding. Most importantly, much of the parents- child interaction is not focused on authority issues, but is rather used for regular interchange in which the child grows to count on the parents(s) unwavering interest in all aspects of the child's life. In normal daily life, this can be exemplified by regular, daily conversation that is free, flowing and covers a wide range of topics. It may simply mean that the parent allows the child to chatter at length about something that interests him or her. For a young boy, it may mean hearing in detail the strategies for playing a video game. On the other hand, for a teen it may mean hearing about the latest interactions in the peer group at school. In both cases, a sense of interest and empathy is felt by the child to come from the parent. This provides a strong base for effectively working on behavioural issues as they arise.

Steinberg and Lawrence (1989) underscores the fact that authoritative parenting style encourages enabling behaviour in students. This means that the primary purpose of guidelines for behaviour is to promote the growing sense of autonomy the child has as he or she develops, as well as to enhance the process of individuation. The key point is that individuation encompasses the child's growing sense of individuality, especially in terms of separateness from parental figures. Enabling behavior not only encourages questions, tolerance, abstract thinking, and explanations but also promotes the development of a healthy and strong ego, in

which self – esteem is generally steady.

Martins (2007) observed that there is an overall low level of conflict between parents and children using this approach. This is true even for secondary school students (adolescents) who are at the height of their quest to build an individual identity. The basic sense of love and respect that has been developed, along with the practice of systematically enhancing the child's capacity for decision making, results in a system in which children and adolescents seek the advice of their parents rather than feeling as though they need to secretly rebel. (Biddle &Bruce, 1997, Gottman, 2004). The hallmark of this approach is a mutual trust that develops out of closeness, regular, guidance and tolerance for differences.

2.3.2 Authoritarian Parenting

Pike (1996) notes that authoritarian style of parenting is focused primarily on controlling behaviour to meet the expectations of the parents. All other aspects of the parent- child relationship are secondary to this focus, and as such, certain aspects of the child's development are hindered. The style is rigid and requires unquestioned obedience without discussion or explanation. For instance, a parent may explain to a student why he or she cannot pay fees promptly either because of sickness or unemployment. However, the statement may not be open for interpretation or exploration. Furthermore; behavioural guidelines are rigid and highly enforced. They are set by the parents, and are usually presented clearly enough so that there is no room for discussion and/or interpretation. The system for enforcing these guidelines is dictatorial, often employing punishments that are severe and beyond the scope of the behavioural infraction. Walker (2008) asserts that the overall goal in the latter style of parenting is control as opposed to learning, and promotion of the child's development of autonomy.

Baumrind (1989) postulates that authoritarian style makes it difficult for the development of closeness between parent and child. Real closeness is based on a sense of mutual respect, and a belief on the part of the parent that the child has the capacity to learn self- control and decision making through both behavioural guidelines and his or her own cognitive capacities. The authoritarian style does not recognize the child's process of individuation and / or growing need for autonomy. The closeness that may develop with this style is in actually pseudo closeness, because it comes from the child's fear of displeasing the parent rather than desire to grow and

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develop. Thus, children with such a background of parenting are often anxious and have higher levels of depression. They may also have problems with behaviour and impulse control, especially when not in the parents' presence. For instance, such children may seek to smoke or engage their peers in fighting. The behaviour encouraged under this style are called "constraining" behaviour. The goal here is to control rather than encourage the process of thinking through a problem and making a productive decision. The overall quality of the guidelines is prohibitive and negative, and often quite punitive. Such children may feel as though they are being instructed on what not to do rather than on learning a valuable lesson that will help them in future social situations.

According to Steinberg (1995), excessive control without true closeness and mutual respect as experienced in this kind of parenting breeds rebellion. In other words, the authoritarian style of parenting can result in a lot of conflict between parents and children, even if not overtly expressed. For example, the conflict may come in the form of children acting out in school, fighting with other children, or becoming involved in deviant behaviour such as delinquency or substance abuse. At the other extreme, these children may be perfectionist and overly focused on achievement at the expense of necessary emotional growth. In either case, the process of individuation necessary for becoming a high-functioning adult is hindered.

2.3.3 Permissive Parenting

Pike (1996) points out that permissive parenting style is on the opposite end of the spectrum from the authoritarian style. In the former, there are virtually no guidelines for behaviour or very loosely constructed ones that are not enforced. Parents using this style may be found to be repeatedly engaged in trying to persuade their children to behave in one way or another. However, such parents may not have any real strength, intention or reinforcement. Permissive parents tend to be either too involved in their children's minute -to -minute sense of happiness, or very little involved in any aspect of their children's lives. In both cases, the results are negative and far reaching for the child. Ngwiri (2008) identifies features of this style as behaviuoral, which is very relaxed, and may appear in some cases to be absent. Parents may become excessively focused on trying to appease their children at every display of seeming unhappiness. This may mean that as soon as the child appears to be upset (particularly when a

guideline is presented), the parent gives in and allows the child to do whatever is desired. This kind of parenting style may bring short-term gratification on the child, but has long-term negative consequences for the child as he or she learns that self-control is not necessary and that authority is not to be respected or paid much attention.

Lamb (2000) underscores the same concept that the parents using the permissive approach may just be absent all together, thereby allowing their children to behave without any structure. These children are unable to develop any sense of discipline and have the accompanying problem of feeling uncared for and unloved. For instance, a teen could decide to experiment with alcohol and drugs, and a permissive parent may just accept this behaviour as merely being youthful experimentation-whereas in reality it could be life threatening behaviour. Consequently, these children turn to the peer group for the standard of behaviour, and most often choose a peer group whose standards are deviant. These children eventually find themselves in conflict with other figures, authority at school, personnel, other parents and law enforcement officers.

Just as the behavioural guidelines are unclear for the child of the permissive parents, it is the same   case with roles played by each. In both the authoritative and authoritarian styles, the roles of parents and children are defined. Mostly, this has to do with the designation of the parent as the one with the final authority, and/or as the one who has the greater ability to provide guidance. For the permissive parents on the other hand, the roles may become quite blurred (Meadows, 1996). For example, the parents' may see themselves playing more of the role of the child's friend. On the other hand, the parent may become overly involved in the child's life, thus living through them somewhat vicariously. In the less involved parents, the child may be seen as having the capacity of an adult to care for him or herself, and thus not seeing the need of the parent guidance or intervention. The result is either a relationship that is inappropriately close such as in the friendship model, or one that is devoid of closeness. In both cases, the child is very rendered susceptible to depression and emotional distress. In both case of the overly indulged child, strong feelings also emerge leaving the child with almost no tools for negotiating the normal give – and – take aspects of a quick relationship (World Education Forum, 2002).

According to Gross (1996) neither enabling nor constraining behaviour are encouraged by the permissive parents. Instead, children are often very immature and display a number of regressive behaviour, or they engaged in adult-like behaviour that is not acted out with adulthood maturity. A good example is an older child who whines and cries to get his way (and succeeds), or who argues with infantile stubbornness every time the parent imposes a rule. Conversely, there are the children who are involved in adult activities like early sexuality, drinking alcohol, smoking cigarettes, and smoking bhang long before they are ready to handle the responsibility that goes hand in hand with such activities.

Ngwiri (2008) observes that there are low levels of conflict between parents and children with permissive styles. This is especially true for restriction in which parents are absent and are involved in setting standards of behaviour as well as participating in children's lives. These children tend to become estranged from their parents while looking towards their respective peer groups as the substitute family. Literature reviewed also indicated that these children may seem to be quite independent but are in actuality the least independent from all four parenting styles. The children who are more enmeshed with their parents may exhibit a high level of conflicts with parents, but the quality of the conflicts is real in the sense that there are true disagreement and deviation from the parents. They are instead manipulative in nature, and only used as a means of keeping the parents in permissive mode of operation. These children are not estranged from the parents, but also have very little independence and autonomy. Whereas the authoritative style of parenting is considered the best, the permissive style, especially where the parent is emotionally neglectful is considered the most harmful (Ngwiri, 2008).

2.3.4 Indulgent Parenting
Meadows(1996) says that indulgent parenting style is normally adopted out of fear of rejection, either because a parent has anti-confrontational approach or because they fear that students will harbour negative feelings towards them. Meadows further argue that at the heart of an indulgent parent is the idea that love and attention to children's needs are what matter most. That, the students of indulgent parents does not follow a precise model of behaviour. Rules are not imposed on students and there is no planning or strict routine. Bad behaviours from the students

are overlooked.

In the meantime, such students turn into rampant truants, unsatisfied most of the time. As concerns academics, such students tend to get weaker school results during adolescence, become more aggressive in their social relationships, never having learned to deal with limits and frustration, all the more so if their parents have tolerated aggressive behaviour. Without help and guidance, such children may feel lost and confused. Left to their own devices, the children may as well make some bad choices without realizing it (Lamb, 2000).

2.4 Perceived Parents' Parenting Styles and Students' Academic Performance
In the context of schooling, parental involvement encompasses behavioural, conformity; intellectual or personal attention to the child (Grolnick & Slowiaczek, 1994). The duo maintains that the behavioural aspect in students involve actual participation in school activities as parents conferences, education days, school visiting days, prize and award functions and in home – based activities such as helping with assignments. The later would improve students' academic perceptibility. Involving and exposing the child to intellectually stimulating things such as books and current events, maintains knowledge of the child's academic records and activities.

Berla (1994) indicates that students who observe their parents engaging in activities supportive of the educational process value education. That at ages 11 – 12 years, parental level of communication with the teachers during secondary school education is associated with positive academic performance. In addition, the attitude of parents is more important at age 12 – 14 years because it determines educational outcome. It also follows that children's academic performance and general adjustment is associated with parental expectations for educational achievement and satisfaction with current educational services. Reynolds (2003) affirms that such actions as enforcing the completion of homework and being strict on television viewing are parental practices positive for secondary school students.

2.5 Parents' Level of Education and Academic Performance

Clark (1983) observes that parents' level of education has been regarded as a predictor of children's academic achievement. Clark further suggests that, rather than having direct association with children's academic achievement, parents' level of education is part of a larger constellation of psychological variables influencing children's school outcomes. Arguing from the same perspective, Steinberg (1989)contends that attendant on higher levels of education may be access to resources such as income, time, energy and community contacts that allow for greater parental involvement in a child's education. Thus, the influence of parent's level of education on student outcomes might best be represented as a relationship mediated by interactions among status and process variables.

Jackson (2002) argues that the level of education influences parents' knowledge, beliefs, values, and goals about childrearing, so that varieties of parental behaviour are indirectly related to children's school performance. For example, higher levels of education may enhance parents' facility at becoming involved in their children's education, and enable parents to acquire and model social skills and problem solving strategies conducive to children's school success. Thus, students whose parents have higher levels of education may have an enhanced regard for learning strategies than children of parents with lower levels of education. Parents with higher levels of education are also more likely to believe strongly in their abilities to help their children learn. Empirical evidence across varied cultural ethnic groups also suggests that level of education appears to determine the value parents place on education, their interest in their children's schooling or their aspirations for their children's academic success.

2.6 The Role of the Teacher in Motivation of Students

According to Makinde (1984), the role of the teacher is very critical in students' academic performance. For instance, the teacher has many opportunities for active participation in various guidance activities. Some of these opportunities are associated with the instructional function, while others are available within the more specific activities of the guidance services. However, the success of the teacher will depend on a positive attitude of helpfulness and genuine interest in the students' performance (Downing, 1968)

Downing contends that for the students to do well in class work, the teacher must provide for group activities. By doing so, students get opportunities to share ideas and profit from such intimate associations. The students develop social skills and their self- understanding is enhanced. Students' verbal abilities are improved and they become more focused. Furthermore, the interaction of students is enhanced, mutual stimulation and cooperative efforts thus made possible. In addition, the other teacher's role is to encourage individual student performance and activity. This will make the students' self- confidence improve and self- esteem bolstered as student profits from his/ her experiences. It follows that many of these experiences which include contact with other people from whom he or she earns and gains stimulation, improves individual performances brought about by his/her own dependence on few resources and capabilities. The teacher then has the role to engage the students in activities that would enhance self- dependence, which require resourcefulness, imagination, and creativity.

Erickson (1995) postulates that the teacher, on the other hand makes the learning of the basic skills and the accumulation of essential information a reality in the lives of students. The teacher also contributes to each of students' personal welfare and progress. Gross (1996) for instance, observes that the class- teacher controls the structuring of classroom experiences in which learning   and formation of attitudes take place. He or she also helps to create the atmosphere that is conducive to learning and appropriate for the mental and emotional well being of students.

Gichuru (2006) asserts that the role of the teacher is also to maintain contact with the students' parents or home if positive academic performance has to come by. Gichuru argues that pertinent information gained from the home may also improve the teacher's understanding of a student. The teacher can achieve his/her goal by making an occasional request for data or parent reactions to certain matters affecting the students. The teacher can make telephone calls and sometimes make home visits, making the channels of communication open. Most important is the parents- teachers conferences which serves as a device for improving relationships between the school and the home. Parents' visits to students at least once in a term provides for this purpose. For example, during such visits they can talk, guide and counsel the students in various areas including academics. They can also meet the class- teachers and share with them student needs and problems the need to be improved.

Arguing from the above view, Goldstein (1995) maintains that basic to the personal welfare of every child is the quality and stability of his home. Goldstein observes that a student's status, security and personal welfare depend upon the cooperative efforts of his parents and teachers. Goldstein says that by integrating parents, they are able to lend their support to students and the school at large. For instance, parents can contribute toward the building of a library to cater for book shortage, fund educational tours as well as instructional materials.

There is also the argument advanced by Bronfebremer (1986) on the study groups that are composed of teachers and parents that the influence of such a group is excellent for improving understanding and for arriving at decisions on important issues concerning students. Such meetings can be held in the evening during times when parents are able to participate. Other contacts might be made with parents through telephone calls, informal meetings and newsletters sent to the students' homes. It follows that as teachers and parents reach a better understanding of each other, they improve in their knowledge of child development, and share in the responsibilities and decisions on mutual problem all students directly benefit.

2.7 The role of the teacher in academic guidance and counseling

Gichuru (2008) contends that the teacher is the single most important individual in the educational life of each student. He argues that the teacher -student relationship should be characterized by warmth, acceptance, and friendliness. The quality of such relationship is a determining factor in the character and efficiency of learning experiences and in the emotional and mental state of the student. The teacher, being the key person in the student's school day, must be accessible for assistance and understanding. Although schoolmates and friends fulfill the need for companionship, an interested teacher provides for other essential needs. The teacher fulfills this role as he remains close, accessible, and sympathetic and as he provides the necessary structure of classroom activities.

Brandley and Caldwell (1984) also underscore the same concept of the teacher's role as another determining factor in an attempt to understand the students' academic life. The central argument in this idea is that it is through a teacher's molding that students' character are

developed and strengthened, and personalities improved through forceful influence. The teacher stimulates students towards higher achievement where energies are utilized and potentialities are developed. A student's thought process is enhanced and greater depths achieved in the pursuit of knowledge as intelligence guidance is given at the same time, opportunities for self-direction and personal fulfillment are provided.(Gross,1996)

Literature reviewed within the education system is categorical that the teacher is the dynamic source of encouragement for students from which durable accomplishments are attained. The teacher provides imaginative and challenging activities which stimulate students to give tasks to his or her full attention and energies. The culmination of a student desire and aspiration is realized as students are aided in identifying and testing their proficiencies. In this case, the teacher acts as an influence of the student towards high achievement leading to students' self-realization (GOK, 2004).The report maintains that the teacher fosters and promotes feelings of security, self- confidence. The class teacher maintains and nurture classroom environment, determining to a high degree the quality of each student's adjustment - feelings toward school and self. It is noted that the classroom atmosphere influences self -confidence, attitudes of personal worth, and level of self- esteem.

2.8 The Role of Academic Guidance and Counseling Services

Guidance and counseling services on students academic performance supplements, strengthens and adds real meaning to the regular educational experiences. Of significance is the fact that it improves students' self- understanding, making the students become more active in the studies, realistic and enlightened attitude about themselves (Downing, 1968). This improves understanding thus minimizing frustrations experienced by students lacking the necessary comprehension to account for the discrepancy between their accomplishments and the school expectations. To brighter students, many of whom may not be aware of their potentialities and aptitudes, guidance and counseling provides helpful information for proper educational function.

Gross (1996) holds it that it is through guidance and counseling that students understanding of the teacher is promoted. Gross asserts that for the students to achieve such an important role in

relating learning to life, the student should have understanding of his/her teacher. It is true and realistic that if a more wholesome, positive, fruitful attitude exists and if students themselves appreciate the teacher as a person, they grow and perform better. Consequently, it could be argued that personal development is a major aim of guidance, but only fostered through a personal interest shown in each student. Thus, guidance and counseling supplement teachers' efforts in assisting students with academic problems. Majority of the students in a typical classroom, if given some attention, patience and direction on the part of the teacher, make a satisfactory adjustment to school. This is because the teacher can offer assistance by maintaining an attitude of sympathy, providing counseling in appropriate cases, and maintaining contact with the students' home or provide for the students needs within the instructional settings.

Pandey (2005) also argue that guidance and counseling provides for the establishment and attainment of long-range goals. Pandey asserts that all students with or without problems, are all looking to the future. Guidance and counseling, therefore, help students to give more serious attention to goals. In this case, therefore, the counselor can consider immediate goals and with their accomplishment comes increased confidence. It follows that more challenging achievements are realized as poise and determination increase. Successful achievement of immediate goals provides the impetus for attaining higher goals.

2.9 Type of School and Academic Performance

Wenar (1971) contends that the type of school has long-term influence on students' academic performance because in the school the product of the child's effort is valued. The school also exposes the student to public evaluation. For example, at the end of each term, a student discovers that he or she receives a written progress report, which means that a non - parent has the right to judge his behaviour and to summarize weeks of effort in a single grade. In the context of the foregoing, progress reports not only reflect the evaluation of an authority, but they also proclaim it.

According to Gross (1996) grades, provide an opportunity to compare oneself with the other. The truth is that both aspects of a school's public evaluation have an impact on students' performance. The teacher, in her/his power to determine the child's fate by her\his evaluations

in the classroom, foreshows the parent, while grades begin the transition from the private, casual relation to productivity within the family and to the standardized evaluations of the world of academics.

Downing (1968) posits that the school confronts the child with the issue of divided loyalties to himself, to his peers and to the teacher. Thus, a student's own interests and abilities may not be congruent with peer values, and the demands of the teacher may run counter to both. By the stage of high school, conflicts of loyalties can be verbalized.

For instance, a bright female student in a high school may reason as follows:

> "*I remember that in high school, I was smart and I really liked literature and the teacher we had. Some of my friends wanted me to sit near them so they could copy my paper during exam. I did not know what to do. I did not want them to think I was square, but I too came to think of it. I had to work and they were going to get something for nothing.*"

This is an indication that school can set the stage for an important issue in the world of academics. Arguing from the foregoing, Heck (1990) observes that grades normally become a status symbol and like any other status symbols; they can have positive and negative effects on students' academic performance. Those grades can serve to spur the student on and they can be a sign of a job well done or they can be discouraged when they see their grades falling after every successive examination or test.

Heck continues to say that the school links self-esteem with productivity and achievement to a greater degree than the home. Empirical evidences reveal that self-esteem depends on how one is respect worthy to his/her peers. A student, who is grade worthy, finds himself or herself in competition with the others. The student meets the school's intellectual demands as well as personal productivity to the best of his/her ability. Because of rewarded grades in school for his/her efforts, the student is identified as "student" and focuses a positive image of him/her. His/her self-evaluation is contingent upon how grades worthy he or she is. The feeling of being a good student, of having done well in class work, is an asset to carry throughout his/her school life. The feeling of having failed in school may make the student doubt his/her ability to make a good grade.

2.10   Theoretical Framework

The study was guided by the following theories:

i.   Vorgesky Theory of Social Development

ii. Bandura Social Cognition Theory

2.10.1 Vorgesky Theory of Social – Cultural Development

The Social-Cultural Development Theory asserts that individual ability to think and reason by one-self and for oneself (inner speech or verbal thought) is the result of a fundamentally social process. According to Vorgesky, all human beings begin life as social beings capable of interacting with others but are able to do little by or for oneself (either practically or intellectually) and gradually move towards self – sufficiency and independence. He observes that through one's participation in social activity, the individual capabilities gradually become transformed. He maintains that for cognitive development, an active internalization of problem solving process initially takes places between people, usually the child and adult.

Vorgesky states that children are more of "apprentices" that require more experienced and skilled teachers to "tutor" and guide them. This is true of parents because they form the basis of first teachers of the child. The parent or an adult, more experienced in handling peers, provides a context or scaffolding within which the child can act as though competent to solve the problem. For instance, when a student is given a task and tutored, he or she becomes more familiar and can eventually perform the whole task successfully. This theory is relevant for this study because it nurtures a student towards academic performance by being supported by the parent and/or an adult. It then follows that through parental guidance, the internalized cognitive skills remain social both in the context of mature learners.

2.10.2 Bandura's Social Cognitive Theory

Social Cognitive Theory emphasizes learning through observation of others. Modeling and imitating behaviour of others is an important tenant in this contextual theory. The Social Cognitive Theory (SCT) offers understanding of children's learning skills through experiences to which they are exposed. Bandura (1971) believe children are active and interactive members in their learning processes. He theorizes that children choose which experiences they imitate

through the positive and negative reinforcement they receive upon imitation. Children acquire information about behaviour of others by observing relationships between their caregivers or parents. According to this Theory, modeling and reinforcement are primary processes that have been invoked to explain the development of self. There has been some evidence to suggest that Social Cognitive Theory can be a useful framework for discovering peer choices or performance in school.

Bandura states that children encounter interaction on a daily basis and use them in future similar situations. In his conclusion, this social Theorist proposed that there is a simple linear cause and effect relation in understanding children's peer interactions. It is believed that children's personality and academic capabilities are modeled from the positive and negative interactions children have with parents and other adults. For instance, when a parent offers reinforcement for positive interactions, a child is more likely to continue using these forms of interactions with their peers due to rewards received. Based on the Social Cognitive Theory, perceptive parenting
styles are believed to be the central mechanisms that shape the outcomes of a child's problem solving.

2.10.3 Conceptual Framework

The research was conceived based on the   perception of secondary school students' on effects of parenting styles on academic performance as independent and dependent variable, respectively. It is however noted that culture, child temperament, peer influence, type of school, environment, level of parents' education, and teachers' motivation may influence the outcome, and were included as intervening variables. Although children come from varied homes and schools, any difference was factored in the study by a comparison, between exceptions and indicators needed by students in the division.

Independent Variable

Intervening Variable

Dependent Variable

Perception of students parenting styles
- Authoritative
- Authoritarian
- Permissive
- Indulgent

- Culture
- Academic guidance
- Peer influence
- Type of school
- Level of parent education
- Teacher Motivation

Students' Academic Performance
- High
- Low
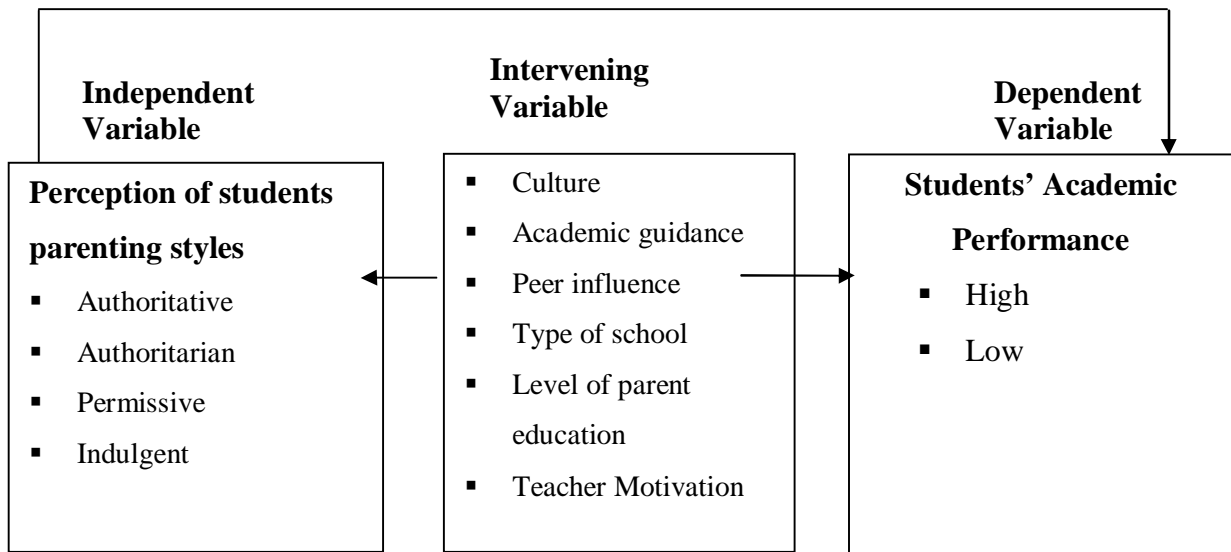
Figure 1: *Relationship between students' perception on effects of parenting styles on their academic performance*

The conceptual framework showed that students'. academic performance are affected by culture, academic guidance, peer influence, type of school, level of parent education and teacher motivation. Furthermore, perception of students and parenting styles are affected by the same intervening variables

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides an overview of the research process and methodology which include the following : research design, location of study, population of the study, sampling procedures and sample size, instruments used, issues of validity and reliability, data collection procedures, and data analysis.

3.2 Research Design

The study employed descriptive and Correlation design. The descriptive method was found to be appropriate for the study because it enabled the collection of data from large sample, which is a requirement for data collection at one point in time about opinion or phenomena. The correlation design was also advantageous because it allowed the collection of data of two or more variables on the same group of subjects and computing a correlation coefficient. Four parenting styles, authoritative, authoritarian, permissive, and indulgent were selected. A comparative analysis was then performed between parenting styles and academic performance.

3.3 Location of the Study

This study was carried out in Rongo Division, Rongo District. It is divided into five educational zones namely, Nyaburu, Minyenya, Rongo, Kuja and Cham – gi – Wadu. It borders Awendo Division to the south, Gucha Division to the East and Homa – Bay Division to the South and West respectively. It has 22 secondary schools, 3 private and 19 public schools with the major tribe being Luos. Others include; Abagusii, Abakuria, Luhya and Abasuba, these being the minority group. This division was chosen because the schools within it shared many similarities in terms of academic performance in KCSE examination. Most immigrants are living therein because of employment, business, farming, and schooling.

3.4 Population of the Study

The population of the study consisted of forms 3 and 4 secondary school students in 22 selected secondary schools. The entire population of students in the division was 5325 out of which 3000 were forms 3 and 4. The study covered forms 3 and 4 students with a population of 3000.

Table 1 shows the population of forms three and four in Rongo Division secondary schools (2008)

Table 1

Forms Three and Four Population Distribution

	Schools	Form Three		Form Four		
		Boys	Girls	Boys	Girls	Total
1	Kanga(Boys boarding)	225	-	199	-	424
2	Kanyawanga (Boys boarding)	199	-	192	-	391
3	Kameji (Mixed Day)	58	24	66	22	170
4	Kangeso (Boys boarding)	45	-	33	-	78
5	Minyenya(Mixed Day)	26	13	11	05	55
6	Nyangau (Mixed Day)	33	13	34	12	92
7	Kuja (Mixed Boarding)	21	04	20	06	49
8	Bonaventure (Mixed Day)	1	07	11	09	38
9	Nyarach (Mixed Day)	49	39	54	26	168
10	Koderobara (Boys Boarding)	145	-	55	-	200
11	Sigiria (Mixed Day)	32	09	24	02	67
12	Oyugi Ogango (Girls Boarding)	-	262	-	180	442
13	St. Benedict (Mixed Day)	59	21	43	27	150
14	Kanyasrega(Mixed Day)	47	33	49	21	150
15	Masogo (Mixed Day)	41	23	43	21	128
16	St. John Semminary (Boys Boarding)	42	-	-	39	71
17	Winyo(Mixed Day)	18	06	21	03	46
18	Nyamuga (Mixed Day)	11	06	14	09	23
19	Kwoyo (Mixed Day)	09	08	11	04	33
20	Rakwaro (Mixed Day)	11	05	13	04	33
21	Rongo Junior(Mixed Boarding)	27	11	18	09	65
22	Owiro Akoko (Girls Boarding)	-	48	-	48	48
	Totals	**1029**	**532**	**911**	**447**	**3000**

Source: Rongo Divisional Education Office - 2008.

3.5 Sampling Procedures and Sample Size

The samples size was 341 students for this study; drawn from forms 3 and 4 classes in 11 selected secondary schools, categorically were grouped into four groups. These included mixed day schools, mixed boarding schools, girls' boarding schools, and boys' boarding schools. Three schools per category were selected through stratified random sampling procedure. These categories of schools contained students with almost the same level of ability though environment and administrative techniques varied.

Stratified random sampling procedure was used to select student respondents according to gender. Simple random sampling was used to select student respondents from each gender stratum. Kathuri and Pals (1993) recommended that a minimum sample for survey type of research should be 100 for major sub groups and 20 to 50 for minor groups. A sample of 341 was drawn from four categories of schools. This sample size was reached using Krecie and Morgan (1970) table on the required size for randomly selected sample. The table and formula is presented below.

The formula is as follows:

$$S = \frac{X^2 NP(1-P)}{d^2(N-1)+X^2P(1-P)} \text{ in which}$$

S = required sample size

N = the given population size

P = population proportion that for table construction has been assumed to be .050, as this magnitude yields maximum possible sample size required.

d = the degree of accuracy as reflected by the amount of error that can be tolerated in the fluctuation of sample proportion p about the proportion P – the value of d being .05 in the calculations for entries in the table, a quantity equal to plus or minus 1.96 σ p.

X^2 = table value of chi square for one degree of freedom relative to the desired level of confidence, which is 3.841 for the .95 Tables 2, shows Sample Sizes for Different population sizes and sample size distribution as shown below.

Table 2.
 Sample Size Distribution

Category	Schools	Boys	Girls	Total
	A	12	10	20
Mixed Day	B	15	10	24
	C	12	12	24
	D	15	14	29
Mixed Boarding	E	20	15	35
	F	18	17	35
	G	-	28	28
Girls Boarding	H		20	20
	J	30	-	30
Boys Boarding	K	43	-	43
	J	50	-	40
TOTAL		**215**	**126**	**341**

3.6 Data Collection Methods

Structured questionnaires with both closed and open-ended statements and questions were used as data collection instrumentals to collect relevant information needed to address the objectives of the study. The questionnaires were designed to capture interval, ordinal and nominal data as per the study objectives, for both descriptive and inferential statistics. This tool was appropriate for this study as it is typically efficient, economical and practical when large samples are used (Frankel & Wallen, 2000). A piloting was carried to test the reliability of the research instrument, resulting into an internal reliability coefficient of 0.08, a sample of 20 students were selected through stratified random sampling procedure to ensure that the gender aspect was taken care of.

3.7 Validity and Reliability

3.7.1 Validity

Experts and Peers from counseling psychology and social Science department at Egerton University reviewed the contents of the instruments to determine validity to ensure the instruments accurately, measured the variables it intended to measure.

3.7.2 Reliability

The researcher pre – tested the instruments using 10 secondary schools in the division, which had similar characteristics as those found in the study areas. The reliability of the instruments was estimated after the pilot study using the Cronbach's reliability coefficient, which is a measure of internal consistency. A reliability of 0.8, which is higher than 0.7 used as the threshold for reliability testing (Frankel & Wallen, 2002), was observed.

3.8 Data Collection Procedure

The researcher obtained Approval from Graduate school and Authority from the Ministry of Education, which assisted in getting co – operation from the Principal of selected Secondary Schools in the Division to inform the forms 3 and 4 students about the research, seek their consent to be involved in the study and make appointments with the class – teachers for class interviews. The researcher then administered the interview schedule to individual students in a one to one interview. The purpose of the study was clearly explained to the respondents before the interview began. Structured questionnaires were used to collect data from sampled students. Questionnaires were collected as soon as they were duly filled and completed by the respondents.

3.9 Data Analysis

After data collection, the questionnaire was coded then data entered into the computer for analysis. The Statistical Package for Social Sciences (SPSS) version 12.0 was used to process and analyze data. Data was subsequently cleaned and edited, synthesized according to emerging issues, variables and the objectives of the study. Qualitative and quantitative data was collected from the respondents. Qualitative data was used in describing the various aspects of the study and in drawing conclusions and recommendations. Quantitative data was however, analyzed using both descriptive and inferential statistics. Descriptive statistics involved calculating frequencies, means, and percentages. Purposefully, this was to enable the researcher to describe a distribution of scores of measurements using a few indices or statistics. The purpose of inferential statistics was to enable the researcher to generalize the results from the sample to the population. The inferential statistics used in this study was Pearson-Product Moment Correlation, Means, frequencies, and percentages were used to analyze all the variables to meet the objectives of the study.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the results of this study based on the objectives and research questions formulated in items 1.3 and 1.4 in Chapter One. The chapter contains findings from specific data analysis procedure. It begins with findings from descriptive statistical analysis mainly frequencies and percentages based on the variables of the study. The latter part of the chapter deals with the tests/cross tabulations using inferential statistical procedures, specifically Pearson Product Moment Correlation. Attempts have been made to discuss the results of this study as they relate to other findings

4.2 Demographic Characteristics of Respondents

There were 341 students drawn from forms three and four secondary school students. Group characteristics that featured in the study as intervening variables included culture, peer influence, type of school, level of parent education, teacher motivation and academic guidance. Student characteristics studied were school status, age, class, gender, type of family, present students' status and parent employment status. Findings on these variables are illustrated as follows:

4.2.1 School Status

School status of respondent was considered because it influences parental support and students' academic performance, hence parenting style. Table 3 shows distribution of school status.

Table 3:
 Shows the various schools status

School status	Frequency	Percentage
Boarding	238	70.0
Day	102	30.0
Total	**340**	**100.0**

The results showed that 70% of the students were in boarding school while 30% preferred day school. According to Chechi (2002), better performance in individual students and those with

favourable occupational and educational family background, tended to be selected into boarding school. On the other hand, the probability of joining high school rises with the availability of resources in the family of origin. Schools status influences students' academic outcome directly and through their effects on economic behaviuor. For boarding school, the evidence might reflect the skill content of the curriculum, which may be seen as attractive to students compared to that of day schools.

4.2.2 Type of School
The type of school of the respondent was considered in the study because schools have varied administrative techniques and environments that affect students either negatively or positively. The table below shows distribution of school type in the study.

Table 4:
 Distribution of school types

School type	Frequency	Percentage
Boys	101	29.7
Girls	75	22.1
Mixed	164	48.2
Total	**340**	**100.0**

N=340

The study found that majority of students, that is, 48.2%, were in mixed school;29.7% were in boys' school, while 22.1% were in girls' schools. These findings might have been attributed to the fact that students made their own choice of high school type, environment or family resources. According to Bronfenhremner (1996), children learn about their world through the environments to which they are exposed. The existence of mixed day schools might have prompted majority to select mixed day schools at the expense of boys' and girls' high schools which were mainly boarding.

4.2.3 Age of Students
Age of respondent was considered because the different age groups have different roles in influencing parental demands, and support, academic performance and parenting styles.

Table 5
Age distribution of students in the study

Age	Frequency	Percentage
15	5	1.5
16	52	15.3
17	145	42.6
18	102	30.0
19	26	7.6
20	10	2.9
Total	**340**	**100.0**

N = 340

The study found that 16.8% of respondents were in the age category of 15 and 16 years. 72.6% of the respondents were in the age category of 17 and 18 years. According to Jackson (2002) student respondents who were within the age of 17 and 18 years tended to be more active in school work as compared to older or younger ones. Previous research by Steinberg(1987) showed that some aspects of parenting and parent-child relationship changed as children grew older. This means that children's perceptions of the quality of their relationship with parents declined with age. Older students perceived their parents as not warm and more rejecting than younger children. At the same time, when students' mature, more of their attention is directed toward the attainment of some goals.

4.2.4 Class of the Student

Class of the respondent was considered in the study because Forms Three and Four were considered more academic oriented because they prepared for K.C.S.E. Examinations. Table 6 shows distribution of students in the study.

Table 6
Class distribution of students in the study

Age	Frequency	Percentage
Form 3	184	54.1
Form 4	156	45.9
Total	**340**	**100.0**

No = 340

The study found that more Form Three students (54.1%) were interviewed than Form Four (45.9%) .This could be because many students had been enrolled in Form Three than Form Four or it might be due to school academic behaviour**.**

4.2.5 Gender of Students

Gender of students was considered in the study because males and females have different roles to play on parental demand, responsiveness, and support. Gender also affects perception of parents on parenting styles used on the student. Table 7 shows gender distribution of students.

Table 7
Gender distribution of students

Gender	Frequency	Percentage
Males	195	57.4
Female	145	42.6
Total	**340**	**100.0**

N=340

The results showed that more male students (57.4%) were interviewed than females who were 42.2%. This could be because there were many girls enrolled in the schools studied. The influence of culture could not be underrated. These results were consistent with findings of Alder & Boyle et al, (1986) who found that gender differences in academic performance in secondary schools are mediated by gender differences in expectations for success. The duo asserts that Gender depression also begins to affect them as they approach ages 17 and 18 year. Compared to boys, girls were also considered less aggressive and vulnerable to societal pressure at adolescence.

4.2.6 Type of Family

The type of family was taken into account in this study because family is the first institution of the student where culture is embraced; parenting styles is practised and academic performance is stressed. Table 8 shows frequencies and percentages on how students responded to the question on the type of families of their origin.

Table 8
Type of family distribution

Type of family	Frequency	Percentage
Single parent	64	18.8
Both parents	208	61.2
Widower	17	5.0
Guardian	51	15.0
Total	**340**	**100.0**

N= 340

The study found that majority (61.2%) of the respondents hailed from families of both parents, an indicator that they enjoyed full parental support, demand, and responsiveness. That is, their performance in school might well be more accounted for than half-orphaned and orphaned students. These findings were similar to those of Goldstein (1995) who observed that basic to the personal welfare of every child is the quality and stability of his home. He argued that a child's home environment, the socio-economic status, and family income are major factors for students' academic performance. That being the case, might have contributed to many students being found in boarding school.

4.2.7 Parents' level of Education

Parents' level of education was considered in the study because it could determine the extent to which students can be involved in academic work and parenting practice. Table 9 shows the frequencies and percentages of respondents' responses on parents' level of education

Table 9
Responses of students on the level of education of parents of Students in the study

Level of Education	Frequency	Percentage
University	73	21.5
College	123	36.2
High school	63	18.5
Primary	70	20.6
None	11	3.2
Total	**340**	**100.0**

N=340

The study found that 77.2 %(259) of the respondents' parents had attained high school level of education, colleges and university level. Those with no education and primary level or none constituted the minority, 22.8 %(81). This result is in congruence with the earlier findings of Baumrind (1989) which suggested that the level of education of a parent influences students'

knowledge, values and goals about childrearing, so that a variety of parental behaviours are indirectly related to student school performance. . According to Steinberg (1989), attainment of higher level of education may give access to resources such as income, time, energy, and community contacts that allows for greater parental involvement in a child's education. Those parents can acquire social skills and problem solving strategies conducive to children's school success. Such parents also have a more positive ability, beliefs, a stronger work orientation, and proper use of more effective learning strategies than children of parents with lower levels of education do.

4.3 Secondary School Students' Perception of their Parents' Parenting Styles

The first objective was to establish secondary school students' perception of their parents' parenting styles. The study examined students' perception on parenting styles because parenting styles can be distinguished in many respects beyond their scopes of measures of parental warmth, restrictiveness, firmness, or demand. The study put more emphasis on activities that ensure survival and development of children. The study also focused on the four general styles of parenting, that, is, authoritative, authoritarian, permissive and indulgent parenting

4.3.1 Authoritative Father

The students were tested on seven items pertaining to their father's encouragement, praise, giving comfort, responsiveness, and supportiveness. The students were then asked to indicate their perception of authoritative father parenting styles by either choosing, agree, strongly agree, disagree or strongly disagree. Table 10 presents the frequencies and percentages on how secondary school students responded to the questions on their perception on parenting styles used by their fathers.

Table 10
Responses of students on authoritative father

Perceptions	Frequency	Percentage
Strongly agree	233	68.5
Agree	60	17.6
Strongly disagree	05	1.5
Disagree	06	1.8
Uncertain	34	10.1
Total	**338**	**100.0**

N=338

The result revealed that 86.1% (293) of students agreed that their fathers were authoritative while 3.3% (11) disagreed and 10.1% (34) were uncertain of their fathers' parenting style. These findings indicated that fathers were very authoritative in dealing with their children. According to Glasgow (1997) when basic love and respect has been developed between the father and child, most students tend to seek the advice of their fathers. This research found that there could be mutual trust that had been developed out of closeness, regular guidance, and tolerance for differences. In addition, because authoritative parenting is based on warm parent-child relationship, secondary school students were likely to identify with, admire and form strong attachments to their fathers, which leave them more open to their fathers' influence.

4.3.2 Authoritative Mother

The students were tested on items pertaining to items to their mothers' responsiveness, reasoning power, love, appreciation, encouragement, problem solving and ability to help with homework. Students were then asked to indicate their perceptions of authoritative mother parenting style by either choosing strongly agree, agree, strongly disagree or disagree. Table 11 presents the frequencies and percentages on how students' responded to the questions on their perception on their mothers' parenting style.

Table 11
Responses of students on authoritative mother

Perceptions	Frequency	Percentage
Strongly agreed	180	52.9
Agree	89	26.3
Strongly disagree	24	7.1
Disagree	21	6.2
Uncertain	26	7.4
Total	**340**	**100.0**

N=340

The result showed that 89.2% (269) of students agreed that their mothers were authoritative in nature while 13.3% (45) disagreed. 7.4 %(25) of students were uncertain of their mothers parenting styles. The results indicated that mothers played some roles when it comes to child rearing. This might have resulted to the fact that a mother could be demanding, and responsive. Mothers were also seen as supportive rather than permissive. According to Bornstein (2004), mothers and fathers serve as an example to their children by providing guidelines. For example, a mother provides a strong base for effectively working on behavioural issues as they arise.

4.3.3 Authoritarian Father

Students were tested on items concerning their fathers' strictness in doing homework, demanding, mode of punishment, problem solving skill, and responsiveness. The students were then asked to indicate their perception on authoritarian father parenting style by either choosing Strongly agree, agree, strongly disagree or disagree. Table 12 presents frequencies and percentages on how students responded to the questions on their perception on authoritarian father.

Table 12
Responses of students on authoritarian father

Perceptions	Frequency	Percentage
Strongly agreed	140	41.2
Agree	68	20.0
Strongly disagree	58	17.1
Disagree	32	9.4
Uncertain	42	12.4
Total	**340**	**100.0**

N=340

The results showed that 62.2% (208) of students agreed that their fathers were authoritarian while 26.5% (90) disagreed, and 12.4% (42) constituted of students who were uncertain. These findings showed that fathers had characteristics of authoritarian parenting style. In agreement with the earlier results Baldwin. *et al*. (2007) confirms that the quality of parent-child relationships decreases as children moved from late childhood to mid-adolescence. While in Forms Three and Four, students may perceive their parents', particularly fathers to understand them less and argue significantly more than taking instructions from their parents. At the same time, male students tend to confide more on their mothers than fathers do and vice versa.

4.3.4 Authoritarian Mother

The students were asked questions to answer on authoritarian mother. They were then asked to indicate their perception on authoritarian mother's parenting style by either choosing strongly agree, agree, strongly disagree or disagree. Table 13 presents frequencies and percentages on how students responded to the questions on their perception on authoritarian mother.

Table 13
Responses of Students on Authoritarian Mother

Perceptions	Frequency	Percentage
Strongly agreed	84	24.7
Agree	105	31.1
Strongly disagree	57	17.4
Disagree	58	17.1
Uncertain	33	9.7
Missing	01	0.3
Total	**340**	**100.0**

N=340

The research found that 55.8% (189) agreed that their mothers were authoritarian while 34.5% (115) disagreed that their mothers were not authoritarian; 9.7% (36) students were uncertain of their mothers' parenting styles. These findings were in agreement with the earlier results of Baumrind (1989) which revealed that parental engagement with younger children versus adolescents' changes with time. She observed that mothers with younger children would have more contact and involvement in their children's school than mothers of older students. Nonetheless, secondary school students perceived their mothers as significantly less warm, and rejecting. Mothers listening less to their sons' opinion and ideas might have mediated that. Either they did speak less of good things the child does, nagging about little things, or enforcing rules which otherwise depend more on their mood.

4.3.5 Permissive Father

The items concerning permissive father or mother parenting styles consisted of four questions pertaining to their father's availability, help with school problems, willingness to care, encouragement to do well in school, showing love to the student. The students were asked to indicate their perception of their fathers' permissive parenting style by either choosing strongly agree, agree, strongly disagree or disagree. Table 14 presents frequencies and percentages on how students responded to the questions on their perception on permissive father.

Table 14
Responses of Students on Permissive Father

Perceptions	Frequency	Percentage
Strongly agreed	40	11.8
Agree	60	17.7
Strongly disagree	96	28.3
Disagree	91	26.8
Uncertain	52	15.3
Missing	1	1.3
Total	**340**	**100.0**

N=340

The results showed that 29.5% (100) agreed while 55.1% (187) disagreed that their fathers were permissive, 15.3% (53) were uncertain of their fathers parenting style. Paulson (1996) observed that actual fathers' involvement increases with age. Specifically, he asserts that students were free to select either or either their mother or father when asked to specify to whom, other than their friends, they talked about their academic problems.

4.3.6 Permissive Mother

The questionnaire concerning permissive mother parenting styles consisted of four questions pertaining to parent's availability, help with school problems, willingness to care, encouragement to do well in school, showing love to the student. The students were asked to indicate their perception of their mothers' permissive parenting styles by either choosing strongly agree, agree, strongly disagree or disagree. Table 15 presents the frequencies and percentages on how students responded to the questions on their perception on permissive mother.

Table 15
Responses of students on permissive Mother

Perceptions	Frequency	Percentage
Strongly agreed	14	4.1
Agree	24	7.1
Strongly disagree	165	49.3
Disagree	102	30.1
Uncertain	35	9.4
Missing	00	00
Total	**340**	**100.0**

N=340

The study found that a minority of 11.2% (38) agreed while majority of 79.4% (267) disagreed that their mothers were permissive while 9.4% (35) were uncertain. The results indicated that secondary school students who confide in their parents were limited and perceived them as warm. According to Walker (2008), male students found it easy confiding in their mothers while females perceived their fathers as warm. Decrease in perceiving fathers as not being warm might be due to greater child autonomy and less need by the student for a father's involvement with age (Bradley, 2006). The results confirmed that the secondary school students were closer to their mothers and never regarded them as permissive. Those mothers behaved pro-socially and invested more in school, offering more help to students who might have been having difficulty with the school task than fathers who were revered to be busy but not more likely to be involved in student school life.

4.3.7 Indulgent Father

Here the students were   asked to answer four questions pertaining to their fathers' availability, emphasis on rules, love, supportiveness, and care with schoolwork. Students were then asked to indicate their perception by either choosing strongly agrees, agree, strongly disagree, or disagree. Table 16 presents frequencies and percentages on how students responded to the questions on their perception on indulgent father.

Table 16
 Responses of students on indulgent father

Perceptions	Frequency	Percentage
Strongly agreed	27	3.0
Agree	26	7.7
Strongly disagree	171	50.4
Disagree	74	21.8
Uncertain	42	2.3
Missing	00	00
Total	**340**	**100.0**

N=340

The result indicated that 10.7 %(53) agreed that their parents practiced indulgent parenting while 72.2 % (245) disagreed and uncertain students constituted the minimum of 17.1% (42).These findings indicated that most fathers in Rongo Division are not indulgent. According to Meadows (1996), Indulgent-parenting is normally adopted out of fear, rejection and sometimes may be absent and disagree or minimally practised.

4.3.8 Indulgent Mothers

Students were tested on four items concerned with their mothers 'availability, love, responsiveness and care. Students were then asked to indicate their perception by either choosing strongly agrees, agree or strongly disagree. Table 17 presents frequencies and percentages on how students responded to the questions on their perception on their mothers' indulgent parenting style.

Table 17
Responses of students on indulgent mothers

Perceptions	Frequency	Percentage
Strongly agreed	14	4.1
Agree	24	7.1
Strongly disagree	167	49.1
Disagree	102	30.0
Uncertain	32	9.4
Missing	1	0.3
Total	**340**	**100.0**

N=340

The results indicated that 11.2% (38) of students agreed that their mothers are indulgent. However, 79% (269) disagreed while 9.4% (32) of students were uncertain whether their mothers were indulgent or not.

4.4 Secondary School Students' Academic Performance in relation to their Perceived Parents' Parenting Styles.

The second objective of the study was to determine secondary school students' academic performances in relation to their perceived parents' parenting styles. The first perspective looked at the students' academic performance in relation to students perceived parents' parenting style. The second perspective considered the parents' support, demanding, and responsiveness toward their children's academic work. Table 18 presents the correlation matrix between the four types of fathers' parenting styles on secondary school students' academic performance.

Table 18
 Pearson-Product Moment Correlation Matrix on Students' Academic Performance

		Authoritative	Authoritarian	Permissive	Indulgent
Academic performance	Pearson correlation	687**	378**	-093*	199**
	Significant level(2-tailed)	001	00	.089	000
	N	338	339	339	339

** Correlation is significant at the 0.05 level (2-tailed)

*   Correlation is significant at the 0.01 level (2-tailed)

The results revealed that there was a strong correlation between father's authoritative parenting and students' academic performance. Students reported high acceptance from parents, high psychological autonomy, and moderate behaviour control from parents not only those that had higher perceived academic performance, but also had higher grade point average as well. Consequently, not only did students feel they performed better in school, but they actually performed better. The Pearson- Product Moment Correlation Coefficient had a value of 687 that was significant at 0.05 levels. According to Gay (1976), a positive correlation is implied by a correlation coefficient that is greater than 0.05. This result was in agreement with the earlier findings of Adam (2008) who found that authoritative parenting had a positive correlation to higher academic performance. On the other hand, authoritarian parenting, permissive parenting and Indulgent parenting negatively correlated with students' academic performance. Pearson-Product Moment Correlation Coefficient had a value of 378 that was significant at 0.05 levels (r=378). Gay et al say that a negative correlation is implied if the absolute value of the coefficient is less than 0.2. In agreement with the earlier findings by Pike (1996), the present findings showed that children of parents who exhibited these kinds of parenting behaviours had low perceived academic performance. The students performed poorly and had low grade point average. In other words, students whose parents are either permissive or indulgent are more likely to perform poorly in school. This indicated that academic performance of secondary school students might be related to parenting style that emphasized both demanding and responsive qualities. Parents who are assertive but not intrusive might expect better academic performance for their students than those who are employed in the home. To analyze the

relationship between perceived mothers parenting styles and students' academic performance, Pearson- Product Moment Correlation Coefficient was used. Table 19 provides correlation matrix between the four types of mothers' parenting styles and secondary school students' academic performance.

Table 19
Pearson-Product Moment Correlation Matrix on Students' Academic Performance

		Authoritative	Authoritarian	Permissive	Indulgent
Academic	Pearson correlation	371**	242**	138*	487**
performance	Significant level(2-tailed)	000	000	011	000
	N	339	339	339	339

** Correlation is significant at the 0.05 level (2-tailed)

* Correlation is significant at the 0.01 level (2-tailed)

The results showed that there was no relationship between perceived mothers' parenting styles and secondary school students' academic performance. The findings revealed that the perceived parenting styles used by mothers, that is, authoritative, authoritarian, permissive and indulgent did not correlate with students' academic performance. The low level significant correlation between authoritarian, permissive and indulgent parenting was logical since three styles represented opposite modes of discipline and a converse method of communication between parent and child. These differences in parenting styles and performance might have been due to gender differences, age of students, culture, level of parent education, or teacher motivation. The older the student, the less likely they are to be bound to their parents' restrictions and the more accepted they might be as mature as adults might. Hence, most students might have not been likely to view their mothers as authoritarian, permissive or indulgent since they were toward the end of their third and forth year in secondary school. Young students could have responded oppositely, and might have viewed their parents as authoritarian

Individual student academic performance is influenced by parenting styles among other conditions. Parents with favourable occupation, sound educational background and resources have high degree of influence on the student. In this study, the students were asked to respond

on how they view their own academic performance. Table 20 presents frequencies and percentages on how students responded to the question on their own academic performance.

Table 20
Responses of students on their performance

Indicators	Frequencies	Percentages
Excellent	7	2.1
Very good	22	6.5
Good	103	30.3
Average	173	50.9
Poor	35	10.2
Total	**340**	**100.0**

N=340

The results showed that 89.8% of the students were above average and 10.2% of them accepted that they were poor in their academic performance and getting low grades. According to Gross (1996) guidance and counseling supplement teachers' effort in assisting students with academic problems. Majority of the students in a typical classroom, if given some attention, patience, and direction on the part of the teacher, make a satisfactory adjustment to school.

The proceeding data analysis also revealed that parents' support to students improves students' perception and attitude toward academic work. This encompasses behavioural, conformity,and participating in school and home based activities. Table 21 presents frequencies and percentages on how students of various forms responded to the question on whether parents' support contributed to their academic performance.

Table 21
Students' Responses on Parents support to Secondary School Students' Academic performance in School

Perception	Frequency	Percentage
YES	317	93.2
NO	19	5.6
No response	4	1.2
TOTAL	**340**	**100**

N=340

The results showed that 93.2% of students indicated that parents' support to students while in school contributed to secondary school academic performance. This study is similar to Berla

(1994) who contended that students who observe their parents engaging in activities supporting educational processes value education hence good academic performance.

However, the students were also tested on one item on how they perceived the support given to them by their parents. Table 22 presents the frequencies and percentages on how students responded to the question on the benefits students get on parents' being supportive to secondary school students' academic performance.

Table 22
  Students' Responses on benefits of Parents' support to Students

Grades	Frequencies	Percentages
Motivating them to learn	73	21.5
Encouraging them to work hard	103	30.3
Help them to identify their problems	17	5.0
Provide students with learning materials	93	27.4
Guidance and counseling	26	10.6
Not written	18	5.3
Total	**340**	**100.0**

N=340

The findings revealed that 30.3% of students indicated that parental support encourages them to work hard, 27.4% indicated that parental support assisted students with learning materials, 21.5% agreed that parental support motivated students to learn. 10.6% of students agreed that they benefited from parental guidance and counseling, 5 % said that with the parental support, they were able to identify their problems. However, 5.3% failed to comment on anything. The findings of this research is similar to Lamb (2001)who observed that parenting forms the mirror through which children view themselves and the power to affect their emotional state. He asserts that the students become well integrated in school and instilling a sense of responsibility for self-management hence academic performance.

The point being made here was that the students were expected to have been influenced either positively or negatively by parents' responsiveness and demanding. Being non- supportive is one of the factors that can lead to high school dropout rate and inequality to secure high academic grades for university entry. In this study, the item was to test the students on   whether parents who are not supportive to students in school contribute to students' poor academic performance. Table 23 below highlights their responses.

Table 23
Responses of students on non -supportive parents to students

Perception	Frequencies	Percentages
Yes	278	81.8
No	52	15.3
Not written	10	2.9
Total	**340**	**100.0**

N=340

The results showed that 81.8% of students' responded that parents being not supportive contributed to their poor academic performance, while 18.2% said that non- supportive parents did not contribute to secondary school academic performance. According to Lamb (2000) students who are not supported tend to get weaker results while in school and therefore without the help of guidance and counselling such students feel lost and confused.

4.5 Secondary School Students Perception on effects of Parenting Styles on their Academic Performance

The third objective sought to establish secondary school students' perception on effects of parenting styles on students' academic performance. The objective was based on the fact that parents play a very important role in influencing perception, behaviours, attitude, thus, forming core foundation of a student self –esteem. Students were asked whether-parenting styles affect their academic performance. Table 24 shows the frequencies and percentages on how students responded to the question on their perception on effects of parenting on their academic performance. .

Table 24
 Students' Responses on effects of Parenting Styles on Academic Performance

Perception	Frequencies	Percentages
Strongly agreed	138	40.6
Agree	128	37.6
Strongly disagree	30	8.8
Disagree	18	5.3
Uncertain	19	5.6
Not response	6	1.8
Missing	1	0.3
Total	**340**	**100**

N=340

The results indicated that 78.2 % of students interviewed agreed that parenting styles had effects on students' academic performance. 21.8% of students disagreed. These findings might have been mediated by students' age, parental warmth, responsiveness, restrictiveness, firmness and demand. Kerr and Steinberg (2000) observed that parenting style forms the foundation of self – esteem. Furthermore, exposing the student to intellectually stimulating things such as books, maintains knowledge of the students' academic records and activities.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter gives the summary of the study, how it was conducted, the key findings and the objectives that were attained. It also includes the implications the study is likely to have on the perception of the secondary school students on effects of parenting styles on academic performance and the recommendations towards improvement. Finally, it provides the various gaps identified in the study that may require further investigations.

5.2 Summary

The study aimed at investigating the perception of secondary school students' academic performance in Rongo Division, Rongo District, Nyanza Province, Kenya. The study was necessary since the students' perception on effects of parenting styles and academic performance is a priority in education sector. However, there was no empirical evidence of what parenting styles had on secondary school academic performance. The research design was descriptive and correlation. The target population was 3000 forms three and four secondary school students. Stratified random sampling was used to identify 11 secondary schools from the 22 secondary schools in the division. Stratified random sampling was also used to select respondents in each sampled school. Respondents from each stratum were selected using random sampling. A sample size of 341 students were selected and interviewed. Data was collected from 340 respondents using closed ended   as well as open-ended interview schedule.

5.2.1 Secondary School Students' Perception of their Parents' Parenting Styles

This objective aimed at establishing secondary school students' perception on their parents parenting styles in Rongo. The data obtained showed that majority of the students perceived their fathers' and mothers' parenting style as authoritative .The basic love and respect developed between the students and parents made students to identify with, admire and form strong attachments to their fathers and mothers.

5.2.2 Secondary School Student's Academic Performances in Relation to their Perceived Parents' Parenting Styles.

The study was set to establish secondary school students' perception on effects of parenting styles on their academic performance. The results indicated that perceived father authoritative parenting styles was found to correlate with the secondary school students' academic performance. The students indicated high acceptance, encouragement and responsiveness of their fathers which made them get higher grades in school work.

5.2.3.Seconary school students' perception on effects of parenting styles on their academic performance.

The results indicated that perceived father authoritative parenting was found to be correlated with the secondary school students' academic performance. The students indicated high acceptance, encouragement and responsiveness of their fathers that made them get higher grades in school work.

5.3 Conclusions

5.3.1 Secondary School Students' Perception of their Parents Parenting Styles

The objective aimed at establishing secondary school student's perception of their parents parenting styles in Rongo Division, Rongo District, Kenya. The results indicated that 86.1% of the students perceived both father and mothers' parenting styles as authoritative and authoritarian. These findings, therefore, suggested that such students felt that both the mother and father provided clear and firm directions and give rationales behind the rules they set. They were also controlling and demanding but are warmth towards their children. This showed that parenting style had a lot of impact on students' parental responsiveness and demands to improve students' perceptions.

5.3.2 Secondary School Students Academic Performance in relation to their Perceived Parents' Parenting Styles

Objective two of the study was to determine secondary school student's academic performance in relation to their perceived parents' parenting styles in Rongo division. The results indicated that perceived mother and fathers' authoritative parenting style correlated with students'

academic performance. The findings also revealed that there were no correlation between father and mother perceived permissive, authoritarian and indulgent parenting on secondary school students' academic performance. This could be explained by the different influence of parenting styles as it indicated that parental involvement such as behavioural conformity, personal attention to student, enforcing the completion academic work improve students' perceptions and determine their academic performance.

5.3.3 Secondary School Students' Perception on Effects of Parenting Styles on their Academic Performance.

On this objective, secondary school students' perception on effects of parenting styles on their academic performance was well captured in the study and viewed effects of parenting styles as important and useful in enhancing their academic performance. Students perceived parenting style as important because it enabled them to develop self-esteem.

5.4 Recommendations

The study thus recommended that:

5.4.1 Since   secondary school students perceived their fathers and mothers' parenting styles as authoritative and authoritarian, Ministry of Education should offer guidance and counseling programmes for parents in order to enable them to deal well with their children. They should offer programmes that deal with authoritative, authoritarian, permissive, and indulgent parenting.

5.4.2 As the results indicated that fathers' authoritative parenting style correlated with students' academic performance, the department of Guidance and counselling in schools should ensure emphasis on the best parenting style to help secondary school students to achieve the best in their academic performance.

5.4.3 Further results revealed that there was general agreement among the students that parenting style had effects on their academic performance. The Ministry of Education,

therefore, should ensure that in-service courses are made available for teacher counselors, head teachers and parents to enable them to acquire more skills in dealing with their children.

5.5 Recommendations for Future Research.

Based on the above conclusions, the following future recommendations are made:-

5.5.1 Future research should consider tracking the effects of parenting styles on students' academic achievement over four years of a students' life in school.

5.5.2 A study to establish parents' awareness of the effects of parenting styles on their children academic performance

5.5.3 Ministry of education, churches, NGOs should initiate programmes for guidance and counseling teachers, parents and students on parenting styles and academic performance.

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APPENDIX 1: INTERVIEW SCHEDULE FOR STUDENTS

Introduction

This *questionnaire* was developed to gather information regarding the perception of secondary school students on effects of parenting styles and its effects on students' academic performance. It will be administered to students in few selected secondary schools in Rongo division, Rongo District on a face-to-face basis. It is for academic research and not for financial or material gain. Please respond to all these questions to the best of your knowledge. Confidentiality will be kept on the information gathered.

Section A: Students Profile and Background

Name of the school …………………………………………………………………..

1. school status   Boarding ☐   Day ☐

2. Type of the school   ☐ Boys   ☐   Girls ☐   Mixed

3. What is your age?……………………………………………….

4. Which is your class?   For ☐   ☐   Form 4

5. What is your Gender?   ☐ Male   ☐   Female

6. What type of family do you come from?

    ☐ Single parent ☐   Both parent ☐   Wi ☐ r   Guardian

7. What is your present status?

    Border ☐   ☐   Days scholar

8. Which of the following applies to your parents/ Guardian?

    ☐ Both employed ☐   Both unemploy ☐   One emp ☐

    others

9. What is your parents/Guardian level of education?

    ☐ University   ☐   ☐   College ☐   High ☐ ol

    Primary   None

10. What is your best performed subject? _____

11. What is your recent highest academic grade? _____

Section B: Students' Perception on Parenting Styles used by their Parents

Put (√) on the number which best fit your choice, following the key below: -

1; SA – Strongly agree   2: A- Agree 3: SD – Strongly disagree   4: D –Disagree 5. Uncertain

No.	Authoritative father	SA	A	SD	D	U
12	My father encourage me to talk about my troubles					
13	My father praise me when I am good					
14	My father joke and play with me					
15	My father give comfort and understands when I am upset					
16	My father show patient with me					
17	My father is responsible for my needs					
18	My father is supportive towards my education					
	Authoritative mother					
19	My mother gives me guidance when I make mistake at school					
20	My mother get concern when I tell her that I lack something in school					
21	My mother reasons and tell me why rules should be obeyed					
22	My mother appreciate what I want to accomplished					
23	My mother tells me the impact of good behaviuor by encouraging me to talk about the consequences of my own action.					
24	Mother is aware about problems or concerns about me in school					
25	My mother apologizes to me when she makes a mistake in parenting					
26	My mother insists on home work and helps me with it					
27	My mother questions my performance in school					
	Authoritarian Father					
28	My father scares me					
29	My father is very strict, overbearing and critical of me when I do poor in school					
30	While in school, my father make high demand on me					
31	My father demand respect when I joined school					
32	Whenever I make mistake, my father punishes me heavily					
33	My father do not have worm and intimate times together with me					
34	Whenever I want express my self my father disagrees with me					
35	My father has set strict and well established rules for me					
	Authoritarian Mother					
36	Whenever my behaviours does not meet my mother's expectations, she criticize me					

37	My mother uses threats as a way of punishing me					
38	My mother do not consult me in family matters					
39	My mother is nagging and critical of my failures					
40	My mother do not have any idea for what is important to me					
41	My mother is critical of me in any decision making					
42	My mother does not emphasize rules					
	Indulgent mother/father					
43	My father is busy to spent time with me					
44	Mother do not care whenever they see me in a group					
	Permissive father					
45	My father do not confront me whenever I make mistakes					
46	My father do not show me love to consult me about my failures					

Section C: Perception of Students' on their Academic Performance

47 which is your most fovourite subject? …………………………………………………..

48   Explain   why?   ………………………………………………………………………
………………………………………………………………………………………………

49 Which subject do you hate most? …………………………………………………….
………………………………………………………………………………………………

 50 Explain why?......………………………………………………………..

51 Do you get support from parents in your best performed subject?
        YES [   ]   NO [   ]

52 Is lack of support by your parents a contributing factor in your worst performed subject?
        YES [   ]   NO [   ]

53 what was your mean grade or aggregate? ……………………………………………………

54 How would you judge your performance in the last exams?
        Excellent [   ]   Very Good [   ]   Good [   ]   Average [   ]   Poor [   ]

55 How is your performance for the last three years of secondary education?
        Stable [   ]   improving [   ]   unstable [   ]   not improving [   ]

56 In your opinion, do you think parents being supportive to students are a contributing factor to students who perform well in school?   YES [   ]   NO [   ]

57.   If   Yes,   how…………………………………………………………………………
………………………………………………………………………………………………

58 If no, explain ……………………………………………………......................................

59 Do you think parents' being not supportive is a contributing factor to students poor academic performance? YES [   ]   NO [   ]

60 If yes, how ……………………………………………………………………………
………………………………………………………………………………………………

61 If no, explain …………………………………………………………………………….

62. What do you think should be done to improve secondary school students' academic performance?
……………………………………………………………………………

Section D: Students perception on effects of parenting styles

Please indicate(√)on your agreement or disagreement to the following statement using the following scale:

SA – strongly Agree A – Agree SD – Strongly Disagree D – Disagree UN – Uncertain

	SA	A	SD	D	UN
63. My performance in school is as a result the way my parents treat me.					
64. Students who are fully supported by parents perform well in school.					
66. Students who are not supported by parents perform poorly in school.					
67. Parenting style affect secondary school students academic performance					
68. Secondary school students can perform highly when all parents give the right support in school and home					

APPENDIX 2: KRECIE AND MORGAN (1970) SAMPLE SIZES FOR DIFFERENT POPULATION SIZES

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377

APPENDIX 3: RESEARCH AUTHORIZATION

MINISTRY OF EDUCATION

Telephone: 0203508047
Fax no: 0203508047
When replying please quote
REF: RON/TSC/217669/7

DISTRICT EDUCATION OFFICER
RONGO DISTRICT
P.O. BOX 245- 40404,
RONGO

Date: 27th October 2009

RESEARCH AUTHORIZATION

Following your request to collect data in Rongo Division Schools under your study entitled: **Perception of Secondary School Students on effects of parenting styles on secondary school Students' academic performance**: A case of Rongo Division, Rongo District. Official Permission has been granted for the same.

Please give him all the support.

A.K. LANGAT
DISTRICT EDUCATION OFFICER
RONGO DISTRICT

APPENDIX 4: MAP SHOWING LOCATION OF STUDY AREA