RELATIONSHIP AMONG PARENTING STYLES, LEARNER’S INVOLVEMENT IN BEHAVIOUR PROBLEMS AND ACADEMIC PERFORMANCE IN NAIROBI COUNTY, KENYA

ONG’ERA LYNETT KEMUNTO

E83/21630/010

A Research Thesis Submitted in Fulfilment of the Requirements for the Award of Degree of Doctor of Philosophy in the School of Education, Kenyatta University

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DECLARATION

I confirm that this thesis is my original work and has not been presented in any other university/institution. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works, including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

To Tevin and Gavin with all my love.
# TABLE OF CONTENTS

Title Page ................................................................................................................................................. i  
Declaration ................................................................................................................................................... i  
Dedication ................................................................................................................................................... iii  
List of Tables .............................................................................................................................................. vii  
List of Figures ........................................................................................................................................... ix  
Acknowledgement ....................................................................................................................................... x  
Abstract .................................................................................................................................................... xi

## CHAPTER ONE: INTRODUCTION AND CONTEXT OF THE STUDY .......... 1

1.1 Introduction ........................................................................................................................................... 1
1.2 Background to the Study .......................................................................................................................... 1
1.3 Statement of the Problem ....................................................................................................................... 6
1.4 Purpose of the Study ............................................................................................................................... 7
1.5 Objectives of the Study ........................................................................................................................ 8
1.6 Research Questions ................................................................................................................................ 8
1.7 Hypothesis .............................................................................................................................................. 8
1.8 Assumptions of the Study ....................................................................................................................... 10
1.9 Limitations of the Study ......................................................................................................................... 11
1.10 Delimitations of the Study .................................................................................................................. 11
1.11 Significance of the Study ..................................................................................................................... 12
1.12 Theoretical Framework ...................................................................................................................... 13
1.13 The Conceptual Framework .............................................................................................................. 15
1.14 Operational Definitions of Key Terms ............................................................................................... 17

## CHAPTER TWO: REVIEW OF RELATED LITERATURE .................. 19

2.1 Introduction ........................................................................................................................................... 19
2.2 Factors that Influence Parenting Styles ............................................................................................... 19
2.2.1 Media and Modern Technology ....................................................................................................... 20
2.2.2 Socio-Economic Factors ................................................................................................................ 21
2.2.3 Dual Career and Tight Schedules .................................................................................................. 23
2.2.4 Availability and Accessibility of Drugs and Substances ................................................................. 23
2.2.5 Structural and Lifestyle Changes .................................................................................................. 24
2.2.6 Family Conflicts and Divorce ....................................................................................................... 25
2.2.7 Daily Stresses and Family Crises .................................................................................................. 26
2.3 The Influence of Parenting Styles on Learners’ Involvement in Behaviour Problems ....................... 27
2.3.1 Parenting Styles and Behaviour Problems .................................................................................. 27
2.3.2 Parenting Practices and their Influence on Learners’ Behaviour .................................................. 33
2.4 The Influence of Involvement in Behaviour Problems on Learners’ Academic Performance .......... 40
2.4.1 Common Behaviour Problems Exhibited by Learners ................................................................. 40
2.4.2 Involvement in Behaviour Problems and Academic Performance ............................................. 46
2.5 Relationship between Parenting Styles and Learners’ Academic Performance ......................... 48
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY ..........55
3.1 Introduction........................................................................55
3.2 Research Design and Locale ...........................................55
3.2.1 Research Design .........................................................55
3.2.2 Variables .....................................................................56
3.2.3 Study Locale ..................................................................57
3.3 Population ..........................................................................57
3.4 Sampling Techniques and Sample Size Determination ..........58
3.4.1 Sampling Techniques ....................................................58
3.4.2 Sample Size ...................................................................58
3.5 Research Instruments ........................................................59
3.5.1 Questionnaire for Learners ...........................................59
3.5.2 Interview Guide for Parents ..........................................60
3.5.3 Pilot Study .....................................................................60
3.5.4 Reliability ......................................................................61
3.5.5 Validity ..........................................................................62
3.6 Data Collection ..................................................................62
3.6.1 Logistical and Ethical Considerations ............................63
3.6.2 Data Collection Process ................................................64
3.7 Data Analysis .....................................................................66

CHAPTER FOUR: FINDINGS, INTERPRETATION AND DISCUSSIONS...68
4.1 Introduction........................................................................68
4.2 General and Demographic Information of Learners ............68
4.2.1 Learners’ Age ...............................................................69
4.2.2 Learners’ Sex ...............................................................70
4.2.3 Learners by People they lived with ................................71
4.2.4 Reasons for not living with Parents ...............................72
4.2.5 Parents and Guardians’ Level of Education ....................74
4.3 Factors that Influence Parenting Styles .............................75
4.3.1 Media and Modern Technology ....................................75
4.3.2 Dual Career and Tight Schedules .................................76
4.3.3 Family Conflicts and Divorce .......................................77
4.3.4 Daily Stresses ................................................................78
4.3.5 Socio-economic Factors ................................................79
4.4 The Influence of Parenting Styles on Learners’ Involvement in Behaviour Problems 80
4.4.1 Parenting Styles ...........................................................80
4.4.2 Parenting Practices and their Influence on Learners’ involvement in Behaviour Problems .............................................93
4.5 Influence of Involvement in Behaviour Problems on Learners’ Academic Performance .................................................105
4.5.1 Common Behaviour problems Exhibited by Learners ...........................................105
4.5.2 Behaviour Problems and Academic Performance .............................................108
4.6 Relationship between Parenting Styles and Learners’ Academic Performance ......123
4.6.1 Authoritative Parenting style and Academic Performance ..............................125
4.6.2 Authoritarian Parenting Style and Academic Performance ............................126
4.6.3 Permissive Parenting Style and Academic Performance .................................127
4.6.4 Uninvolved or Neglectful Parenting style and Academic Performance ...............127

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction ...........................................................................................................128
5.2 Summary ...............................................................................................................128
5.3 Conclusions .........................................................................................................131
5.4 Recommendations ..............................................................................................132
5.4.1 Recommendations for the Ministry of Education, Science and Technology ....134
5.4.2 Recommendations for Parents .........................................................................134
5.4.3 Recommendations for Further Research .......................................................136

References ...............................................................................................................137
Appendix A: Interview Guide for Parents .................................................................146
Appendix B: Questionnaire for Form Three Learners ..............................................147
Appendix C: Approval Letter from the University to Conduct Research ..................152
Appendix D: Permission to Conduct Research in Nairobi County .............................153
Appendix E: Map of the Study Locale ......................................................................154
LIST OF TABLES

Table 4.1 Parenting Styles According to Learners........................................ 81
Table 4.2 Number of Learners by Involvement in Substance Abuse Related Problems and Parenting styles................................................ 83
Table 4.3 Chi-Square Test: Parenting Style and Learners’ Involvement in substance Abuse Related Behaviour Problems................................. 84
Table 4.4 Number of Learners by involvement in School Attendance Related Behavior Problems and Parenting Style.................................. 86
Table 4.5 Chi-Square Test: Parenting Style and Learner’s Involvement in School Attendance Related Behaviour Problems.......................... 87
Table 4.6 Number of Learners by Involvement in Aggression Related Behaviour Problems and Parenting Styles........................................ 88
Table 4.7 Chi-Square Test: Parenting Style and Learners’ Involvement in Aggression Related Behaviour Problems.................................. 89
Table 4.8 Number of Learners by Involvement in Teenage Sex Related Behaviour Problems by Parenting Styles....................................... 90
Table 4.9 Chi-Square Test: Parenting Style and Learner’s Involvement in Sex Related Behaviour Problems by Parenting Styles................. 91
Table 4.10 Parental Control and Monitoring as Reported by Learners............. 96
Table 4.11 Supervision of homework by Parents as Reported by Learners...... 99
Table 4.12 Parental Consistency in Discipline as Reported by Learners......... 101
Table 4.13 Parental Collaboration with Teachers as Reported by Children........................................................................................................... 104
Table 4.14 Number of Learners by level of Involvement in Behaviour Problems ................................................................................................. 106
Table 4.15 Number of Learners by Academic Performance and Level of Involvement in Substance Abuse Related Problems......................... 112
Table 4.16 Chi-Square Test: Learner’s Involvement in Substance Abuse Related Behaviour Problems and Academic Performance........ 113
Table 4.17 Number of Learners by Academic Performance and Level of Involvement in School Attendance Related Behavior Problems.............................................. 115
Table 4.18 Chi-Square Test: Learner’s Involvement in School Attendance Related Behaviour Problems and Academic Performance…. 116
Table 4.19 Number of Learners by Academic Performance and Level of Involvement in Aggression Related Behavior Problems.................. 117
Table 4.20 Chi-Square Test: Learner’s Involvement in Aggression Related Behaviour Problems and Academic Performance ………………… 118
Table 4.21 Number of Learners by Academic Performance and Level of Involvement in Teen Sex Related Behaviours ………………… 120
Table 4.22 Chi-Square Test: Learner’s Involvement in Teenage Sex Related Behaviour Problems and Academic Performance………………121
Table 4.23 Number of Learners’ by Level of Academic Performance and Parenting Style ………………………………………124
Table 4.25 Chi-Square Test: Parenting Style and Learners’ Academic Performance …………………………………………………125
LIST OF FIGURES

Figure 4.1 Learners’ Age................................................................. 69
Figure 4.2 Learners’ Sex .............................................................. 70
Figure 4.3 Learners by People they lived with............................. 71
Figure 4.4 Reasons for not living with Parents.............................. 72
Figure 4.5 Parents and Guardians’ Level of Education................ 74
Figure 4.6 Learners’ Performance.................................................. 109
Figure 4.7 Learners’ academic performance in Form Two Third
Term............................................................................................. 110
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There is abundant evidence to support the correlation between parenting styles, children’s behaviour disorders and academic performance. However, the relationship among parenting styles, learners’ involvement in problem behaviour and academic performance has received little attention and research interest in Kenya. The main purpose of this study was to determine the relationship among parenting styles, learners’ involvement in problem behaviour and academic performance in Nairobi County, Kenya. This research study used mixed method involving descriptive and correlational research designs. Quantitative data was collected from learners using questionnaires while qualitative data was collected from parents using interviews. The population of study was drawn from three randomly selected sub-counties of Nairobi County namely: Dagoretti, Lang’ata and Starehe. Fifteen schools were randomly selected from the three sub-counties. A total of 400 learners from regular public secondary schools and 40 parents were randomly selected for the study. This study sought to find out factors that influence parenting styles, establish the influence of parenting styles on learners’ involvement in behaviour problems, determine the influence of involvement in behaviour problems on learners’ academic performance and find out the relationship between parenting styles and learners’ academic performance. The theoretical model by Diana Baumrind, (1966) on parenting styles formed the basis of this study. Research instruments were piloted prior to the study in Kasarani Sub-County, Nairobi County using 13 respondents comprising of 10 learners and 3 parents. Reliability was tested using internal-consistency method. Research data was collected through questionnaires and interviews. Statistical Package for Social Sciences (SPSS) software was used to analyse quantitative data. Qualitative data was organized and analysed by themes. Descriptive and inferential statistics was used to summarize and describe the sample. Findings of the study revealed that learners of authoritative parents have low involvement in problem behaviour and perform better academically as compared to learners of authoritarian, permissive and neglectful parents. It also revealed that involvement in problem behaviour is negatively correlated with academic performance and learners of neglectful parents rank low in academic performance as compared to learners of parents using other parenting styles. It is recommended that parents should strive to understand their children, know their friends, engage them with constructive activities and seek better ways of controlling what they access through media. Further, parents should purpose and dedicate quality time with their children, dialogue with them, listen to their concerns and address them effectively.
CHAPTER ONE: INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This chapter introduces the study through a detailed background, statement of the problem, purpose of the study, research objectives and questions. The chapter also outlines assumptions of the study, limitations, delimitations and significance of the study. The chapter ends with theoretical and conceptual framework that summarizes interactions of the study variables. It also presents assumptions of the study, theoretical and conceptual framework and operational definition of terms used in the study.

1.2 Background to the Study

Parenting involves providing physical care, support, love and guidance for healthy development of a child. This includes creating a nurturing environment of attention, encouragement and love for the child. All these should be provided with the aim of helping each child develop to his/her fullest capacity in order to succeed in life. Children learn by observation, so conscious effort must be made by parents to be good role models to their children (Hamner&Turner 2001; Muturi, 2011).

Parenting styles have been a major topic of study for the later part of the twentieth century. Parenting styles are emotional climate in which parents raise their children. Numerous studies have been conducted on effects of parenting styles on academic achievement of students and others on the influence of parenting styles on
learners’ behaviour (Sarac, 2001; Wachira, 2002; Spera, 2005; Nyarko, 2011; Tope, 2012). Baumrind (1966) has been credited for defining three specific parenting styles and their consequences on children’s academic performance and behaviour. These are (a) authoritative, (b) authoritarian, and (c) permissive parenting styles. The styles are based on levels of demandingness and responsiveness of parents. Maccoby and Martin, (1983) also added one other parenting style referred to as uninvolved or neglectful. Studies that have been conducted reveal a correlation between parenting styles, and children’s academic achievement (Sarac, 2001).

In the United States of America during the eighteenth century, the church and the state worked together to manage children’s behaviour according to the strict interpretation of the Bible. Moreover, parents believed it was important to conform to religious doctrine. Parents were monitored to ensure they complied with the accepted parenting code in the way they raised their children (Hamner & Turner, 2001).

In Europe before the advent of Christianity, the Spartans of ancient Greece raised their children by exposing them to very harsh conditions and discipline. When Europe embraced Christianity, church leaders became responsible for matters of child upbringing. Religious doctrinal view dominated and held the view that parents should be very strict because they assumed that children were born evil (Miller, 1983). In the middle ages, the Renaissance in Europe brought about new ideas about child upbringing. The Behaviourism movement that was started by John Locke and
continued by John Watson advocated that children were born neither bad nor good and therefore, needed guidance to grow up disciplined (Wang’eri, 2007).

Throughout history, family structures and living arrangements have continually changed to meet the needs of family members. In the whole world, nuclear family has been the most common arrangement since at least the Sixteenth Century (Lauer & Lauer, 2000). Typically, the nuclear family of the middle 1900’s had a stay-at-home mother and an employed father. This pattern has changed as more and more women have entered the workforce over the years (Lauer & Lauer, 2000; Munroe & Burrows, 2007; Sasse, 2004).

In traditional African society, children belonged to the community and were well taken care of by their parents, grandparents and extended family members. Everyone ensured that children were disciplined, well behaved and played their roles (Berk, 2003). Parents were able to monitor school work of their children carefully and actively participated in Parents-Teachers Associations purposely to monitor their children’s progress. Report cards were valued and trusted in the home as an accurate reflection of academic achievement. Furthermore, parents were able to keep in touch with the school, and to monitor success or lack thereof. When children came home from school, homework was completed and other school assignments or works were done (Tope, 2012).

Munroe and Burrows (2007) and Santrock (2002) note that today’s children are exposed to so much and are easily influenced by what is happening around them.
They further reported that there is increase in the rate of parental separation and
divorce which means that children might not be receiving appropriate parenting from
both parents. Some parents spend more time on their jobs and less time with their
children. When children are left unsupervised for long periods of time coupled with
influence from exposure to different types of media, they acquire behaviour
disorders which may affect their academic achievement (Kinai, 2002).

In Kenya today, family value systems have changed. There is overemphasis on
nuclear family as opposed to the traditional extended family. Changes in socio-
economic conditions and customs have affected child rearing. Employed and
working parents move from rural to urban centres with their children and therefore,
members of the extended family no longer play their role in shaping children’s
behaviour. In some cases, young persons opt for single parenting by choice because
of careers, hence do not to get married. While others opt for divorce or separation
(Berk, 2003; Santrock, 2001).

Initially, learners used to be taken to boarding schools after they had been parented
up to adolescence (Sasse, 2004). Nowadays, leaners including those with special
needs are taken to boarding schools at a tender age when they need their parents’
care most to shape their behaviours. This means that the role of parenting is left to
teachers and caretakers. MusauNdunda, chairman of the Kenya National Association
of parents has criticized parents for turning schools into “dumping grounds” and
leaving parenting and mentoring of children to teachers (Wanja, 2010).
Parenting styles can be both positive and negative in their tone, both of which affect learners’ behaviour and academic performance. For instance, parenting styles where children are left unsupervised for long periods of time coupled with influence from exposure to different types of media may lead children to engaging in behaviour problems, which may affect their academic performance (Kinai, 2002). Behaviour problems are exhibited by learners of different ages and educational levels and interfere with a child’s learning, development and also negatively affect those around the learner’s environment. They may include aggression, juvenile delinquency and conduct disorders, among others. These behaviour problems significantly affect learners’ academic performance and hence academic achievement.

It must be noted that while there are so many factors that influence learners’ behaviour and academic performance, family background and more so parenting style, is the most important factor (Tope, 2012). For learners to succeed, they must have a combination of academic excellence and good behaviour. Parents should ensure that their children develop good behaviours as they grow up by emphasizing the importance of hard work, self-discipline, obedience and academic achievement (Chao, 2001). It is therefore crucial to investigate the relationship among parenting styles, learners’ involvement in behaviour problems and ultimately, their academic performance in school.

Parents have a duty to instil proper values in their children through consistent discipline and serving as good role models for them. Well behaved learners are highly likely to perform well academically. The influence of parenting styles on
learners’ behaviour and academic performance has received little research interest in Kenya. This study therefore, aimed at determining the relationship among parenting styles, learners’ involvement in behaviour problems and academic performance in Nairobi County, Kenya.

1.3 Statement of the Problem
Despite the abundance of pamphlets, magazines, parenting books and self-help parent groups in Kenya, and more so in Nairobi, there is still reported increase in learners’ involvement in behaviour problems. These behaviour problems negatively influence learners’ academic performance and overall development. The modern world has seen changes in family trends, structures and systems. This has drastically shifted parenting and general upbringing of children resulting in learners’ behaviour problems. In most cases in Nairobi for example, both parents work outside their homes and hence many families find it more difficult to stay connected with their children’s behaviour and education (Wang’eri, 2007).

Research studies indicate that parenting style influences learners’ behaviour and academic performance. For instance, Kinai (2002) carried out a study on the Relationship between Parental Behaviour towards Adolescents and their manifest Aggression in Nairobi secondary schools. The study results revealed that the way parents interact with their children have tremendous and sometimes lasting effects on children’s behaviour. The same study also revealed that discipline problems interrupt academic progress and create conditions in which educational objectives cannot be achieved.
Kwamanga, Odhiambo and Amukoye, (2003) carried out a study on Prevalence and Risk factors on Smoking among Secondary School students in Nairobi. The study findings revealed that children as young as 12 years smoke cigarettes although a majority of them start at the age of 12-16 years. Wang’eri, (2007) conducted a study on The Conflict between traditional Parenting Behaviours as Perceived by Students in Some Selected Secondary Schools in Nairobi. The results of the indicated that facilities and resources of parenting have shifted from what they were in the past, parental grip on children appears to be slipping away as indicated by heavy presence of electronic devices in the families and the parenting role of educating their children has been taken over by the school system.

There are many factors that may influence learners’ behaviour and academic achievement such as media, peer influence, environment, but parenting style has been perceived as the main cause (Kinai, 2002). The results in the above cited studies imply that parenting styles influence behaviour and academic achievement among Learners. This research therefore, sought to determine the relationship among parenting styles, learners’ involvement in behaviour problems and academic performance in Nairobi County, Kenya.

1.4 Purpose of the Study

The purpose of this study was to determine the relationship among parenting styles, learners’ involvement in behaviour problems and academic performance in Nairobi County, Kenya.
1.5 Objectives of the Study

This research study sought to:

1. Find out the factors that influence parenting styles in Nairobi County, Kenya.
2. Establish the influence of parenting styles on learners’ involvement in problem behaviours in Nairobi County, Kenya.
3. Determine the influence of involvement in behaviour problems on learners’ academic performance in Nairobi County, Kenya.
4. Find out the relationship between parenting styles and learners’ academic performance in Nairobi County, Kenya.

1.6 Research Questions

For this research to achieve its intended objectives, the following questions were addressed.

1. What factors influence parenting styles in Nairobi County, Kenya?
2. How does parenting style influence learners’ involvement in behaviour problems in Nairobi County, Kenya?
3. How does involvement in behaviour problems influence learners’ academic performance in Nairobi County, Kenya?
4. What relationship is there between parenting styles and learners’ academic performance in Nairobi County, Kenya?

1.7 Hypothesis

Hypotheses were formulated for objectives 2, 3 and 4. These hypotheses were tested using chi-square.
Objective 2: To establish the influence of parenting styles on learners’ involvement in behaviour problems in Nairobi County, Kenya.

H₀₁: There is no significant relationship between parenting styles and learners’ involvement in substance abuse related behaviour problems.

H₀₂: There is no significant relationship between parenting styles and learners’ involvement in aggression related behaviour problems.

H₀₃: There is no significant relationship between parenting styles and learners’ involvement in school attendance related behaviour problems.

H₀₄: There is no significant relationship between parenting styles and learners’ involvement in teenage sex related behaviour problems.

Objective 3: To determine the influence of involvement in behaviour problems on learners’ academic performance in Nairobi County, Kenya.

H₀₁: There is no significant relationship between learner’s involvement in substance abuse related behaviour problems and academic performance.

H₀₂: There is no significant relationship between learner’s involvement in aggression related behaviour problems and academic performance.
H₀₃: There is no significant relationship between learner’s involvement in school attendance related behaviour problems and academic performance.

H₀₄: There is no significant relationship between learner’s involvement in teenage sex related behaviour problems and academic performance.

Objective 4: To find out the relationship between parenting styles and learners’ academic performance in Nairobi County, Kenya.

H₀₁: There is no significant relationship between parenting styles and learners’ academic performance.

1.8 Assumptions of the Study

This study held the following assumptions:

- Parents are very significant people in learners’ lives and the way they interact influences learners’ behaviour and their academic performance.
- Perceptions of children on how their parents treat them influence their behaviour and academic performance.
- Learners in form three were the most appropriate respondents for this study.
- Participants will give honest and unbiased responses.

Research findings from this study showed that the assumption that parents are very significant people in learners’ lives and the way they interact influences children’s behaviour and academic performance was realistic. It was also evident that
perceptions of learners on how their parents treat them influence their behaviour and academic performance. However, it was not easy to prove whether participants actually gave honest and unbiased responses as was the assumption.

1.9 Limitations of the Study

This research study was limited to form three learners in public secondary schools in Nairobi County, Kenya. Parents of form three learners in the sampled schools were also included in the study. In some schools, it was not possible for the researcher and the assistants to meet the sampled students personally in order to administer questionnaires and therefore, teachers were used to administer the questionnaires.

It was not possible to conduct face-to-face interviews with majority of the sampled parents due to the nature of their schedules of work and towns of residence. Therefore, most interviews were conducted through telephone calls and a few through face-to-face interviews.

1.10 Delimitations of the Study

The study confined itself to form three learners in regular public secondary schools and parents in Nairobi County, Kenya. Secondary school learners were the focus of this study because they present more challenging behaviour problems as compared to primary school learners and these behaviour problems significantly affect academic performance. However, the study did not consider the sex of learners. Academic achievement in secondary school determines one’s future in relation to career
progression and employment. The learners included in the sample were only those present in the respective institutions by the time of study.

Form one learners were excluded from the study because majority of them were joining secondary schools during the time data was being collected and therefore they were still new and fresh in secondary school. Form two learners were excluded from the study because they are in the stage viewed as the peak of adolescence and therefore associated with many behaviour problems resulting from hormonal changes. Form four learners were also excluded from the study because they were candidates for Kenya Certificate of Secondary Education and it was therefore assumed that they had pressure from teachers and parents relating to academic performance. Teachers were not included in the study because it was assumed that learners and parents were to provide sufficient information as was required to address the study objectives.

1.11 Significance of the Study

It is hoped that this study may provide empirical evidence to schools, parents, and other stakeholders about parenting styles and how they affect learners’ behaviours and academic performance. The findings may also help in formulating policies that may be used in educational programmes for learners with behavioural problems. Persons who work with learners such as teachers and counsellors may use the findings of this study to advice parents on the importance of adopting positive parenting styles that lead to positive behaviours and improved academic performance in learners.
It is hoped that this research will be a contribution to the existing body of knowledge in special needs education besides providing additional knowledge in parenting, child development and family life education courses. It is also hoped that the findings of this study may stimulate further research in this area.

1.12 Theoretical Framework

The theoretical model by Diana Baumrind (1966) was used to guide the researcher to establish the relationship among parenting styles, learners’ involvement in behaviour problems and academic performance. Baumrind pointed out that different parents bring up children in different ways and adopt one of the four differing parenting styles, namely: authoritative, authoritarian, permissive and uninvolved/neglectful (Baumrind 1966, 1967, 1991; Maccoby & Martin, 1983).

Authoritative parents have high demands and are responsive to their children. They establish clear rules and reasonable guidelines for their children. Children of authoritative parents show initiative and confidence and achieve higher grades academically. Authoritarian parents have high demands, but they are not responsive to their children. They use a restrictive style and give orders expecting their children to conform perfectly to strict military-style rules without explanation and failure to obey results in immediate punishment and forceful measures. Authoritarian parenting leads to children who are obedient and proficient. However, most of them are fearful and angry, run away from home and school, aggressive and bullies. Some children perform well academically and others do not (Baumrind 1966, 1967, 1991).
Permissive or indulgent parenting is warm and accepting. Permissive parents have few demands, but are more responsive to their children. Rather than being involved, such parents are overindulging, make few demands for responsible behaviour and do not expect compliance with stringent rules or elevated standards of behaviour. This style often results in children who are impulsive, disobedient and rebellious; demanding and dependent on adults; have defiance and anti-social behaviour, perform poorly in school and are more likely to experience problems with authority (Baumrind 1966, 1967, 1991).

Uninvolved or neglectful parenting is characterized by low acceptance, involvement, responsiveness and little communication. Parents have little control on their children and are generally indifferent to issues of autonomy. Uninvolved parents expect limited compliance with rules and directives. Such parents fulfil their children’s basic needs, but are generally detached from the children’s lives. Children of uninvolved parents tend to lack self-control, have low self-esteem and are less competent academically than their peers (Maccoby& Martin, 1983). In relation to this study, Baumrind’s theory predicts a significant relationship between parenting styles, children’s behaviour and academic performance.
1.13 The Conceptual Framework

Relationship among Parenting Styles, Learners’ Involvement in Behaviour Problems and Academic Performance

Fig. 1.1 Source: Researcher’s own based on the knowledge of Diana Baumrind’s theory (1991)

Figure 1.1 shows that parenting style has a direct influence on academic performance and learners’ behaviour. Behaviour problems have a direct influence on academic performance. It also shows that behaviour problems can mediate between parenting styles and academic performance. Path A shows that when parents adopt
authoritarian, permissive or neglectful parenting styles, they bring up children with behaviour problems and poor academic performance. Path B shows that when parents use authoritative parenting styles, they bring up children who are disciplined with positive behaviours and high academic performance.
1.14 Operational Definitions of Key Terms

**Academic performance:** This term as used in this study refers to learners overall average performance in academic subjects expressed as a percentage grade.

**Behaviour:** This refers to activities or engagements of an individual. They are observable and measurable actions which may be judged as appropriate or inappropriate in relation to age, sex and social-cultural expectations.

**Behaviour problems:** Behaviour problems as used in this study refers to involvement in drug and substance abuse related behaviours problems, teenage sexbehaviours, school related behaviour problems and aggression related behaviour problems.

**Discipline:** The training that is geared towards producing a specific character or pattern of behaviour, especially training that produces moral or mental improvement.

**Parent:** The term parent as used in this study refers to a natural parent, legal guardian or any other person whom the child lives with such as grandparent and step-parent who is legally responsible for a child’s welfare. The term also refers to a person who is a caretaker of a child in their custody.

**Parenting behaviour:** Parenting behaviour as used in this study refers to all parental actions and reactions towards their children.
Parenting style: This is the overall emotional climate of the parent-child relationship characterized by dimensions of parental responsiveness and demandingness.

Parenting practices: This refers to specific behaviours that parents use to socialize their children such as parental monitoring, supervising homework and disciplining.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher reviews relevant literature covering factors that influence parenting, influence of parenting styles on learners’ involvement in problem behaviour problems, influence of involvement in behaviour problems on learners’ academic performance and the relationship between parenting styles and learners’ academic performance.

2.2 Factors that Influence Parenting Styles

Parenting is a complex activity that includes many specific behaviours that work individually and together to influence a child’s outcome. It involves providing physical care, support, love and guidance, for healthy development. It also includes creating a nurturing environment of attention, encouragement and love for the child. All these should be provided with the aim of helping each child to develop to his/her fullest potential (Hamner & Turner, 2001).

Home is a foundation of all moral growth and development, but often many problems within the society reduce the effectiveness of parents as guardians of their children’s behaviour, growth and development. Some of these problems include social, educational, economic challenges and subsequent transition from African traditional culture to Western values (Kibera, 1998).
Parenting style refers to the emotional climate between parents and children. It involves two important elements of parenting: parental responsiveness and parental demandingness (Maccoby & Martin, 1983). Parental responsiveness refers to the extent to which parents intentionally nurture individuality, self-regulation and self-assertion by being adjusted, supportive and accepting to children’s special needs and demands. Parental demandingness refers to the claims parents make on their children to become integrated into the family wholly, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys (Baumrind, 1991).

Parents are a major influence in their children’s lives. Therefore, their perception of how children should be brought up is crucial in determining children’s behaviour (Sarac, 2001). Many parents lack confidence when it comes to parenting. Without confidence or a plan, many parents can become paralyzed with inaction. Just as life is messy, parenting can be messy too. When a child is born, they do not come with an owner’s manual, warranty or guarantee like electronic goods. More often than not, parents operate based on trial and error. Assistance may be sought from family, friends, pastors and books, but in the long run, parents will ultimately decide on how to parent their child (Muturi, 2011). The following factors influence parenting styles.

2.2.1 Media and Modern Technology

Modern technology and exposure to media facilities such as television, radio, computers, internet and mobile telephones available in the homes have brought global influence to children. Children spend most of their time with these gadgets
and their influence is largely negative. Parents are experiencing difficulties controlling the information that their children read, view or download from the cyber space (Munroe & Burrows, 2007). Nowadays, it is rare to find a family that spends quality time together without artificial distractions.

Statistics show that over 80% of internet users (children included) in Kenya access it via mobile phones. This is dangerous not only to the child, but to the entire family since strangers can gain access to the family through simple and seemingly harmless chats with the child. Parents are faced with the challenge of monitoring how their children use the internet on their phones (Mwololo, 2010).

Media has tremendous effect on children. Children exposed to media at home may show higher test scores in mathematics and reading. However, greater use of media raises several concerns such as isolating effects on the child, reduced physical activity which may cause health concerns associated with obesity and risks of exposure to pornography and other unsuitable materials (Ngwiri, 2008).

2.2.2 Socio-Economic Factors

Socio-economic status is an index that combines years of education, prestige and skills required by one’s job, and income. It has been observed that as the family’s socio-economic status rises and falls, parents and children face changing circumstances that profoundly affect family functioning. Parents from higher socio-economic status use more warmth, explanations, inductive discipline and verbal
praise whereas parents from the lower socio-economic status use commands, criticism and physical punishment (Berk, 2003).

Some children are subjected to neglect mainly due to poverty, rapid social changes and family breakdown, especially in urban areas such as Nairobi. Poverty affects parenting and children’s development becomes seriously threatened (Berk, 2003). Parents in urban areas have to work in order to provide for their children. Consequently, their physical availability is limited because of the working hours. The ever-rising inflation together with other life’s challenges may make parents emotionally unavailable or irritable with low tolerance for their children. On the other hand, wealthy parents overprotect their children from the environment’s adversities but do not provide them with social in-built protective mechanism (Sasse, 2004).

Low social economic class has been reported by many authors as a risk factor for behaviour disorders. Akpan, Ojinnaka, andEkanem, (2010) carried out a study to determine the effect of behavioural disorders on academic performance of urban school children in Uyo, Nigeria. The findings showed that more children from lower socio-economic class were found to have behavioural disorders. A study conducted by OtienoandOfulla, (2009) showed that children from low socio-economic class areas (slums) of Kisumu town, Kenya were more involved with drug abuse as compared to those from high socio-economic class areas of the town.
2.2.3 Dual Career and Tight Schedules

The changing economic times have forced both parents to be breadwinners. Most parents are busy and spend most of their time at work or in school in order to advance in their careers (Mwololo, 2010; Muturi, 2011). The constant juggling of home and work obligations affects parents’ ability to provide a nurturing and supportive environment. Young people find themselves in homes where both parents are absent. Family homes have been reduced to temporary meeting places for boarding and lodging. Individual family members are all busy pursuing self-interests and children have been left feeling empty, lonely and unloved. This conflict can have an effect on the social and emotional development of children (Hughes, 2011).

When parents get too busy in their professions or live a in crisis mode, they lose their focus and a majority of them struggle with parenting not because they do not have priorities, but because they are too distracted and busy to live by them (Mwololo, 2010; Muturi, 2011).

2.2.4 Availability and Accessibility of Drugs and Substances

Some parents are providing for their children lavishly without reasonable restraint. These parents exhibit such a high level of permissiveness to the extent that in some homes juveniles are allowed to attend parties where alcohol is taken. In other homes, alcohol and cigarettes are kept within reach of children (Duffy, 2005). A study conducted in 2004 on Youth in Peril: Alcohol and Drug Abuse in Kenya traces the rapid spread of alcohol and drug abuse to the breakdown of indigenous communal
living and the introduction of foreign influences that have made a variety of drugs available (Stephenson, 2010).

A study conducted by Kimanthi (2003) on the levels of drug and substance abuse in selected schools in Kitui district revealed that social drugs such as alcohol, tobacco and miraa were mostly abused and available to students almost everywhere. Students obtain drugs from homes and villages that neighbour the school during open days or whenever they have an outing. The same findings also showed that students obtain drugs from cheap and local suppliers and other children who come from homes where parents take and abuse drugs.

Otieno and Ofulla (2009) conducted a study in Kisumu which revealed that many of the students who abused drugs came from families where members of the family, such as, parents abuse drugs. Another study conducted by Kwamanga, Odhiambo and Amukoye (2003) in Nairobi revealed that children as young as twelve years smoke cigarettes with some of them picking discarded remains of cigarettes and others, buying single sticks from the kiosks and vendors. Cigarettes are made easily available to children owing to the fact that they are sold in general shops and kiosks.

2.2.5 Structural and Lifestyle Changes

Research results show that parenting behaviours of modern Kenyan parents have been severely affected by a number of westernizing influences such as: monogamous marriages; having fewer children; and decline in the incidence of relatives residing with the families and modern facilities such as electronic media (Sasse, 2004). The
mother appears to be the dominant parent as she is in close proximity with children of both sexes while the father seems to be distanced from both son and daughter. Mothers are reported to be more engaged than the fathers in parent-child shared activities, in meeting the psychological needs of the children, child discipline, decision making in the home, housekeeping and child rearing (Kinai 2002).

2.2.6 Family Conflicts and Divorce

Family conflicts and divorce affect children negatively and hence, their academic performance (Santrock, 2002; Sasse, 2004). Berk (2003) observes that when parents’ marital relationship is warm and considerate, mothers and fathers praise and stimulate their children more and nag and scold them less. When marriage is tense and hostile, parents tend to be less responsive to their children’s needs, given to much criticism, express anger easily and readily punish their children. Children chronically exposed to parental conflict show myriad behaviour problems such as aggression, truancy, delinquency, among others, Davies et al. (as cited in Berk, 2003). Research shows that children growing up in conflict ridden homes internalize diverse forms of negative behaviour. They are unhappy, aggressive and disobedient (Kinai, 2002). Marriage and family patterns have continued to evolve and diverge from the traditional nuclear family type (Lauer & Lauer, 2000).

In recent times the world has undergone significant and drastic changes many of which involve all aspects of the society (Santrock, 2001). One of these aspects is the family which is in a state of decline and confusion. There is a rise in divorce rate that has led to many un-parented and under-parented children who have to find their way
in life by themselves because their families are in turmoil. Divorce has wreaked havoc in the lives of many young children and this often affects their development for years (Munroe & Burrows, 2007). Discipline too becomes harsh and inconsistent and when the fathers see their children occasionally, they are highly likely to be permissive and indulgent (Berk, 2003).

Many studies have reported that divorce is quite stressful to children (Santrock, 2001). Children react with distress and anger to their less secure home lives. Other children may escape into undesirable behaviour such as truancy, early sexual activities, delinquent behaviour and dropping out of school (Berk, 2003; Santrock, 2002). Children from divorced families are more likely than children from intact families to have academic problems, anxiety, depression, less social responsibility, drug abuse and association with antisocial peers, (Santrock, 2005). In addition to the above behaviour problems, children from divorced families are more likely to have behaviour problems, higher school absences and low academic performance (Lauer & Lauer, 2000; Sasse, 2004)

### 2.2.7 Daily Stresses and Family Crises

Common stressors that are likely to cause crisis include unemployment, serious illness, divorce, family conflicts and unexpected events. Daily hassles such as traffic problems, child behaviour/temperament, school and work issues, low social support and negative life events have also been found to be a major source of stress to parents (Berk, 2003; Lauer & Lauer, 2000). The constant stresses that accompany poverty gradually weaken the family system because poor families have many daily
hassles. When daily crises arise, parents become depressed, irritable and distracted; hostile interactions increase and children’s development suffers (Berk, 2003).

Stress leads to inconsistent parenting, more negative communication, decreased monitoring and supervision of children and harsh discipline. As stress increases, the quality of the parent-child relationship declines and parents become less involved with their children (Lauer & Lauer, 2000).

2.3 The Influence of Parenting Styles on Learners’ Involvement in Behaviour Problems

There is sufficient evidence to support the correlation between parenting style and children’s behavioural disorders.

2.3.1 Parenting Styles and Behaviour Problems

Research studies reveal a correlation between parenting styles and performance in school, behaviour disorders such as: delinquency, violence, sexual activity, anti-social behaviour, alcohol and substance abuse and depression anxiety (Sarac, 2001). For instance, a study conducted by Alzadeh, Talib, Abdullah, and Mansor (2011) to determine the relationship between maternal parenting styles and children’s behaviour problems in Tehran, Iran indicated that there is a significant correlation between a mother’s parenting style and children’s behavioural problems.

Baumrind (1966) defined three parenting styles and their consequences for children in relation to behaviour and academic achievement. These are; the authoritative,
authoritarian and permissive parenting styles. Maccoby and Martin (1983) also added one parenting style referred to as uninvolved or neglectful.

a) Authoritative Parenting Style

Authoritative parenting style is high in both demandingness and responsiveness. This parenting approach is aimed at putting boundaries on acceptable behaviour within a warm accepting environment (Baumrind, 1991: Lauer & Lauer, 2000). Authoritative parents monitor their children and impart clear standards for conduct by being assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive, socially responsible and self-regulated as well as cooperative (Baumrind, 1991).

Sarac (2001) is of the view that authoritative parents are warm and nurturing. They create a loving home environment and provide a high degree of emotional support to their children. They are also firm, consistent and fair. They establish and enforce behaviour standards and discipline through rational and issue oriented strategies in order to promote their children’s autonomy while ensuring conformity to group standards. Their listening-demanding ratio is seen to be roughly equal. They give their children alternatives, encourage them to decide and accept responsibility for their actions and decisions. This style of parenting results in children who are lively, happy, capable and successful. They are independent, socially responsible, self-controlled and self-reliant (Berk, 2003; Santrok, 2001).
Authoritative parents establish clear rules and reasonable guidelines for their children. They are supportive, warm and communicate well, respect children’s independence, are clear, explicit about position and give freedom of expression and choices. They direct children’s activities in a rational manner and value discipline and uniqueness (Berk, 2003; Moss, 2009; Santrok, 2001, 2002). Authoritative parenting style is more flexible. Parents give their children considerable freedom, but they are also careful to provide reasons for the restrictions they impose and will ensure that children follow the laid down guidelines (Nyarko, 2011).

Authoritative parenting is associated with both instrumental and social competence and lower levels of problem behaviour in both boys and girls at all developmental stages (Darling, 1999). They bring up well-adjusted children who are less likely to use or abuse alcohol, and less likely to be involved in delinquency and violence (Sarac, 2001).

Authoritative parenting style has been found to be an essential factor in children’s lives in comparison with other parenting styles. Several researches have shown that authoritative parenting is associated with a less tendency of disruptive behaviours (Nyarko, 2011). Alizadeh et al. (2011) are also of the same view citing that authoritative upbringing is associated with positive outcomes and less of children’s behavioural disorders.
b) Authoritarian Parenting Style

Authoritarian parenting style is high in demandingness and low in responsiveness. Authoritarian parents are highly demanding and directive, but not responsive. They are obedience and status-oriented and expect children to obey their orders without explanation (Baumrind, 1991). These parents provide well-ordered and structured environments with clearly stated rules (Darling, 1999). Authoritarian parents place firm limits and controls on their children and allow little verbal exchange. Parents give orders and expect their children to conform perfectly to strict military-style rules without explanation. Failure to do so, results in immediate punishment and forceful measures (Berk, 2003; Lauer & Lauer, 2000; Santrock, 2001, 2002). These parents show little affection and seem aloof from their children (Sarac, 2001).

Authoritarian style of parenting leads to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. They are withdrawn, discontented, rebellious, distrustful of others and react poorly to frustrations whereby girls may give up in life and boys may become hostile (Baumrind 1966, 1967, 1991). Children of authoritarian parents also tend to perform moderately well in school and do not get involved in problematic behaviour, but they have poorer social skills and higher levels of depression (Darling, 1999). However, this parenting style has been found to highly correlate with delinquent behaviour (Alizadeh et al., 2011).
c) **Permissive or Indulgent Parenting Style**

Permissive or indulgent parenting style is low in demandingness and high in responsiveness (Baumrind 1966, 1967, 1991). They are non-traditional and lenient, do not require mature behaviour, allow considerable self-regulation and avoid confrontations with their children (Darling, 1999). Permissive parents are highly involved with their children, warm and accepting, make few demands for household responsibility, responsible behaviour and do not expect compliance with stringent rules or elevated standards (Moss, 2009; Santrock, 2001, 2002). According to Sara (2001), these parents take orders and instructions from their children, they are passive, bestow children with power, have low expectations, use minimal discipline and do not feel responsible for how their children turn out.

This type of parenting often results in children who rank low in happiness, have better self-esteem, lack self-reliance, self-control and self-regulation. The children are often impulsive, disobedient and rebellious (Berk, 2003; Moss, 2009; Santrock, 2001, 2002). These children have exploitative tendencies, may engage in anti-social behaviours, and are more likely to experience problems with authority (Berk, 2003). They are also most likely to be involved in violence. Research links permissive parenting with delinquency, substance abuse and sexual activity (Sarac, 2001; Alizadehet al., 2011). However, Darling (1999) is of the same view that children of permissive parents are more likely to be involved in problem behaviour, but argues that they have higher self-esteem, better social skills and lower levels of depression. Mugo cited in Kinai (2002) claim that poor parenting has contributed to adolescent aggression in schools. Some parents are permissive and exercise little
control over their children. Such children acquire undesirable behaviours such as disobedience and violence.

d) **Uninvolved or Neglectful Parenting style**

Uninvolved or neglectful parenting style is characterized by low demandingness, low responsiveness and little communication (Baumrind, 1966, 1967, 1991). In extreme cases, this parenting style might encompass both rejecting-neglecting and neglectful parents, although most parents of this type fall within the normal range (Baumrind, 1991). This style of parenting barely exceeds the minimum effort required to feed and clothe a child (Berk, 2003).

While such parents fulfil their children’s basic needs, they are generally detached from the children’s lives and expect limited compliance with rules and directives (Moss, 2009). These parents do not require mature behaviour and are very lenient. They reject or neglect their children’s needs and concerns thereby putting a child at high risk. These parents do not have close relationships with their children and they are rarely affectionate. Children of uninvolved parents perform poorly in all domains (Darling, 1999). They lack self-control, have low self-esteem, are less competent than their peers and they may find themselves searching for love in all the wrong places. They may show patterns of truancy and delinquency (Santrock, 2005).

A study conducted by Kinai (2002) indicated that parents who were unloving and neglectful brought up children who were most aggressive. These children seem to lack direction in everyday life since their parents do not provide the necessary
attention for their needs. They are also likely to engage in socially unacceptable behaviour as they attempt to seek for attention which they do not get from their parents (Hong, 2012).

2.3.2 Parenting Practices and their Influence on Learners’ Behaviour

Parenting behaviours characterized by lack of parental control, lack of homework supervision, lack of consistence in discipline, lack of adequate quality time with children and lack of collaboration with teachers negatively influence children’s behaviour as well.

a) Parental Control and Monitoring

Monitoring and supervision involves parents knowing their child’s whereabouts and the activities they are involved as well as the friends they associate with. It also includes the physical whereabouts of children and their emotional wellbeing (Stattin & Kerr, 2000; Stace & Roker, 2005). Parents are supposed to monitor their children’s social life, friendships, school, use of media, technology and health. However, controlling parents actively survey their children’s behaviours and limit their children’s expression by imposing many demands on them. On the other hand, un-controlling parents are much less restrictive and allow their children freedom to pursue their interests, make own decisions and choose own friends (Shaffer, 2010).

Steinberg, Fletcher and Darling (1994) conducted a study to examine the joint influences of parental monitoring and peer influences on adolescent substance use over time. The results of their study indicated that parental monitoring was
negatively associated with substance use. They therefore concluded that parental monitoring is an effective tool both in the prevention of drug use and the amelioration of drug use. Steinberg et al. (1994) argue that parents knowing where their children are and what they are doing can insulate children from a wide array of behaviour disorders.

Duffy (2005) concedes that parenting is becoming a lost art as many parents have become lax. There is tolerance to diversity and parents find themselves losing control over the situation as one cannot spank their child while those who are strict with their children are scorned. Mwololo (2010) notes that school holidays come with endless free time that can be easily abused, especially if there is no one to monitor what the children do. When children are left on their own they are at liberty to do whatever they want and it is easy to get sucked into bad behaviours such as experimenting with sex at an early age.

Parental monitoring of after school activities is related to school achievement (Spera, 2005). Stace and Roker (2005) observe that when parents fail to monitor their children closely and supervise them, children are likely to engage in risk-taking behaviour which affects their academic achievement. A study carried out by Rudatsikira, Ogwell and Muula (2007) to estimate the prevalence and associated factors of sexual intercourse among school adolescents in coast province, Kenya concluded that lack of parental supervision was associated with 30% risk for having engaged in sexual intercourse.
However, Berk (2003) is of the view that there is a challenge of how to keep track of children when they are out of the house or when they are at home and parents are not there to see what is going on. Stace and Roker (2005) also note that factors such as neighbourhood, age, gender and personality of the child influence the arrangements for monitoring and supervision of children. Furthermore, parents monitor their sons and daughters differently.

Parents must guide and monitor from a distance and effectively communicate expectations well to their children. Children should be asked to inform parents of their whereabouts, activities, and problems so that parents can intervene when necessary (Berk, 2003). Parents should also establish good relationships with their children, monitor their movements, activities and choice of friends, give guidance and correct anti-social behaviours which emerge (Kinai, 2002).

Research shows that parents who exercise close monitoring and supervision are less likely to have children who engage in risk-taking behaviours (Stace&Roker, 2005). When parents are high in behavioural control and are effective monitors of their children’s behaviour, children are less likely to engage in behaviour disorders including both substance abuse and delinquency (Fletcher,Steinber, & Williams-Wheeler, 2004).

b) Homework Supervision

Children are given homework from school for the purpose of practicing the newly learnt skills and to enhance mastery of the same. Parents should check children’s
school bags and diaries every day to ensure that children do not leave homework undone (Sumari, Hussin, & Siraj, 2010). Parenting is getting tougher in today’s society and sometimes parents have less time to help children with homework (Duffy, 2005). However, some parents get tempted to rescue their children when they see them struggling to complete a task. Some even do their child’s homework. This could only lead to a habit of dependency (Munyua, 2011).

Parents need to teach children how to balance work, play and their other obligations – invaluable skills that will stand them in good stead for the rest of their lives. Parents should set a good example to their children in terms of ethics, being involved with the children’s scheduling and being proactive in assisting them to fulfil their obligations. Parents must provide children with a proper study area that is well lit, with a proper study desk, table and all the materials needed for study. They should also make sure that homework is done as soon as children get home (Wanjala, 2011). Studies with adolescents have revealed that parental assistance with homework is positively related to the amount of time children spend on their homework (Spera, 2005).

c) **Consistency in Discipline**

Consistency means parents dealing with the mild misbehaviours and not letting them grow severe. Discipline is all part of growing up and it is important for children that they are taught the difference between right and wrong. However, parents commonly struggle to find the appropriate approach to disciplining their children (Ngwiri, 2008). Parents should follow through and allow children to experience the
applicable consequence when they misbehave. Children need parents who adopt a patient yet varied approach to discipline so that they learn to be sociable, stay safe and gradually take responsibility for their behaviour without having their spirit quashed (Grose, 2011).

Many parents do not have clear parenting goals. Consequently, many spouses never read from the same script on discipline or homework hassles and because of lack of direction, they tend to compromise natural and good parenting values with small concessions (Muturi, 2011). Parents want their children to be happy, healthy, successful, and safe. The challenge that most parents find is how to go about this. The secret lies in nurturing a child’s self-discipline and helping him/her to develop self-esteem. This takes deliberate effort, consistency and patience (Munyua, 2011).

Several studies show that when parents are firm but patient, children tend to comply with their requests. In contrast, parents who discipline with harshness and impatience, have children who refuse and rebel (Berk, 2003). Some parents have been accused of abdicating their roles to instil discipline in their children to teachers, hence the unruly behaviour witnessed among students. Parents should not fear reprimanding their children from an early age. Laxity in parental disciplinary or guidance efforts often leads to delinquent behaviours in their children. Parents should set limits and be consistent with discipline because discipline is necessary in every household (Muturi, 2011). Negative parenting style characterized by harsh, inconsistent discipline has been associated with child antisocial behaviour. Parents who are
inconsistent in their approach towards their child can unintentionally promote negative behaviour (Scott. et al., 2010).

d) Spending Quality Time with Children

Interaction between parents and their children is positively related to the later outcomes like competency at the place of work and success in life. The amount of time that parents spend with their children and the activities they do together are considered to influence children’s self-control (Ngwiri, 2008; Sasse, 2004).

Parents of today live at a pace that is unrivalled in the history of the human race. Parents have so much to do, but there is very little time available for them to do it. Some parents have two jobs, others work late or are involved in activities that prevent them from being available for their children. In the current economy, parents spend more time at work and on the road than they do at home. The amount of time that parents spend with their children has been shown to influence academic achievement and mental health. Inadequate family time can make children have difficulties in concentrating in school leading to low academic performance (Berk, 2003).

Dual-career parents, especially career mothers, have little time with their children, as opposed to the traditional mothers who spent a lot of time with their children. Research indicates that many parents have gone back to school in the advent of advancing in their careers. Some parents are away from home for long hours hence, they spend less time with their children. In such situations, children are left under the
care of inadequately prepared and often overworked house-helps for long periods of time denying them much needed parental care (Munroe and Burrows, 2007). The situation is worse in urban areas such as Nairobi where the family has very little social support from the extended family or close friendships (Kibera, 1998; Wang’eri, 2007).

e) Collaborating with teachers

Parents’ role in their children’s education can be in the form of presence at school, communicating with teachers or helping with homework (Deslandes, Royer, & Bertr, 1997). However, parents have been accused of abdicating their roles to instil discipline in their children to teachers, hence the unruly behaviours witnessed among students. Parents should attend Parent Teacher Associations (PTAs) meetings and demonstrate trust and maintain positive perceptions towards their children. They can do this by making positive statements that indicate trust and confidence in their children’s ability to succeed (Sumariet al., 2010).

Outstanding children usually have involved parents who monitor their child’s progress daily and communicate well with their children (Wanjala, 2011). Thatiah (2012) is of the view that parental involvement improves a child’s outlook in regard to academic performance, sports and social life. It therefore follows that parents, school administrators, teachers and students should embrace dialogue and no grievances should be left unaddressed no matter how trivial (Standard Newspaper, November 13, 2010).
2.4 The Influence of Involvement in Behaviour Problems on Learners’

Academic Performance

Academic achievement is the final result of learning and training. Academic excellence is used as a means of securing a good job and for educational advancement and therefore, parents and teachers put pressure on children to work hard in school (Ngwiri, 2008).

2.4.1 Common Behaviour Problems Exhibited by Learners

The following behaviour problems may be exhibited by learners whose parents adopt negative parenting styles.

a) Substance Abuse Related Behaviour Problems

An increasing number of children, especially adolescents, engage in drug and substance abuse as shown by a large number in rehabilitation facilities (Santock, 2002). Self-reported surveys of adolescent students in Nova Scotia in Canada, carried out in 1991 and 1996, indicated that over one fifth of students reported to have used alcohol, tobacco and cannabis. The 1995 European schools project on alcohol and other drugs revealed that, 37% of 10th grade students in the 30 participating European countries had smoked cigarettes, 61% had consumed alcohol, 77% had consumed marijuana and 6% had used some illicit drugs other than marijuana (Otieno&OfuLa, 2009).

There is a high incidence of behaviour disorders in school going children. For instance a study conducted by the Child Welfare Association revealed that 1 in every
15 Kenyan students is abusing drugs or alcohol and children as young as 8 years use drugs (Stephenson, 2010). Otieno and Ofulla (2009) conducted a cross sectional study to determine the factors associated with drug abuse among secondary school students in nine schools in Kisumu town, western Kenya. The research results showed that 57.9% of the respondents had consumed alcohol at least once in their lives, 34.7% had abused tobacco, 18% had abused cannabis, 23.1% had abused khat and 5.2% had used inhalants and/cocaine.

Kwamanga et al. (2003) conducted a cross sectional study to determine the prevalence of smoking and to investigate factors that may influence smoking behaviour in 5,311 secondary school students in Nairobi and found out that 70.1% were habitual smokers. The study concluded that parents’ and teachers’ smoking habits influenced initiation of smoking by young children as majority of students started smoking between age 12 and 16 years. Many children in Kenya are selling and using drugs. Children as young as 8 years old use drugs due to peer pressure and curiosity. Kenyan probation officers state that children abuse drugs to fit in, feel older and for some, it is what they see happening in their homes. Many probation officers fear that for countless of children, addiction may be only one puff away (Stephenson, 2010).

A study conducted by Kinyua (2009) in Embu District on drug and substance abuse in secondary schools and its implications for students’ discipline, showed that many students in the ages of 15-24 years abuse drugs. It further revealed that, drug and substance abuse amongst students leads to indiscipline, truancy, theft, sneaking out
of school, other conduct disorders and on the overall, poor academic performance. Otieno and Offula, (2009) conducted a cross-sectional study to determine the factors associated with drug abuse among secondary school students in nine schools in Kisumu town, Western Kenya. The study concluded that drug abuse is widespread in secondary schools in Kisumu and the age group most at risk was 16 – 18 year olds.

Mwololo (2010) observes that during school holidays in Kenya especially in Nairobi, shopping malls are thronged with noisy teenagers. Teenagers, most of whom cannot be a day over 16, drink themselves silly, so much such that some even proceed to get intimate with each other in public. Petrol stations are also popular meeting points for those who have access to cars. They drink alcohol, take other drugs and dance to blaring music coming from their parked cars.

b) School Attendance Related Behaviour Problems

Dropping out of school has been viewed as a serious educational and societal problem for many decades. Many dropouts take with them educational deficiencies that severely curtail their economic and social wellbeing throughout their lives. Children dropout of school because of reasons such as: not liking school, being expelled or suspended for misbehaviour, economic reasons and personal reasons such as teen pregnancy or marriage (Santrock, 2002; Adaji et al., 2010).

Santrock (2002) states that children of parents who are uninvolved or neglectful, divorced, or step-parents may engage in truancy. Some children drop out of school early in order to look for jobs to boost their family’s income (Wachira, 2002).
However, a study conducted by Akpan et al. in Uyo, Nigeria revealed that truancy is a major problem in children with behavioural disorders and this could account for the high school absenteeism among these children.

c) Aggression Related Behaviour Problems

The gap in parenting makes children encounter many problems in their homes. Children respond to the problems they encounter at home through outward manifestation of many behaviour that translate to conduct disorders. Children show non-compliance to school rules and engage in destructive school strikes. Some engage in aggressive acts towards fellow students as noted when acts of bullying cause serious bodily harm to other students. Others kill their fellow students through arsonist fires or brutal acts, while others resort to rape orgies and other sexual crimes like sodomy that result in not only bodily harm, but great psychological harm to the victim (Ngwiri, 2008).

Studies conducted by Kinai, (2002) and Wang’eri (2007) reported that some students engage in conduct disorders such as bullying and aggression where brutal acts such as arsonist fires, have resulted in bodily and psychological harm to victims who are fellow students. Cases of students’ unrest have been rampant in which dormitories, laboratories and office blocks have been reduced to ashes during strikes and property worth millions of shillings destroyed. Several students have also died in such mayhem (Standard Newspaper November 13, 2010).
Study findings by Kinai (2002) indicated that children in Nairobi whose parents used authoritarian style of parenting were significantly more aggressive than those whose parents were authoritative and permissive. Santrock (2002) is also of the view that many children of step-families, single mothers, indulgent/neglectful parents and ‘latch key’ children show aggression and conduct disorders.

The media, both electronic and print has highlighted issues such as student unrest in schools and poor academic performance. Students in some schools have gone on strike destroying property worth millions of shillings by burning school dormitories, administration blocks and laboratories. Some have also died during such cases, (Standard Newspaper November 13, 2010).

d) **Teenage Sex Related Behaviour Problems**

The approval of and proportion of children engaging in premarital sex has increased considerably in recent decades (Lauer & Lauer, 2000). Some parents have shunned their responsibilities of child rearing and others do not seem to know how to protect their children from physical danger, drug abuse, sexual promiscuity among other destructive habits (Duffy, 2005). Santrock (2005) states that, some adolescent children become sexually active and engage in sex before the age of 16 years. Early sexual activity is linked with other risky behaviours such as excessive drinking, drug use, delinquency and school related problems. Children of divorced parents, step-families and dual career parents have been reported to engage in pre-marital sexual activities and at young ages too.
Many young children have been reported as engaging in pre-marital sexual activities and child prostitution occasioning adolescent pregnancy and dropping out of school (KDHS, 2003; Ikamari&Towett, 2007). A study conducted in Kenya by Adaji,Warenius,Ong’any and Felix (2010) also indicated that sexual activity begins early, with 42% of girls aged 15-19 years having ever had sexual intercourse and 17% currently being sexually active.

More than 200,000 females in the United States have a child before their 18th birthday. In a study of 46 developed countries, Russia had the highest adolescent pregnancy rates with the United States not far behind, (Santrok, 2005). Lee, Chen, Lee, and Kaur (2006) conducted a cross-sectional survey conducted on 4,500 adolescent students based on a structured questionnaire. The study showed that 5.4% of the total sample was reported to have had sexual intercourse. The proportion of male students who had had sex was higher (8.3%) compared with female students (2.9%). The mean age at first sexual intercourse was 15 years and 1% of students reported that they had been pregnant or had made someone else pregnant.

Alo and Akinde (2010) conducted a study to investigate pre-marital sexual activities in an urban society of South-west Nigeria. They used interview method to collect information from a sample of 2,500 women within the age bracket of 15-49 years. The results revealed a very high rate of sexual activities; 14.24% had sex before age 14 and 84% had sex before their 20th birthday at which age only 1.28% of the sample had married.
School girl pregnancy and its connection to school dropouts is a concern both in Kenya and other sub-Saharan African countries. A study conducted by Adaji et al. (2010) on the attitude of Kenyan in-school adolescents towards sexual autonomy indicated that unwanted pregnancies and abortions are reported to be prevalent among Kenyan in-school girls. Teen pregnancies were reported to be 10.5% and 13.5% in two large hospitals in Nairobi respectively. The Kenya Demographic Health Survey (KDHS, 2003) reported that young people aged 15-24 years were engaging in high-risk sex and that the median age of first sex was 17.8 years.

2.4.2 Involvement in Behaviour Problems and Academic Performance

Children who may be exposed to the use of illegal drugs and substances may not achieve their academic goals. Drug and substance abuse leads to poor school attendance and loss of memory leading to poor performance. It may also lead to defiance, poor interpersonal relationships between other students and teachers, self-neglect, irresponsibility, rudeness, aggression, violence and this may result in suspension or expulsion from school hence missing out on learning time. Teenage pregnancies too can potentially disrupt whole school lives and affect academic achievement (Santrock, 2002, 2005; Sunday, Linnea, Antony, & Elizabeth, 2010).

Lane, Barton-Arwood, Nelson, and Wehby (2008) conducted a study to examine the academic, social and behavioural performance of elementary and secondary students with emotional and behavioural disorders receiving services in a self-contained school for this population in America. The results were consistent with earlier investigations reporting sub-average academic performance among this group of
children. Akpan et al. (2010) carried out a study to determine the effects of behavioural disorders on academic performance of urban school children in Uyo, Nigeria.

The study findings revealed that the overall academic performance of pupils with behavioural disorders was significantly lower than those without behavioural disorders. They therefore concluded that behavioural disorders are associated with poor academic performance in school. A similar study conducted by Nelson, Benner, Lane, and Smith (2004) to investigate the achievement of K-12 students with emotional and behavioural disorders in public school settings also showed that children with behavioural disorders consistently show moderate to severe academic achievement deficits.

Ojwang’ (2005) conducted a study on the causes and effects on students’ unrest in Rachuonyo District using questionnaires and interviews. His respondents were 275 comprising of members of the governing board, community members and parents. The study showed that student unrest leads to school dropout, is demotivating to students and hinders examination performance. In the study conducted by Kinyua (2009) in Embu District on drug and substance abuse in secondary schools and its implications for students’ discipline, it emerged that many students in the ages of 15-24 years abuse drugs and this leads to poor academic performance.

A study conducted by Kinai (2002) on the relationship between parental behaviour towards adolescents and their manifest aggression in Nairobi secondary schools
revealed that behavioural disorders significantly affect children’s academic performance and hence academic achievement. Further, behavioural disorders interrupt academic progress and create conditions in which educational objectives cannot be achieved. Much time that could be spent on academic activities is wasted during class boycotts, strikes and when dealing with discipline cases. Some students are summoned before disciplining committees where some end up being suspended or expelled from school, while others are subjected to other forms of punishment. All these, consequently affect children’s academic performance. The behaviour disorders significantly affect children’s academic achievements whereby many drop out of schools and others perform dismally in academics.

2.5 Relationship between Parenting Styles and Learners’ Academic Performance

All parents want their children to succeed at school, but not all parents are effective in facilitating this success (Hong, 2012). Parents’ behaviours send clear and decisive messages about their thoughts and feelings on the importance of schooling. Parenting style helps or hinders a child’s engagement in school; encouraging a child to do well in school or insisting that homework be completed are important forms of promoting engagement (Tope, 2012).

Research has shown that the home environment has an influence on children’s academic achievement (Deslandes, 1997). David, Della, and Punsalan (2010) conducted a study on the relationship between parenting styles and academic achievement of students. The study results showed that there is no significant
relationship between parenting styles and academic achievement of students. The results revealed that parents of the respondents were primarily democratic and the respondents’ academic achievement was found to be on the average level as indicated in the grade point average (GPA). However, democratic parenting style was found to be positively correlated with academic achievement. Authoritarian and permissive parenting styles on the other hand were found to be negatively correlated with the academic achievement of the respondents.

2.5.1 Authoritative Parenting Style and Academic Performance

Authoritative parents are high in acceptance and involvement and therefore, they bring up children who tackle life with a balanced, confident, optimistic outlook and who achieve higher grades in school (Baumrind 1966, 1967, 1991). Santrock (2002) is of the view that children of authoritative parents are achievement oriented, maintain friendly relations with peers, co-operate with adults and cope well with stress. This style of parenting is seen as the most successful approach to child rearing (Berk, 2003).

Several studies have suggested that children raised by authoritative parents usually achieve better than their peers in school (Stainberg et al., 1992). Similarly, a study conducted by Kinai (2002) showed that those parents who were authoritative, had children who did well in school. Similar research studies reveal that authoritative parenting style is related to better student performance and other non-authoritative parenting styles have been found to be associated with lower student academic performance (McPherson, 2004).
Another study conducted by Tope (2012) to examine the influence of parenting style on the academic performance of students in secondary schools in Lagos state Nigeria indicated that academic performance of students in the selected schools was significantly positively correlated with a good parenting style. Several other studies have also documented a positive impact of authoritative parenting style by indicating that parental authoritativeness is associated with higher academic achievement (Nyarko, 2011).

Dehyadegaryet al. (2012) conducted a study to determine the relationship between parenting styles and academic achievement among adolescents in Iran. The results of the study revealed that authoritative style has positive significant correlation with academic achievement. Hong (2012) concurs that authoritative parenting has often been found to be positively associate with higher academic achievement.

Although several research studies indicate that authoritative parenting styles are associated with higher levels of children’s school achievement, several other studies have however, concluded that these findings are not consistent across ethnicity culture, and socio-economic status (Spera, 2005). Jackson et al. cited in Nyarko (2011) observed that authoritative parenting style was positively associated with academic success for European and Mexican Americans, but was not related to Asian and African Americans academic achievements.
2.5.2 Authoritarian Parenting Style and Academic Performance

Authoritarian parents bring up children who are likely to do well in academics because they are high in demandingness and low in responsiveness (Baumrind 1966, 1967, 1991). Research shows that children of authoritarian parents often are anxious and unhappy (Santrock, 2002). They do well in academics and are not likely to engage in antisocial activities such as drug and alcohol abuse, vandalism or gangs (Berk, 2003; Santrock, 2002). A study conducted by Kinai(2002) also indicated that parents who are authoritarian bring up children who are quite aggressive, but perform better academically.

The research study carried out by Dehyadegaryet al. (2012) in Iran showed that there is no significant relationship between authoritarian parenting and academic achievement. Similarly, David et al. (2010) conducted a study on the relationship of parenting styles to academic achievement of students in which study results showed that authoritarian parenting style was negatively correlated with academic achievement. However, Hong (2012) argues that placing excessive pressure on children and interfering with their studies as is the case in authoritarian parenting, may lead to children having lower academic competence and consequently lower academic achievement.

2.5.3 Permissive or Indulgent Parenting Style and Academic Performance

Permissive parents are low in demandingness and high in responsiveness. They bring up children who perform poorly in academics (Berk, 2003). Permissive parents have relatively low expectations for their children, setting very few, if any rules. Children
raised by these parents are less likely to be intrinsically motivated, thus lacking persistency in approaching learning tasks (Hong, 2012).

Permissive parenting has a tendency to lead children toward lower academic performance. It is negatively associated with higher academic achievement, which is most likely the result of the parents’ lack of control and discipline over their children. Darling (1999) is also of the same view that children of permissive parents perform less well in school. Berk (2003) also concurs that children of permissive or indulgent parents tend to do less well academically.

The study carried out by Dehyadegary et al. (2012) in Iran indicated that permissive parenting style has negative correlation with academic achievement. A similar research conducted by David et al. (2010) on the relationship of parenting styles to academic achievement of students and the results showed permissive parenting styles to be negatively correlated with academic achievement.

### 2.5.4 Uninvolved or Neglectful Parenting Style and Academic Performance

Uninvolved or neglectful parents are low in demandingness and low in responsiveness. They bring up children who perform poorly in their academics (Berk, 2003). A study conducted by Kinai (2002) indicated that parents who were uninvolved or neglectful brought up children who were most aggressive and performed poorly in academics. This could be because they may not have the necessary motivation for educational pursuits (Hong, 2012).
2.6 Summary and Gap Identification

Empirical data reveals that there is a relationship between parenting styles and children’s behaviour. Available data also demonstrates that parenting styles influence learners’ academic performance. There has been considerable research in support of the correlation between parenting styles, learners’ behaviour and academic performance. However, the research studies are done separately some on parenting styles and academic performance only and others on parenting styles and learners’ behaviour. Essentially, every parenting style impacts differently on each child. However, common behavioural tendencies exist that can be used to support areas that need attention.

Research studies reveal that authoritative parenting style is related to better learner performance while non-authoritative parenting styles have been found to be associated with lower learner academic performance and behaviour problems (McPherson, 2004; Baumrind, 1991). There has been considerable research in support of the correlation between parenting styles, learners’ behaviour and ultimately, academic achievement. However, this relationship has only been closely explored with the dominant European-American group, as with Baumrind’s work (Hong, 2012).

There are limited studies carried out in Kenya linking children’s behaviour problems with parenting styles or academic performance. It was therefore crucial to investigate the relationship among parenting styles, learners’ involvement in behaviour problems and ultimately, academic performance in schools. This study therefore,
sought to determine the relationship among parenting styles, learners’ involvement in behaviour problems and academic performance in Nairobi County, Kenya.
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in this study. The chapter gives details of the research design, locale, population, sampling techniques and sample size determination. The chapter also describes research instruments, data collection and data analysis.

3.2 Research Design and Locale

In this section, the research design, variables and study locale are discussed.

3.2.1 Research Design

This research study used mixed method of research that made use of descriptive and correlational research designs. Descriptive design allows for extensive data collection on a large population within a short period of time, determining and reporting the way things are (Creswell, 2012).

Qualitative data was collected from parents using interview schedule (appendix A). The data provided information on the influence of parenting styles on learners’ behaviour problems, the influence of involvement in behaviour problems on academic performance and the relationship between parenting styles and learners’ academic performance. Qualitative data was collected from learners using questionnaires (appendix B) and provided information on factors that influence
parenting styles, influence of parenting styles on learners’ behaviour problems, influence of involvement in behaviour problems on learners’ academic performance and the relationship between parenting styles and learners’ academic performance.

3.2.2 Variables

This study considered demographic variables to be learner’s age, sex, people the learners live with, reasons for not living with parents, educational background and occupation of parents. These variables were measured using nominal-type of measurement. The main variables of this study were parenting styles, learners’ behaviour problems and academic performance.

a) Independent Variable

The independent variable in this study was parenting style which was measured categorically.

b) Dependent Variables

The dependent variable in this study was learners’ academic performance. This study focused on the grades achieved at the end of term examinations. Learners’ behaviour problems were measured using five point Likert-type scale while academic achievement was measured using grades (Creswell, 2012).
c) **Intervening variable**

The intervening variable in this study was learners’ behaviour problems. The indicators of intervening variables were involvement in drug and substance abuse, school related behaviour problems, aggression and teenage sex-related behaviour related problems. This study focused on learners’ positive behaviours and discipline. These behaviours were measured using a five point Likert-type scale.

### 3.2.3 Study Locale

This study was carried out in Nairobi County, Kenya (see appendix E: Map of study locale). Nairobi is the capital city of Kenya. It is a cosmopolitan city with many people belonging to different educational backgrounds, occupations and different economic strata. The city has a variety of regular public secondary schools with various characteristics such as day schools, boarding schools and mixed and single gender schools. Learners in Nairobi schools come from different social-cultural backgrounds as well.

### 3.3 Population

This study targeted learners in form three drawn from regular public secondary schools in Dagoretti, Lang’ata and Starehe Sub-Counties of Nairobi County, Kenya. These three Sub-Counties had a total of twenty seven regular public secondary schools with a total of three thousand nine hundred and ninety seven form three learners. Parents of the targeted form three learners were included in the study.
3.4 **Sampling Techniques and Sample Size Determination**

This section describes the sampling techniques and the size of the sample for this study.

**3.4.1 Sampling Techniques**

Multi-stage random sampling technique was used to sample four hundred learners who constituted 10% of the target population. In the first stage, three out of nine Sub-Counties in Nairobi County were randomly sampled. In the second stage, five schools were randomly sampled from each sub-county making a total of fifteen schools. In the third stage, four hundred learners were randomly sampled from the fifteen schools to participate in the study. A total of forty parents which constituted 10% of the sampled learners were randomly sampled to participate in the study. Class lists were obtained from the teachers and every 5th learner on the list was picked for the study.

**3.4.2 Sample Size**

The study targeted a sample size of four hundred form three learners in regular public secondary schools in Dagoretti, Lang’ata, and Starehe Sub-Counties of Nairobi County. The study did not target a specific number of males or females and therefore, a total of two hundred and forty male learners and one hundred and sixty female learners were sampled for the study. This sample size constituted 10% of the target population. A total of forty parents constituting 10% of the sampled learners were also sampled to participate in the study.
3.5 **Research Instruments**

Two types of research instruments were developed for use in collecting data for this study; a questionnaire for learners (see appendix B) and an interview guide for parents (see appendix A). These instruments are in the appendices. A questionnaire is the best tool to collect data from the large population involved in this study. Moreover, it was hoped that the participants were to respond to the questions truthfully and confident that they would be anonymous (Leedy & Ormrod, 2005). Questionnaires are also less costly and they require less time to collect data (Gall et al., 2007).

Research instruments were developed by the researcher based on the objectives. Questionnaires facilitated acquisition of information about the influence of parenting styles on learners’ involvement in behaviour problems, the influence of involvement in behaviour problems on student’s academic performance and the relationship between parenting styles and learners’ academic performance. Interview guide facilitated acquisition of information on factors that influence parenting styles, learners’ involvement in behaviour problems, influence of involvement in behaviour problems on academic performance and the relationship between parenting styles and learners’ academic performance.

3.5.1 **Questionnaire for Learners**

The questionnaire was meant for learners and it had two parts. Part A consisted of demographic data consisting of five main items on age, gender, persons they live with and for what reason and parents or guardians’ level of education. Part B of the
questionnaire had seven close-ended matrix questions which addressed objectives of the study. The questions were on parenting behaviours, behaviour problems and academic performance.

The questionnaire had a total of forty items using a five point Likert-type scale and one open-ended question. This type of questionnaire is easier to complete, hence the respondent is likely not to be put off. It is also easy to compare responses given to different items. The researcher can also easily detect a trend just by looking at the responses (Creswell, 2012; Fraenkel & Wallen, 2009).

3.5.2 Interview Guide for Parents

The interview guide was meant to collect information from parents. It had a total of seven questions derived from the research objectives. The questions addressed factors that influence parenting styles, parenting behaviour, learners’ behaviour problems and academic performance. Each item was further simplified to make the interview simple and focused.

3.5.3 Pilot Study

To pre-test the research instruments, a pilot study was carried out in Kasarani Sub-County, Nairobi County. Questionnaires were administered to 10 learners from two schools which were not included in the actual study to evaluate the content and logical structure of the items. This was to ensure that the information collected by the instruments was appropriate, meaningful, and useful to make inferences and conclusions about the relationship between parenting styles, learners’ behaviour
problems and academic performance (Fraenkel & Wallen, 2009; Leedy & Ormrod, 2005). The pilot school and the main study schools had the same characteristics.

Results of the pilot study revealed that it was necessary to introduce some questions in the learners’ questionnaire in order to gather information that will address the research objectives effectively. Consequently, two questions were added to the questionnaire; a question on learners’ performance and another on guardians’ level of education. The introduction of a question on learners’ performance was to help find out the relationship between parenting style and academic performance.

During the pilot study, parents came at different times and this forced the researcher to interview them as it was difficult to conduct a focused group discussion. This showed that it was not practically possible to conduct focus group discussions with parents of the sampled learners. The results of the pilot study informed the researcher to change from focus group discussions with parents and use interviews in the main study.

3.5.4 Reliability
Reliability was assured through piloting of the research instruments. A total of 10 filled questionnaires were collected from learners. The data was entered into Statistical Package for Social Sciences (SPSS version 20) and analysed to test for reliability of the instruments. Internal-consistency method was used to determine the reliability of the research instruments. Both the overall and individual reliability of the study variables were tested.
Cronbach’s Coefficient Alpha was used in the computation to determine how items correlated among themselves hence internal consistency. KR20 formula was used and the coefficient generated from all the variables tested showed a Cronbach’s Alpha Coefficient of 0.866. Reliability coefficient of 0.80 or more implies that there is a high degree of reliability (Fraenkel and Wallen, 2009: Gall et al., 2007). Expert opinions from supervisors were also sought. Supervisors were requested to evaluate the research instruments to ensure reliability.

3.5.5 Validity
The researcher wrote a definition of what was intended to be measured and gave a description of the intended sample population. The researcher then gave the definition and description together with the research instruments to the supervisors to look at the content and format and judge whether or not they were valid and measured the variables they were meant to measure (Fraenkel&Wallen, 2009; Mugenda&Mugenda, 2003). Content validity was used to evaluate the extent to which question items were clearly understood by the respondents to enable them give responses to the issues raised concerning the relationship among parenting styles, behaviour problems and academic performance (Creswell, 2012).

3.6 Data Collection
Logistical and ethical considerations and the process of data collection are discussed in this section. This research study used both quantitative and qualitative approaches to collect data. Both methods complement each other and provide a better understanding and explanation of the research problem thereby, avoiding the bias
associated with using one method. Quantitative method is relatively objective and unbiased and it was meant to provide numerical data needed to achieve some of the study’s objectives. Qualitative method is subjective, biased and was to provide in-depth explanations (Creswell, 2012; Leedy&Ormrod, 2005). This research study was descriptive and therefore it relied on self-reports by participants answering questions.

3.6.1 Logistical and Ethical Considerations

The researcher submitted a proposal to the university graduate school which was approved and obtained a letter (see appendix C) to apply for a research permit to conduct the study in Nairobi County. The researcher then applied for research permit from the National Commission for Science, Technology and Innovation (NACOSTI) to conduct research in Nairobi County. A letter was issued by NACOSTI granting the researcher permission to conduct the study in Nairobi County (see appendix D).

Ethical issues were accorded due consideration. Participants were given sufficient information about the main purpose of this study to enable them make informed consent to participate in the study. It was made clear to the participants that their participation in the study was voluntary and that if they wished, they had the liberty to withdraw any time. Permission was sought from the school principals for the learners who were under 18 years to participate in the study. Learners were given assent forms and requested to sign if they wanted to participate in the study. Parents who were interviewed face-to-face were given consent forms to sign before the interview and the ones who were interviewed through telephone calls were requested to give verbal consent.
Secondly, participants were given assurance that the information they were giving was only for the purpose of this research study and would not affect them personally or make them liable in any way. They were also assured that all data was to be locked up in a safe place during the course of the study and destroyed after the completion of the study.

Third, participants of interviews were assured of confidentiality because anonymity was likely to encourage participants to provide information crucial to this study. Guaranteeing participants’ anonymity was especially critical in relation to providing information on parenting behaviours, learners’ involvement in behaviour problems and academic performance. To protect the anonymity of learners, their names and names of their schools were not included in the questionnaire. Parents’ anonymity was protected by requesting them not to reveal their names and place of work. Information provided by participants’ was also kept strictly confidential. (Creswell, 2012; Leedy&Ormrod, 2005).

3.6.2 Data Collection Process

The researcher engaged two research assistants to distribute and administer questionnaires to students and collect them. The research assistants were trained on how to administer the questionnaires by filling a dummy questionnaire before they were sent out. The researcher and research assistants visited the fifteen sampled schools and requested for permission from the principals to sample learners in form three.
Questionnaires

The learners were assembled and briefed on the nature of the study and what was expected of them. Clear instructions were given to them not to reveal their identity or discuss the questions before responding. Those who signed the assent forms were given questionnaires to fill. The questionnaires were collected immediately after filling. A total of three hundred and eighty nine questionnaires were collected. The researcher then requested teachers for marks lists for the sampled learners in order to confirm their academic grades.

Interviews

Parents who were sampled were interviewed through telephone calls and others through face-to-face interviews. Face-to-face interviews were conducted individually at locations suggested by participants and the time convenient for each of them. Telephone calls were made to each of the parents who were not able to make it for face-to-face interviews to book appointments for a subsequent call at a convenient time. All the sampled forty parents were interviewed by the researcher. They were encouraged to freely discuss their parenting styles, learner’s involvement in behaviour problems and academic performance. Notes were taken during the interviews with parents. The interviews were also tape-recorded for clarity. The researcher conducted interviews through the telephone while in a quiet room and tape-recorded by putting the phone on loudspeaker mode with the permission of respondents.
3.7 **Data Analysis**

Qualitative data consisted of information collected from parents using interview schedules. This data was meant to address study objectives 1, 2, 3 and 4 which were to: find out factors that influence parenting styles, establish the influence of parenting styles on learners’ involvement in behaviour problems, determine the influence of involvement in behaviour problems on learners’ academic performance and find out the relationship between parenting styles and learners’ academic performance. Qualitative data collected during interviews was organized and analysed by themes. This involved typing the interviews and interpretation of themes according to dominant tones and in relation to the research objectives.

Quantitative data was derived from questionnaires for learners. This addressed objectives 2, 3 and 4 which were to: establish the influence of parenting styles on learners’ involvement in behaviour problems; determine the influence of involvement in behaviour problems on learners’ academic performance and find out the relationship between parenting styles and learners’ academic performance.

Questionnaires were sorted and numbered. Then the data was coded, entered into an appropriate computer program and presented in tables and figures. Statistical Package for Social Sciences was used to analyse quantitative data and the results interpreted with respect to the research objectives (Leedy & Ormrod, 2005). Explanations of the conclusions were made to provide answers to the research questions (Creswell, 2012). Descriptive and inferential statistics were used to analyse and present quantitative data. Descriptive statistics summarizes data and describes
the sample using measures of central tendency, dispersion and relationships while inferential statistics enables the researcher to infer the sample results to the population (Mugenda&Mugenda, 2003; Gall et al., 2007). Hypotheses for objectives 2, 3 and 4 were tested using chi square. Information collected from both interviews and questionnaires was triangulated.
CHAPTER FOUR: FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter begins with a discussion on general demographic information of the learners. Findings of the study on: factors that influence parenting styles, the influence of parenting styles on learner’s behaviour problems, the influence of involvement in behaviour problems on learners’ academic performance and the relationship between parenting styles and learners’ academic performance are then presented in the sections that follow.

4.2 General and Demographic Information of Learners

This section presents information on learners’ age, gender, people they live with, reasons for not living with their parents and the level of education of parents and guardians.
4.2.1 Learners’ Age

Learners were asked to indicate their age. The findings of the study are presented in Figure 4.1.

In establishing the ages of the respondents, the study found that 159 (41.8%) of the learners were 17 years old, 129 (33.9%) were 16 years old, 43 (11.3%) were 18 years old, 31 (8.2%) were 15 years old, 11 (2.9%) were 19 years old and 7 (1.8%) were above 20 years. The results showed that majority of students in form three were between 16 and 18 years old with most of them being 17 years old. It also revealed that there were a few students in form three who were above 19 years.

Figure 4.1 Learners’ Age
4.2.2 Learners’ Sex

To find out about learners’ sex, they were asked to indicate their sex. The findings are presented in Figure 4.2.

The study findings indicated that 234 (60%) of the respondents were male while 155 (40%) were female. The results showed that majority of the learners in form three were males. This may not be a true reflection of gender representation in schools in Nairobi County since some of the schools that were sampled were mixed public secondary schools. Furthermore, the study just targeted four hundred form three learners without specifying the sex. Therefore, the gender imbalance seen here between males and females had nothing to do with the criteria used for sampling the respondents.

Figure 4.2 Learners’ Sex
4.2.3 **Learners by People they lived with**

To find out about the people learners lived with, they were asked to indicate the people they lived with as parental figures in their lives. Findings of the study are presented in Figure 4.3.

![Figure 4.3 Learners by People they lived with](image)

The study showed that slightly over half of the learners indicated that they lived with both parents, a quarter of the learners indicated that they lived with single mothers, 25 (6.4%) indicated that they lived with single fathers, 13 (3.3%) indicated that they lived with their grandparents and guardians respectively, 10 (2.6%) indicated that they lived with their mother and step-father and (1%) indicated that they lived with their father and step-mother.
The findings showed that majority of the learners lived with both parents. It also showed that a quarter of learners lived with their single mothers while some lived with their single fathers. There are also a few learners who lived with their mother and stepfather. Some learners indicated that they lived with either guardians or parents. This can be attributed to the fact that some of the parents were divorced or separated, others lived away in other towns or countries while other parents were deceased. These results were supported by the views of Lauer and Lauer, (2000) who observed that marriage and family patterns have continued to evolve and diverge from the traditional nuclear family type of father, mother and children.

4.2.4 Reasons for not living with Parents

The respondents were asked to indicate reasons for not living with their parents. The findings of the study are presented in Figure 4.4.

![Figure 4.4 Reasons for not living with parents](image_url)
The study results showed that majority of the learners did not answer this question because they lived with both parents. However, 6.9% of the learners indicated that their parents were deceased, 6.7% indicated that their parents were separated, 6.2% indicated that their parents were living in another town, 4.4% indicated that their parents were living in another country and 3.1% indicated that parents were divorced.

The study results indicate that majority of the learners did not give reasons as to why they do not live with their parents because they were staying with both parents. However, of those who responded indicated that their parents were either separated or divorced. Few learners also indicated that they lived with other people because their parents were deceased. This was supported by the views of Munroe and Burrows, (2007) who observed that there is a rise in divorce and families are in turmoil. This could raise the issue of children growing up without parental guidance and could indulge in behaviour problems as a result.
4.2.5 Parents and Guardians’ Level of Education

Respondents were asked to indicate the level of education of their parents or guardians. The findings are presented in Figure 4.5.

The study showed that 86.9% did not give a response, 35.4% of the learners indicated that their mother’s had college/University level of education, 29.8% indicated their father’s had college/university level of education and 8.7% of the learners indicated that their mothers had no education. The study also showed that 4.9% of the learners indicated that their fathers had no education; 4.4% indicated that their guardians had college/university level of education and 1.5% indicated that their guardians had no
education. The study results indicated that majority of the parents and guardians have beyond secondary school education.

4.3 Factors that Influence Parenting Styles

Objective 1 of this study was to find out the factors that influence parenting styles and targeted only parents as the main respondents. This was to be determined through analysis of qualitative data collected from parents using interview schedules. Respondents were asked to explain factors that influence the way they parent their children. Majority of them named media and modern technology, dual career, tight schedules, family conflicts, divorce, daily stresses, family crises, and socio-economic factors.

4.3.1 Media and Modern Technology

Majority of the parents reported that their children spent so much time watching television (movies), listening to the radio (music) or surfing the Internet on their mobile phones. One third of the parents reported that media had enlightened children especially on what they watched. More than half of the parents reported that children copied what they saw or heard in the media and there were no measures to regulate this. One of the parents reported,

“Sometimes there is information in the media that I want to protect my child from, but I am not able”.

(A mother of a daughter, 17th July 2014)
Less than a quarter of parents reported that they worried about what their children accessed from the Internet and this made them to become more controlling. These findings are supported by the views of Munroe & Burrows, (2007) that modern technology and exposure to media facilities available in the homes influence children and that parents are experiencing difficulties in controlling the information that their children read, view or download from the cyberspace. The findings were also supported by the findings of Mwololo, (2010) that parents have a challenge of monitoring how their children use the internet on their phones.

4.3.2 Dual Career and Tight Schedules

Majority of the parents said that they were dual career parents (both parents working) and therefore because of being away at work most of the time, they felt that they had less control over their children. A quarter of the parents said that when they were away at work, they tracked their children and gave them instructions over the phones in order to control them. About half of the parents said that because of not being available most of the time for their children, they always gave in to their children’s demands. One of the parents said:

“Sometimes I assume that my spouse has bought what the children need when it is not the case”.

(A father of a son, 11th August 2014)

A majority of the parents reported that they had tight work schedules with too much work and therefore their children were left alone most of the time. The parents also
said that they worked for long hours even when their children were on holiday and therefore, they did not get to spend quality time together. More than half of the parents said that they left their children with house-helps; however, these children did not study until their parents came home because the house-helps had very limited control over them.

These findings are supported by the findings of Mwololo, (2010); Muturi, (2011) that both parents spend most of their time at work and the constant juggling of home and work obligations affects parents’ ability to provide a nurturing and supportive home environment.

4.3.3 Family Conflicts and Divorce

Almost half of the parents said that family conflicts such as quarrels, parental separation and family feuds affected the way they related with their children and that their children were also disturbed. One of the respondents who lived separately from his wife and children said:

“I do not get to spend as much time as I would love to with my children because we are separated and therefore the little time I get to spend with them, I tend to spoil them”

(A male guardian of a niece, 11th August 2014)
Less than a quarter of the parents said that due to divorce, they had financial constraints as single parents and therefore, were not able to meet all their children’s needs.

These findings are supported by the views of Munroe & Burrows, (2007) that divorce affects lives and development of many young children. They are also supported by the views of Berk, (2003) and Santrock, (2002) that divorce was quite stressful to children, more so for adolescents.

4.3.4 Daily Stresses

Majority of the parents said that they faced stress daily most of which was work related such as sitting for long hours in meetings, work issues and traffic jams. The same parents said that most of the days they got home when they were tired and irritated and this negatively affected the way they related with their spouses and children. Over half of the parents said that they had heavy workload at their work places and by the time they got back home, they were too tired to spend quality time with their children. This also denied them a chance to do some activities together with children or even supervise them.

A majority of the respondents said that family crises such as financial challenges, sickness and death negatively affected the way they brought up their children. They also said that children were emotionally affected by sickness or death of a family member.
These findings are supported by the views of Berk, (2003) and Lauer & Lauer, (2000) that daily hassles and work related issues were a major source of stress to parents. That stressed parents got irritable and distracted leading to hostile interactions that affect children’s development. Stress also affects the quality of parent-child interactions and parents become less involved with their children (Lauer & Lauer, 2000).

4.3.5 Socio-economic Factors
Less than a quarter of the parents (5) said that they experienced financial challenges in providing for their children’s needs. Some of these parents attributed financial challenges to the low earnings while others attributed it to single-status hence low income. In most cases, the child’s financial needs were rarely met. These findings are supported by the views of Berk, (2003) that poverty affects parenting. Many authors cite low social economic class as a risk factor for behaviour disorders (Akpan et al., 2010, Otieno&Ofulla, 2009).

Parents did not mention availability and accessibility of drugs and substances or their abuse by children as a factor that affects their parenting styles. However, some children reported that they abused drugs, took alcohol and smoked cigarettes. This is supported by many studies (Duffy, 2005; Stephenson, 2010; Kimanthi, 2003; Otieno&Ofulla, 2009; Kwamanga et al., 2003) that drugs, alcohol and cigarettes were easily available to children. Parents did not also mention changes in lifestyles as a factor that influenced the way they brought up their children.
4.4 The Influence of Parenting Styles on Learners’ Involvement in Behaviour Problems

Objective 2 of this study was to establish the influence of parenting styles on learners’ involvement in behaviour problems. Two aspects were addressed by this objective. First, the objective sought to find out parenting styles that parents used and secondly; the relationship between parenting styles and learners’ involvement in behaviour problems. The objective targeted responses from both learners and parents. This was to be determined through analysis of both qualitative and quantitative data as well as testing hypotheses.

4.4.1 Parenting Styles

The respondents were presented with a choice of behaviours that described parenting styles. The behaviours given were indicative of four parenting styles: authoritative, authoritarian, permissive and neglectful/uninvolved.
Learners’ Responses

Respondents were presented with a choice of behaviours that describe parenting behaviours towards them and were asked to indicate which of them best described their parents. The behaviours given were indicative of parenting styles. They were: strict and loving (referring to authoritative), strict and not loving (referring to authoritarian), lenient and loving (referring to permissive) and they don’t care for me at all (referring to neglectful/uninvolved). The findings are presented in Table 4.1.

Table 4.1
Parenting Styles according to Learners

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>316</td>
<td>81.2</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>12</td>
<td>3.1</td>
</tr>
<tr>
<td>Permissive</td>
<td>54</td>
<td>13.9</td>
</tr>
<tr>
<td>Neglectful/uninvolved</td>
<td>7</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>389</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study results revealed that majority of the learners 316 (81.2%) indicated their parents were authoritative, 54 (13.9%) of the learners indicated that their parents were permissive, 12 (3.1%) of the learners indicated that their parents were authoritarian and 7 (1.8%) of the learners indicated that their parents were neglectful/uninvolved.
The study findings showed that according to the learners, majority of parents used authoritative parenting style. Less than a quarter of parents (13.9%) used permissive parenting style and very few parents (1.8%) were uninvolved/ neglectful. The findings revealed that parents who use authoritarian style of parenting were fewer than those who use the permissive style of parenting.

Parents’ Responses

Respondents were asked to say how they thought their children perceived them as parents; a majority of them said their children perceived them as tough, strict, and loving. Some of them said that their children perceived them as tough, mean and dictatorial while a few said that their children perceived them as soft, good, calm and did not punish.

The study findings showed that a majority of parents thought that their children perceived them as being authoritative, others authoritarian and less than a quarter thought their children perceived them as permissive. Less than a quarter of the parents reported that their children perceived them to be neglectful in some areas especially control of children, consistency in discipline and supervision of homework.
a) The influence of Parenting Styles on Learners’ Involvement in Substance abuse Related Behaviour Problems

To find out the influence of parenting styles on learners’ involvement in substance abuse related behaviour problems, data on parenting styles was cross-tabulated with data on learners’ involvement in substance abuse related behavior problems. The hypothesis was:

\[ H_0: \text{There is no significant relationship between parenting styles and learner’s involvement in substance abuse related behaviour problems.} \]

The findings are presented in Tables 4.2.

**Table 4.2**

*Number of Learners by Involvement in Substance Abuse Related Problems and Parenting styles*

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Level of Learners’ Involvement in Substance Abuse Related Behaviour Problems</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>Low</td>
</tr>
<tr>
<td>Authoritative</td>
<td>262</td>
<td>18</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Permissive</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>Neglectful/uninvolved</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>320</td>
<td>22</td>
</tr>
</tbody>
</table>

The study findings revealed that 262 out of 316 learners of authoritative parents indicated that they had never been involved in substance abuse related behavior
problems. Out of 54 learners of permissive parents, 45 indicated that they had no involvement in substance abuse related behavior problems. Further, out of 316 children of authoritative parents, 18 indicated that they had low involvement in substance abuse related behaviour problems, 17 of them indicated that they had high involvement, 10 of them indicated they had very high involvement and 9 of them indicated that they had moderate involvement in substance abuse related behavior problems. Out of a total of 12 learners of authoritative parents, 9 indicated that they had no involvement in substance abuse related behaviour problems. Out of a total of 7 learners of neglectful parents, 4 indicated that they had no involvement in substance abuse related problem behaviours and out of 54 learners of authoritative parents, 4 indicated that they had a high involvement in substance abuse related problem behaviours. Chi-square was used to test the hypothesis and the results are presented in Table 4.3.

Table 4.3

Chi-Square Test: Parenting Style and Learners’ Involvement in substance Abuse Related Behaviour Problems

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Parenting Styles and Learners’ Involvement in Substance abuse related problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>944.303(^a)</td>
</tr>
<tr>
<td>Df</td>
<td>4</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

\(^a\) 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.
Table 4.3 shows the probability of the chi-square test statistic ($\chi^2 = 944.303$) was $p<0.000$, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between parenting style and learners’ involvement in substance abuse related behaviour problems.

These study findings are supported by previous research study findings (Sara, 2001) that revealed a correlation between parenting styles and alcohol and substance abuse.

b) **The Influence of Parenting Styles on Learners’ Involvement in School attendance Related Behaviour Problems**

To find out the influence of parenting styles on school attendance related behaviour problems, data on parenting styles was cross-tabulated with data on school attendance related behavior problems. The hypothesis developed was:

$H_{02}$: There is no significant relationship between parenting styles and learner’s school attendance related behaviour problems.
The findings are presented in Tables 4.4.

Table 4.4

*Number of Learners by involvement in School Attendance Related Behavior Problems and Parenting Style*

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Learners’ Involvement in School Attendance Related Behavior Problems</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>Low</td>
</tr>
<tr>
<td>Authoritative</td>
<td>241</td>
<td>27</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Permissive</td>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td>Neglectful/uninvolved</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>288</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

The study findings showed that out of 316 learners of authoritative parents, 241 indicated that they had no involvement in school attendance related behaviour problems. Out of 54 learners of permissive parents, 37 indicated that they had no involvement in school attendance related behaviour problems. Out of 316 learners of authoritative parents, 27 indicated that they had low involvement in school attendance related behaviour problems, 20 indicated high involvement, 18 indicated moderated involvement and 10 indicated very high involvement in school attendance related problems. Out of 12 learners of authoritarian parents, 8 indicated no involvement in school attendance related behaviour problems. Further, out of 54 learners of permissive parents, 7 indicated that they had low involvement in school
attendance related behaviour problems while 6 indicated a high involvement inschool attendance related behaviour problems. Chi-square was used to test the hypothesis and the results are presented in Table 4.5.

Table 4.5

Chi-Square Test: Parenting Style and Learner’s Involvement in School Attendance Related Behaviour Problems

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Influence of Parenting Styles on Learners’ Involvement in School attendance Related Behaviour Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>387.208$a$</td>
</tr>
<tr>
<td>Df</td>
<td>4</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.

Table 4.5 shows the probability of the chi-square test statistic (χ²=387.208) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between parenting style and school attendance related behavior problems

c) The Influence of Parenting Style on Learners’ Involvement in Aggression Related Behaviour Problems

To find out the influence of parenting styles on aggression related behaviour problems, data on parenting styles was cross-tabulated with data on aggression related behavior problems. The hypothesis developed was:
H₀₃: There is no significant relationship between parenting styles and learner’s aggression related behaviour problems.

The findings are presented in Tables 4.6.

Table 4.6
*Number of Learners by Involvement in Aggression Related Behaviour Problems and Patenting Styles*

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Learners’ Involvement in Aggression Related Behaviour Problems</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>Low</td>
</tr>
<tr>
<td>Authoritative</td>
<td>184</td>
<td>52</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Permissive</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>Neglectful/uninvolved</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>223</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>

The study findings revealed that out of 316 learners of authoritative parents, 184 indicated no involvement in aggression related behaviour problems, 52 indicated low involvement, 39 indicated high involvement. Out of 54 learners of permissive parents, 30 indicated that they had no involvement in aggression related behaviour problems. Out of 316 authoritative learners, 28 indicated moderate involvement and 12 indicated very high involvement in aggression related behaviour problems. Out of 54 learners of permissive parents, 9 indicated low involvement while 7 indicated high involvement in aggression related behaviour problems. Out of 12 learners of authoritarian parents, 6 indicated that they had no involvement in aggression related
behaviour problems. Further, 4 learners of permissive parents indicated that they had very high involvement in aggression related behaviour problems. Out of 7 learners of neglectful parents, 3 indicated that they had no involvement in aggression related behaviour problems while 3 learners of permissive parents indicated that they had moderate involvement in aggression related behaviour problems.

Chi-square test was used to test the hypothesis and the findings are presented in Table 4.7.

Table 4.7

Chi-Square Test: Parenting Style and Learners' Involvement in Aggression Related Behaviour Problems

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Influence of Parenting Style on Learners’ Involvement in Aggression Related Behaviour Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>255.640²</td>
</tr>
<tr>
<td>Df</td>
<td>4</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.

Table 4.7 shows the probability of the chi-square test statistic (χ²=255.640) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between parenting style and learner’s aggression related behaviour problems.
d) **The Influence of Parenting Styles on Teenage Sex Related Behaviour Problems**

To find out the influence of parenting styles on teen sex related behaviour problems, data on parenting styles was cross-tabulated with data on teen sex related behavior problems. The hypothesis developed was:

\[ H_{04}: \text{There is no significant relationship between parenting styles and learner’s sex related behaviour problems.} \]

The findings are presented in Tables 4.8.

**Table 4.8**

*Number of Learners by Involvement in Teenage Sex Related Behaviour Problems by Parenting Styles*

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Learners’ Involvement in Sex Related Behaviour Problems</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>Low</td>
</tr>
<tr>
<td>Authoritative</td>
<td>236</td>
<td>23</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Permissive</td>
<td>38</td>
<td>1</td>
</tr>
<tr>
<td>Neglectful/uninvolved</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>285</td>
<td>26</td>
</tr>
</tbody>
</table>

The study findings revealed that 236 out of 316 learners of authoritative parents and 38 out of 54 learners of permissive parents indicated that they had no involvement in teen sex related behaviour. Out of 316 learners of authoritative parents, 23 learners
indicated that they had low involvement, 21 indicated that they had a high involvement, 19 indicated that they had moderate involvement and 17 indicated that they had a very high involvement in teen sex related behaviour. Out of 12 learners of authoritarian parents, 8 indicated that they had no involvement, 8 learners of permissive parents indicate that they had very high involvement and 5 indicated that they had high involvement in teen sex related behaviours. Chi-Square test was used to test the hypothesis. The findings are presented in Table 4.9.

Table 4.9

*Chi-Square Test: Parenting Style and Learner’s Involvement in Sex Related Behaviour Problems*

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Parenting Style and Learner’s Involvement in Sex Related Behaviour Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>690.267&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Df</td>
<td>4</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

<sup>a</sup>. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.

Table 4.9 shows the probability of the chi-square test statistic (χ²=690.267) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between parenting style and learner’s sex related behaviour problems.

These study findings are supported by previous research study findings (Sarac, 2001) that found a correlation between parenting styles and learners’ sexual activity.
The study findings indicated that a majority of children with authoritative parents had no involvement in behaviour disorders and very few children engaged in behaviour disorders. These results are supported by previous research findings that have associated authoritative parenting style to less behaviour problems (Darling, 1999; Sarac, 2001; Alazadeh et al, 2011 and Nyarko, 2011).

The study results indicated that a majority of children with authoritarian parents did not engage in behaviour problems. These results are supported by other previous research findings (Darling, 1999). The results are also supported by research results by Alzadeh et al., (2011) who found authoritarian parenting style to be highly correlated with delinquent behaviour.

These findings are supported by previous research findings (Darling, 1999; Sarac, 2001; Berk, 2003 and Azadeh et al, 2011) that children of permissive parents are more likely to be involved in problem behaviour.

The study findings indicated that, compared to other parenting styles, there were more children of uninvolved or neglectful parents who engaged in behaviour disorders. These findings are supported by previous research findings (Kinai, 2002; Santrock, 2005 and Hong, 2012) which indicated that children of uninvolved or neglectful parents engage in behaviour problems such as delinquency and aggression. Overall, children of neglectful parents rank lowly as compared to children of parents who use other parenting styles.
4.4.2 Parenting Practices and their Influence on Learners’ involvement in Behaviour Problems

To test parenting behaviours and their influence on children’s behaviour, both parents and children were targeted as respondents. Children responded to the questions on the questionnaire and parents were interviewed on the same. The questions were based on: parental control and monitoring, supervision of homework, consistency in discipline, collaborating with teachers and spending quality time with children. The study findings are presented as follows.

a) Parental Control and Monitoring

To find out about parental control and monitoring, respondents were asked to respond to questions on issues related to control and monitoring.

Parent’s Responses

Parents were asked to indicate whether they demanded to know the whereabouts of their children when they were not in school; whether they monitored their children’s activities; whether they bothered to know their children’s friends and the parents of their children’s friends, and; whether they controlled the use of household gadgets such as: television, radio/music system, computer/internet, play station/video games and mobile phones. They were also asked if they controlled the type of clothes and haircuts/styles their children wore.

All forty parents said that they always tried to find out about their children’s whereabouts when they were not in school. Majority of parents said that they always
tried to find out the activities their children were involved in when they were not in school with eight of them saying that they called their children to find out what they were doing; eight parents said they even counterchecked to ascertain what their children were doing and five parents said that they tried as much as possible to find out what activities their children were involved in.

A majority of parents said that they had set the time that their children should be back home when they went out and only five parents said that they had not set time limits as they had given their children freedom to come home any time they wanted. All parents said that they knew their children’s friends, though not all of them. They only knew those friends who came home to visit their children. Further, sixteen parents said that they even talked to their children’s friends and the same number of parents said that they did not know parents of their children’s friends. Eight of the respondents said that they knew some parents of their children’s friends and that most of them are their own family friends and sixteen of them said that they knew just a few parents.

More than half of the parents said that they restricted the type of clothes their children wore and hair styles that they could wear while the rest said that their children had the freedom to choose the type of clothes they wore and hair styles. More than half of the parents said that they controlled how their children used household items such as television, music system and computers. However, they said that sometimes it did not work, especially controlling use of mobile telephones. Less
than a quarter of parents said that they wished to control how their children used household items, but they were not able to.

Learners’ Response

To test parental control, learners were given different parenting behaviours or practices indicative of parental control and were asked to indicate their level of agreement with each of them. The behaviours were related to parents’ demand to know where they were when they were not in school, monitoring their activities, knowing their friends, knowing their friends’ parents and parental control of use of household gadgets such as television, radio/music system, computer/internet, play station/video games and mobile phones. They were also asked about their parents’ control of the type of clothes and haircuts/styles they could wear.
The results are presented in Table 4.10.

Table 4.10  
*Parental Control and Monitoring as Reported by Learners*

<table>
<thead>
<tr>
<th>Parents Behaviour</th>
<th>No answer</th>
<th>Never</th>
<th>Rarely</th>
<th>Neutral</th>
<th>Most of the time</th>
<th>All the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demand to know where children are</td>
<td>6</td>
<td>1.5</td>
<td>21</td>
<td>5.4</td>
<td>38</td>
<td>9.8</td>
</tr>
<tr>
<td>Monitor children’s activities</td>
<td>4</td>
<td>1</td>
<td>40</td>
<td>10.3</td>
<td>52</td>
<td>13.4</td>
</tr>
<tr>
<td>Know their children’s friends’ names</td>
<td>5</td>
<td>1.3</td>
<td>42</td>
<td>10.8</td>
<td>67</td>
<td>17.2</td>
</tr>
<tr>
<td>Know children’s friends’ parents</td>
<td>10</td>
<td>2.6</td>
<td>94</td>
<td>24.2</td>
<td>89</td>
<td>22.9</td>
</tr>
<tr>
<td>Control use of: Television</td>
<td>7</td>
<td>1.8</td>
<td>108</td>
<td>27.8</td>
<td>59</td>
<td>15.2</td>
</tr>
<tr>
<td>Radio/music system</td>
<td>6</td>
<td>1.5</td>
<td>124</td>
<td>31.9</td>
<td>58</td>
<td>14.9</td>
</tr>
<tr>
<td>Computer/internet</td>
<td>7</td>
<td>1.8</td>
<td>124</td>
<td>31.9</td>
<td>57</td>
<td>14.7</td>
</tr>
<tr>
<td>Play station/video games</td>
<td>7</td>
<td>1.8</td>
<td>129</td>
<td>33.2</td>
<td>52</td>
<td>13.4</td>
</tr>
<tr>
<td>Mobile phone</td>
<td>6</td>
<td>1.5</td>
<td>119</td>
<td>30.6</td>
<td>55</td>
<td>14.1</td>
</tr>
</tbody>
</table>

The study results revealed that 200 (51.4%) of the parents demanded all the time to know where their children were when they were not in school, 129 (33.2%) controlled how their children used the play station and video games, 124 (31.9%) controlled how their children used radio, music system, computer and internet. The results also showed that 119 (30.6%) controlled how their children used mobile phones; 116 (29.8%) monitored their children’s activities when they were not in school; 108 (27.8%) controlled how their children used television; 101 (26%) knew their children’s friends and 96 (24.7%) knew parents of their children’s friends.
The findings indicated that slightly more than half of the children’s parents demanded to know where they were all the time when they were not in school and slightly more than a quarter of the parents monitored their children’s activities most of the time. Further, the findings indicated that a majority of the parents knew all their children’s friends while a majority of them did not know parents of their children’s friends. The findings also established that at least more than a quarter of the parents did not control how their children used electronic gadgets such as television, radio, computer/internet, video games and mobile phones.

These results are supported by the views of Munroe and Burrows, (2007) and Mwololo, (2010) that many parents face challenges in monitoring how their children use information and technology gadgets. When parents fail to monitor their children, they are likely to engage in behaviour disorders which may affect their academic achievement (Stace&Roker, 2005). Additionally, the study results from both the parents and children indicated that a majority of parents knew their children’s friends. However, parents scored the least in knowledge of their children’s friends’ parents.

b) Supervision of Homework

To find out about supervision of homework, respondents were questioned on issues related to supervision of homework. The questions targeted both parents and learners as respondents.
Parent’s Responses

To find out about supervision of homework, parents were asked to say how they supervised their children’s homework. All parents said that they always reminded their children to do their homework and supervised them whenever they were free or available at home. Further, 8 of the parents said that they supervised homework only during the school holidays. One of the parents said

“I sit with my child when he is doing his homework to give him moral support”.

(A mother of a son, 17th July 2014)

A majority of the parents also said that they made sure their children completed their homework with 8 of them saying they even counterchecked to ensure that homework had been completed.

Learners’ Responses

To find out about supervision of homework, learners were asked to rate their parents’ supervision of their homework in relation to reminding them about it, supervising and making sure they completed it. The findings are presented in Table 4.11.
Table 4.11

Supervision of homework by Parents as Reported by Learners

<table>
<thead>
<tr>
<th>Parental Behaviours</th>
<th>None</th>
<th>Never</th>
<th>Rarely</th>
<th>Neutral</th>
<th>Most of the time</th>
<th>All the time</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remind children about homework</td>
<td>5</td>
<td>1.3</td>
<td>102</td>
<td>26.2</td>
<td>55</td>
<td>14.1</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise homework</td>
<td>5</td>
<td>1.3</td>
<td>152</td>
<td>39.1</td>
<td>61</td>
<td>15.7</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make sure homework is completed</td>
<td>6</td>
<td>1.5</td>
<td>113</td>
<td>29</td>
<td>58</td>
<td>14.9</td>
<td>330</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>Complete homework for children</td>
<td>8</td>
<td>2.1</td>
<td>330</td>
<td>84.8</td>
<td>8</td>
<td>2.1</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Demand for academic excellence</td>
<td>8</td>
<td>3</td>
<td>11</td>
<td>2.8</td>
<td>9</td>
<td>2.3</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

The findings of the study showed that 330 (84.8%) of the parents never completed homework for their children, 286 (73.5%) demanded for academic excellence from their children all the time, 152 (39.1%) never supervised their children’s homework, 113 (29%) never made sure that their children completed homework and 102 (26.2%) never reminded their children about their homework.

The study findings indicated that a majority of parents never did homework for their children and almost three-quarters of the children indicated that their parents demanded academic excellence from them all the time. The findings also indicated that almost three-quarters of parents demanded academic excellence from their children but, more than a quarter of parents did not supervise or make sure that their children completed their homework and that very few parents did homework for their children. These findings are supported by the observations of Spera, (2005) that children take time to do their homework when they are assisted and supervised. However, Munyua, (2011) that some parents get tempted to do
homework for their children. Overall, the study results indicated that parents were more concerned with their children’s academic performance.

c) **Consistency in Discipline**

To establish consistency in discipline, respondents were asked questions on parental reactions towards their children when they made mistakes.

**Parent’s Responses**

To establish consistency in discipline, parents were asked to indicate what steps they took when their children made mistakes. A majority of parents said that they sat down with their children and discussed the consequences of the mistakes. More than half of the parents promised to reward their children if they changed their behaviour. Less than half of the parents said that they punished their children when they made mistakes especially by withdrawing privileges. Less than a quarter of parents said that they did not punish their children although they told them not to repeat the mistake.

**Learners’ Responses**

To establish consistency in discipline, Learners were asked to rate their parents’ reactions when they made mistakes.
The findings of the study are presented in Table 4.12.

Table 4.12

*Parental Consistency in Discipline as Reported by Learners*

<table>
<thead>
<tr>
<th>Parental Behaviour when children make mistakes</th>
<th>None</th>
<th>Never Consistent</th>
<th>Rarely Consistent</th>
<th>Neutral</th>
<th>Consistent</th>
<th>Very Consistent</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Discuss consequences of mistakes</td>
<td>5</td>
<td>1.3</td>
<td>31</td>
<td>8</td>
<td>34</td>
<td>8.7</td>
<td>65</td>
</tr>
<tr>
<td>Ignore children’s mistakes</td>
<td>25</td>
<td>6.4</td>
<td>213</td>
<td>54.8</td>
<td>47</td>
<td>12.1</td>
<td>59</td>
</tr>
<tr>
<td>Withdraw privileges</td>
<td>19</td>
<td>4.9</td>
<td>112</td>
<td>28.8</td>
<td>64</td>
<td>16.5</td>
<td>107</td>
</tr>
<tr>
<td>Punish children</td>
<td>17</td>
<td>4.4</td>
<td>129</td>
<td>33.2</td>
<td>81</td>
<td>20.8</td>
<td>83</td>
</tr>
<tr>
<td>Consistency in ensuring children behave</td>
<td>14</td>
<td>3.6</td>
<td>22</td>
<td>5.7</td>
<td>15</td>
<td>3.9</td>
<td>51</td>
</tr>
</tbody>
</table>

The study established that: 213 (54.8%) are never consistent in discipline as they ignored children’s mistakes; 206 (53%) were very consistent in ensuring children behaved well; 129 (33.2%) were never consistent in punishing their children; 112 (28.8%) were never consistent in discipline by withdrawing privileges and; 150 (38.6%) were very consistent in discipline by discussing consequences of mistakes.

The findings indicated that more than half of the children indicated that their parents were not consistent, ignored them and did nothing about the mistakes. More than a half indicated that their parents were very consistent in ensuring that they behaved well; more than a quarter indicated that their parents were not consistent in punishing them, and; more than a quarter indicated that their parents were not consistent in withdrawing privileges such as going out with friends. The findings also indicated
that although more than half of the parents were very consistent in ensuring that their children behaved well, a majority of them were not consistent in matters of discipline because they ignored their children’s mistakes. The study also revealed that a majority of parents were not consistent in punishing their children when they made mistakes.

d) Spending quality time with children

Parents were asked if they spent quality time with their children. Less than a quarter of them said that they spent time with their children whenever they were available. However, majority of them said that they did not spend quality time with their children because of long working hours and tight work schedules that kept them away from their children most of the time. A quarter of the parents said that in most cases, children stayed in their rooms or watched television or even listened to music while their parents were involved in household chores. This showed that parents gave other issues preference and did not purpose to spend quality time with their children.

These findings are supported by the views of Munroe & Burrows, (2007) that parents are away at work for long hours hence they spend less time with their children. It showed that children spend most of their time on media facilities such as television, radio, computers, internet and mobile phones.
e) Collaborating with Teachers

To find out about parents’ collaboration with teachers, respondents were asked questions on parents’ communication with teachers and attendance of school open days.

Parent’s Responses

Parents were asked to say how they collaborate with teachers with regard to children’s performance. All parents said they attended all their children’s school activities such as open days and parents’ days. However, about a quarter of them said that they delegated the duties when they were not available. A majority of parents said that they made visits to their children’s schools to discuss their children’s academic performance. Half of them said they went to discuss their children’s academic progress and behaviour. Less than a quarter of parents said they called their children’s teachers to find out how they were doing.
Learners’ Responses

Learners were asked to rate their parents’ collaboration with teachers. The findings are presented in Table 4.13.

Table 4.13

*Parental Collaboration with Teachers as Reported by children*

<table>
<thead>
<tr>
<th>Parental Behaviour</th>
<th>None</th>
<th>Never</th>
<th>Rarely</th>
<th>Neutral</th>
<th>Most of the time</th>
<th>All the time</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Going to school to talk with teachers</td>
<td>7</td>
<td>1.8</td>
<td>61</td>
<td>15.7</td>
<td>83</td>
<td>21.3</td>
<td>105</td>
</tr>
<tr>
<td>Making telephone calls to school to find out about performance</td>
<td>5</td>
<td>1.3</td>
<td>124</td>
<td>31.9</td>
<td>66</td>
<td>17</td>
<td>89</td>
</tr>
<tr>
<td>Attending school’s open days</td>
<td>3</td>
<td>0.8</td>
<td>63</td>
<td>16.2</td>
<td>41</td>
<td>10.5</td>
<td>40</td>
</tr>
</tbody>
</table>

The study findings on parents’ collaboration with teachers showed that 186 (47.8%) of the parents collaborated with teachers all the time by attending schools’ open days; 124 (31.9%) never made telephone calls to schools to find out about their children’s performance and; 61 (15.7%) never went to school to talk with teachers about their children’s performance.

The findings also indicated that a majority of parents attended their children’s schools’ open days while slightly more than a quarter never made calls to find out about their children’s performance. It also indicated that according to children, majority of parents never went to their children’s schools to talk with teachers. This showed that although most of the parents were aware of their parental role in their
children’s education, most of them failed in practice and children were very much aware of the disconnect between home and school.

4.5 Influence of Involvement in Behaviour Problems on Learners’ Academic Performance

Objective 3 of this study was to determine the influence of involvement in behaviour problems on learners’ academic performance. The objective sought to find out common behaviour problems that learners engaged in and their influence on academic performance. This was to be determined through analysis of both qualitative and quantitative data from parents and learners respectfully.

4.5.1 Common Behaviour problems Exhibited by Learners

To establish common behaviour problems exhibited by learners both parents and learners were targeted for responses.

Parent’s Responses

Parents were asked about behaviour problems that they frequently encountered with their children. Less than a quarter of parents said that their children were involved in substance abuse related behaviour problems such as drug abuse, drinking alcohol and smoking cigarettes. More than a quarter of parents reported that their children were involved in aggression related behaviour problems. A majority of parents said that they did not know if their children were involved in behaviour problems. This could be attributed to the fact that parents did not spend quality time with their children and therefore did not know their children’s behaviour.
Learners’ Responses

Learners were given a list of common behaviour problems and were asked to indicate their level of involvement. The findings are presented in Table 4.14.

Table 4.14

*Number of Learners by level of Involvement in Behaviour Problems*

<table>
<thead>
<tr>
<th>BehaviourProblems</th>
<th>None</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>319</td>
<td>82</td>
<td>22</td>
<td>6</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>4</td>
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<tr>
<td></td>
<td>389</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>292</td>
<td>75</td>
<td>35</td>
<td>9</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>389</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>225</td>
<td>58</td>
<td>63</td>
<td>16</td>
<td>33</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>389</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TeenSex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>285</td>
<td>73</td>
<td>26</td>
<td>7</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>389</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The study findings revealed that: 319 (82%) of learners indicated that they had no involvement with substance abuse related behaviour problems, 292 (75%) indicated that they had no involvement in school attendance related behaviour problems, 285 (73%) indicated that they had no involvement in teen sex related behaviours and, 225 (58%) indicated that they had no involvement in aggression related behaviour problems. Therefore, the study findings indicated that a majority of learners have never been involved in behaviour problems.

However, 63 (16%) of learners indicated that they had low involvement in aggression related behaviour problems, 35 (9%) indicated that they had low involvement in school attendance related behaviour problems, 26 (7%) indicated that
they had low involvement in teen sex related behaviour problems and 22 (6%) indicated that they had low involvement in substance abuse related behaviour problems. In addition, 29 (8%) of the learners indicated that they had very high involvement in teen sex related behaviours, 20 (5%) indicated that they had very high involvement in aggression related behaviour problems, 14 (4%) indicated that they had very high involvement in substance abuse related behaviours and 12 (3%) indicated that they had high involvement in school attendance related behaviour problems.

These findings are supported by findings of previous research studies which have indicated that learners drink alcohol and abuse drugs (Kinya, 2009; Otieno and Ofulla, 2009; Stephenson, 2010), and others are smokers (Kwamanga et al., 2003; Stephenson, 2010). Similarly, it is consistent with previous research findings (Lee, et al., 2006; Lauer and Lauer, 2000; Santrock, 2005; KDHS, 2003; Ikamari and Towett, 2007; Adaji et al., 2010; Alo and Akide, 2010) indicating that children are engaging in sexual activities. Many learners are becoming sexually active by engaging in sexual activities at a very young age.

The study results are also supported by other previous research results on school attendance related behaviour problems such as truancy and dropping out of school. Studies conducted by Adaji, et al., (2010) and Akpan, et al., (2010) established that learners engage in truancy and others drop out of school for various reasons. The results are also supported by previous findings (Kinai, 2002; Wang’eri, 2007) on
aggression related behaviour problems indicating that learners engage in various acts of aggression such as bullying and destruction of property.

4.5.2 Behaviour Problems and Academic Performance

To find out the impact of behaviour disorders on academic performance, both parents and learners were targeted as respondents.
Learners’ Responses

To find out the influence of involvement in behaviour problems on learners’ academic performance, learners were asked to rate themselves in relation to general performance in school. This question was a precursor to the question on academic performance. The findings of the study are presented in figure 4.6.

Figure 4.6 Learners’ Performance

The study results showed that more than half of the learners rated their performance in school attendance and overall discipline as excellent. Almost half of the learners rated their participation in class as good and more than one-third of the learners rated their performance in assessment tests and examinations as good, while almost one-third of them rated their participation in co-curricular activities as excellent. The findings indicated that more than half of the learners rated themselves above average
in school performance. The results also indicated that half of the learners have excellent school attendance and overall discipline.

In order to establish academic performance, learners were asked to indicate their overall grade in form two, third term. The researcher also obtained mark lists from the schools to confirm the grades given by the learners. Overall grade was used in this study because prior studies have shown that self-reported grades and actual grades taken from schools’ official records are highly correlated (Nyarko, 2011). The findings of the study are presented in Figure 4.7.

![Bar chart showing learner's academic performance in Form Two Third Term](image)

*Figure 4.7 Learners’ academic performance in Form Two Third Term*

The study results showed that 79 (20.3%) of the respondents had an overall grade of C+, 59 (15.2%) had an overall grade of C, 49 (12.6%) had an overall grade of C-, 49 (12.6%) had an overall grade of B-, 40 (10.3%) had on overall grade of B+ and B, 27
(6.9%) had an overall grade of D+, 14 (3.6%) had an overall grade of A, 12 (3.1%) had an overall grade of A-, 10 (2.6%) had an overall grade of D and 2 (0.5%) had an overall grade of E.

The study findings revealed that more than a quarter of learners had above average academic performance of between B- and A and three quarters of learners had average performance of between C- and B-. Learners who score a grade of C+ and above qualify to join University according to Kenyan standards. Less than a quarter of the learners scored average grades of between C- and C. Very few learners scored poor grades of between D and E.

a) Influence of Involvement in Substance Abuse Related Behaviour Problems on Academic Performance

To establish the influence of involvement in substance abuse related behaviour problems on academic performance, data on involvement in substance abuse related behaviour problems was cross tabulated with data on academic performance. The hypothesis developed was:

$H_{01}$: There is no significant relationship between learner's involvement in substance abuse related behaviour problems and academic performance.
The findings are presented in Table 4.15.

Table 4.15

*Number of Learners by Academic Performance and Level of Involvement in Substance Abuse Related Problems*

<table>
<thead>
<tr>
<th>Level of Involvement</th>
<th>Number of Learners by Academic Performance</th>
<th>Below average (D and Below)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>16 (A- to A) 104 (B- to B+) 183 (D+ to C+) 17</td>
<td></td>
<td>319</td>
</tr>
<tr>
<td>Low</td>
<td>2 (A- to A) 7 (B- to B+) 12 (D+ to C+) 1</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Moderate</td>
<td>1 (A- to A) 3 (B- to B+) 5 (D+ to C+) 1</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>High</td>
<td>3 (A- to A) 8 (B- to B+) 9 (D+ to C+) 1</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Very high</td>
<td>3 (A- to A) 7 (B- to B+) 4 (D+ to C+) 0</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

The study findings found out that 183 learners who had no involvement in drug and substance abuse related behaviour problems scored average grades of D+ to C+, 104 of them scored B- to B+ and 17 of them scored grade D and below. The study also found out that 16 learners who had no involvement in drug and substance abuse scored very high grades of A- to A, 12 learners who had low involvement and 9 learners who had high involvement in drug and substance abuse scored average grades of D+ to C+. Further, the study showed that 8 learners who had high involvement, 7 learners who had very high involvement and 7 learners who had low involvement in drug and substance abuse scored high grades of B- to B+. 
The hypothesis was tested using Chi-Square and the findings are presented in Table 4.16.

Table 4.16

*Chi-Square Test: Learner’s Involvement in Substance Abuse Related Behaviour Problems and Academic Performance.*

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Substance abuse related problems and academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>944.303&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Df</td>
<td>4</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

<sup>a</sup> 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.

Table 4.16 shows the probability of the chi-square test statistic ($\chi^2=944.303$) was $p<0.000$, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between learner’s involvement in substance abuse related behaviour problems and academic performance.

The study findings showed that 16 learners who had no involvement in drug and substance abuse related behaviour problems scored very high grades as compared to 3 learners who had high and very high involvement in substance abuse related behaviour who scored similar grades. The findings revealed a negative relationship between involvement in drug and substance related behaviour problems and academic performance. The results are supported by Kinyua, (2009) that many
students do abuse drugs and this leads to poor academic performance. It is also supported by Santrock, (2002, 2005) and Sunday et al., (2010) who observed that drug and substance abuse lead to poor school attendance and loss of memory leading to poor performance.

b) The Influence of Involvement in School Attendance Related Behaviour Problems on Academic Performance

To find out the influence of involvement in school attendance related behaviour problems on academic performance, data on involvement in school attendance related behavior problems was cross tabulated with data on academic performance. The hypothesis developed was:

$H_{02}$: There is no significant relationship between learner’s involvement in school attendance related behaviour problems and academic performance.
The findings are presented in Table 4.17.

Table 4.17

*Number of Learners by Academic Performance and Level of Involvement in School Attendance Related Behavior Problems*

<table>
<thead>
<tr>
<th>Level of Involvement</th>
<th>Very high (A- to A)</th>
<th>High (B- to B+)</th>
<th>Average (D+ to C+)</th>
<th>Below average (D and Below)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>18</td>
<td>108</td>
<td>152</td>
<td>15</td>
<td>292</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>8</td>
<td>24</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>Moderate</td>
<td>1</td>
<td>4</td>
<td>16</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>High</td>
<td>4</td>
<td>7</td>
<td>19</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Very high</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

The study findings revealed that 152 and 108 learners who had no involvement in school attendance related behavior problems scored average grades of D+ to C+. The findings showed that 24 learners with low involvement and 19 learners with high involvement in school attendance related behavior problems scored average grades of D+ and C+. The findings also showed that 18 learners who had no involvement in school attendance related behaviour problems scored very high grades of A- and A, 16 learners who had moderate involvement scored averaged grades of D+ to C+, 15 learners who had no involvement scored below average grades of D and below and 8 learners who had low involvement scored high grades of B- to B+. 
Chi-Square was used to test the hypothesis and the findings are presented in Table 4.18.

Table 4.18

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>School attendance related behaviour problems and academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>413.866(^a)</td>
</tr>
<tr>
<td>Df</td>
<td>4</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

\(^a\) 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.

Table 4.18 shows the probability of the chi-square test statistic (\(\chi^2=413.866\)) was \(p<0.000\), less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between learner’s involvement in school attendance related behaviour problems and academic performance.

The study findings showed that 18 learners with no involvement in school attendance related behaviour problems scored very high grades of A- to A as compared to 3 learners who had very high involvement and 4 learners who had high involvement in school attendance related behaviour problems who scored the same grades. These results indicated a negative relationship between involvement in school attendance related behaviour problems and academic performance.
c) The Influence of Involvement in Aggression Related Behavior Problems on Academic Performance

To find out the influence of involvement in aggression related behaviour problems on academic performance, data on involvement in aggression related behavior was cross tabulated with data on academic performance. The hypothesis developed was:

H₀₃: There is no significant relationship between learner’s involvement in aggression related behaviour problems and academic performance.

The findings are presented in Table 4.19.

Table 4.19

<table>
<thead>
<tr>
<th>Level of Involvement</th>
<th>Number of Learners by Academic Performance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very high (A- to A)</td>
<td>High (B- to B+)</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
<td>79</td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>High</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Very high</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

The study findings showed that 127 learners who had no involvement in aggression related behaviours scored average grades of D+ to C+, 79 learners with no involvement scored high grades of B- to B+ and 34 learners who had low
involvement scored average grades of D+ to C+. The study also showed that 29 learners who had high involvement in aggression related behavior problems scored average grades of D+ to C+, 20 learners who had low involvement and 19 learners who had moderate involvement in aggression related behaviour problems scored high grades of B- to B+ and 10 learners who had no involvement scored very high grades of A- to A.

The hypothesis was tested using Chi-Square test and the findings are presented in Table 4.20.

Table 4.20

Chi-Square Test: Learner's Involvement in Aggression Related Behaviour Problems and Academic Performance

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Aggression related behavior problems and Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>255.640&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Df</td>
<td>4</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.

Table 4.20 shows the probability of the chi-square test statistic ($\chi^2=255.640$) was $p<0.000$, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between learner’s involvement in aggression related behaviour problems and academic performance.
The study findings revealed that 10 learners who had no involvement scored very high grades of A- to A as compared to 5 learners with very high and 3 learners with moderate involvement in aggression related behaviour problems who scored the same grades. These findings are supported by previous research study findings (Ojwang’, 2005) that learners’ aggressive behaviours such unrest hinders performance in examinations and media reports that student unrest is related to poor academic performance (Standard Newspaper November 13, 2010).

d) **The Influence of Involvement in Teenage Sex Related Behaviour Problems on Academic Performance**

To find out the influence of involvement in teenage sex related behaviour problems on academic performance, data on involvement in teenage sex related behaviour problems was cross tabulated with data on academic performance. The hypothesis developed was:

H\(_{04}\): There is no significant relationship between learner’s involvement in sex related behaviour problems and academic performance.
Findings are presented in Table 4.21.

Table 4.21

Number of Learners by Academic Performance and Level of Involvement in Teen Sex Related Behaviours

<table>
<thead>
<tr>
<th>Level of Involvement</th>
<th>Number of Learners by Academic Performance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very high (A- to A)</td>
<td>High (B- to B+)</td>
</tr>
<tr>
<td>None</td>
<td>12</td>
<td>101</td>
</tr>
<tr>
<td>Low</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Moderate</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>High</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Very high</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

The study findings revealed that 160 learners who had no involvement in teenage sex related behaviours scored average grades of D+ to C+ and 101 learners who had no involvement in teenage sex related behaviours scored high grades of B- to B+. The study findings showed that 16 learners who had high involvement, 15 learners who had low involvement and 13 learners who had moderate involvement in teenage sex related behaviours scored average grades of D+ to C+. The study findings also showed that 12 learners who had no involvement and 10 learners who had very high involvement in teenage sex related behaviour scored very high grades of A- to A.
The hypothesis was tested using Chi-Square test and the findings are presented in Table 4.22.

Table 4.22

Chi-Square Test: Learner’s Involvement in Teenage Sex Related Behaviour Problems and Academic Performance.

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Sex related behavior problems and academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>690.267(^a)</td>
</tr>
<tr>
<td>Df</td>
<td>4</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

\(^a\) 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.

Table 4.22 shows the probability of the chi-square test statistic (\(\chi^2=690.267\)) was \(p<0.000\), less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between learner’s involvement in teenage sex related behaviour problems and academic performance.

The study findings indicated that teenage sex is negatively correlated with academic performance. A majority of the students who never engaged in teenage sex performed generally better in academics than those who engaged in teenage sex. These findings are supported by (Lee, et al., 2006; Lauer & Lauer, 2000; Santrock, 2005; KDHS, 2003; Ikamari&Towett, 2007; Adaji, et al., 2010; Alo&Akide, 2010)
that children are engaging in sexual activities and many of them are becoming sexually active at an early age and it affects their academic performance.

**Parent’s Responses**

Parents were asked to say how children’s behaviour disorders affect academic performance. All parents reported that behaviour disorders negatively affected academic performance. A majority of parents said that children who misbehaved lost out on studies. Three-quarters of parents said that drug abuse made children not to study and this affected their academic performance, while less than half said that character is tied to performance although some children who engage in behaviour disorders did well academically. Less than a quarter of the parents said that sometimes children engaged in behaviours that put fear in them leading them to have less concentration in their classwork. One respondent said,

“When children have behaviour problems, it affects their relationship with their teachers and parents and these are core to academic performance, hence, they don’t gain much in class”.

(A mother of a daughter, 17th July 2014)

These findings are supported by previous research findings by Kinai, (2002) that behaviour disorders significantly affect children’s academic performance and hence academic achievement. Further, behaviour disorders interrupt academic progress and create conditions in which educational objectives cannot be achieved because much
time is wasted on behaviour disorders making children to perform dismally in academics.

The findings showed that behaviour disorders are negatively correlated with academic performance. For instance a study by Akpan et al., (2010) revealed that overall academic performance of pupils with behavioural problems is significantly lower than those without behavioural disorders. The findings are supported by previous findings (Nelson et al., 2004) that children with behaviour problems consistently show moderate to severe academic achievement deficits and (Lane, et al.,2008) that sub-average academic performance is common in children with behaviour problems.

4.6 Relationship between Parenting Styles and Learners’ Academic Performance

Objective 4 was to find out the relationship between parenting styles and learner’s academic performance. This was to be determined through analysis of both qualitative and quantitative data. To achieve this objective, data on parenting styles and data on learners’ academic performance were cross-tabulated. The hypothesis developed was:

H₀₁: There is no significant relationship between parenting styles and learner’s academic performance.
The findings are presented in Table 4.23.

Table 4.23

Number of Learners’ by Level of Academic Performance and Parenting Style

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Level of Academic Performance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very high (A to A)</td>
<td></td>
</tr>
<tr>
<td>Authoritative</td>
<td>17</td>
<td>316</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Permissive</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Neglectful</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>389</strong></td>
</tr>
<tr>
<td></td>
<td>High (B- to B+)</td>
<td></td>
</tr>
<tr>
<td>Authoritative</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>Authoritarian</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Permissive</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Neglectful</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>129</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average (D+ to C+)</td>
<td></td>
</tr>
<tr>
<td>Authoritative</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>Authoritarian</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Permissive</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Neglectful</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>214</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below average (D to E)</td>
<td></td>
</tr>
<tr>
<td>Authoritative</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Authoritarian</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Permissive</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Neglectful</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td></td>
</tr>
</tbody>
</table>

The study findings revealed that 172 learners with authoritative parents scored average grades between D+ and C+, 112 scored high grades from B- to B+, 29 learners of permissive parents scored average grades D+ to C+, 17 learners with authoritative parents scored very high grades between A- to A, 15 learners scored below average grades between D to E, 14 learners with permissive parents scored high grades between B- to B+, 8 learners with authoritarian parents scored average grades between D+ to C+ and 7 learners with permissive parents scored very high grades between A- to A+. 
The hypothesis was tested using Chi-Square test and the findings are presented in Table 4.24.

Table 4.24

**Chi-Square Test: Parenting Style and Learners’ Academic Performance**

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Parenting style and learners’ academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>669.766&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Df</td>
<td>3</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

<sup>a</sup> 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 97.3.

Table 4.24 shows the probability of the chi-square test statistic ($\chi^2=669.766$) was $p<0.000$, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between parenting style and learners academic performance.

### 4.6.1 Authoritative Parenting style and Academic Performance

The study findings revealed that majority of learners with parents who used authoritative parenting style scored above average grades compared to learners with other parenting styles as shown in Table 4.23. This indicated a positive relationship between authoritative parenting style and academic performance.

These findings are supported by several previous research studies (Baumrind, 1991; Stainberg et al., 1992; Kinai, 2002; McPherson, 2004; Nyarko, 2011; Dehyadegaryet
al., 2012; Tope, 2012) that have indicated a positive correlation between authoritative parenting style and academic achievement. However, other studies have concluded that these findings are not consistent across ethnicity, culture, and socio-economic status (Spera, 2005) and that authoritative parenting style is positively associated with academic success for European and Mexican Americans, but not Asian and African Americans’ academic achievements (Jackson et al., cited in Nyarko, 2011).

4.6.2 Authoritarian Parenting Style and Academic Performance

The study findings showed that majority of learners with parents who used authoritarian parenting style scored average grades as shown in Table 4.2. This indicated a negative relationship between authoritarian parenting style and children’s academic performance.

These findings are supported by findings of previous research studies (David et al., 2010; Dehyadegary et al., 2012; Hong, 2012 which indicated that there is a negative relationship between authoritarian parenting style and academic performance. However, the findings are not supported by other previous research findings (Baumrind, 1991; Kinai, 2002; Santrock, 2002) which indicated that children of authoritarian parents perform well academically.
4.6.3 Permissive Parenting Style and Academic Performance

The study findings revealed that majority of learners with parents who used permissive parenting style scored average grades and less than a quarter of them scored above average grades as shown in Table 4.24. These findings indicated that there was a negative relationship between permissive parenting style and academic performance. These findings are supported by previous research findings (Darling, 1999; David et al., 2010; Dehyadegary et al., 2012; Hong, 2012) which indicated that permissive parenting style is negatively correlated with academic achievement.

4.6.4 Uninvolved or Neglectful Parenting Style and Academic Performance

The findings of the study revealed that majority of learners with parents who used neglectful parenting style scored average grades as shown in Table 4.23. The findings are supported by previous studies (Kinai, 2002 & Hong, 2012) which indicated that children of uninvolved or neglectful parents performed poorly in academics.

In general, the study findings were supported by previous research findings (David et al., 2010) that authoritative parenting style is positively correlated with academic performance and authoritarian, permissive and uninvolved or neglectful parenting styles are negatively correlated with children’s academic performance.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings for each study objective. It also presents the conclusions and recommendations drawn from the findings.

5.2 Summary

The main purpose of this study was to determine the relationship among parenting styles, learners’ involvement in problem behaviour and academic performance in Nairobi County, Kenya.

In relation to objective 1, the findings of the study revealed that several factors influenced parenting styles. These factors were: media and modern technology, socio-economic factors, dual career and tight schedules, availability and accessibility of drugs and substances, structural and lifestyle changes, family conflicts and divorce, daily stresses and family conflicts.

The findings further revealed that majority of parents were dual career parents who were away most of the time with tight schedules. Children were left alone or with house-helps most of the time and this led them to spend most of their time watching television, listening to music and surfing the internet through their mobile telephones. Parents did not spend quality time with their children and this affected their ability to nurture them. Family conflicts such as quarrels, parental
separation/divorce and other family feuds affected how parents related with their children. The findings also revealed that family crises such as financial challenges, sickness and death of a family member affected the way parents brought up their children.

In relation to objective 2, the findings from both parents and learners revealed that majority of parents used authoritative parenting style and less than a quarter of parents used permissive parenting style. Very few parents used either authoritarian or neglectful parenting styles. Majority of learners of authoritative parents have never been involved in behaviour problems and in general, learners of authoritative parents were less involved in behaviour problems as compared to those of authoritarian, permissive and uninvolved/neglectful parents.

The findings from parents revealed that all of them tried to find out about their children’s whereabouts when they were not in school, the activities they were involved in and knew their children’s friends. More than a quarter of parents set the time their children were to be back home when they went out. About half of the parents did not know parents of their children’s friends and those who knew them was because those parents were family friends. More than half of the parents restricted the type of clothes and hair styles their children wore and controlled use of household gadgets such as television, radio, computer/internet and mobile telephones.
Findings from learners indicated that slightly more than half of their parents demanded to know their whereabouts when they were not at school and more than half of the parents monitored their activities. This information differed with the information that parents gave on the same. Majority of parents supervised their children as they did their homework and very few parents did complete homework for their children. However, both learners and parents concurred that all parents knew their children’s friends, reminded them about homework, but did not spend quality time together.

Findings from parents revealed that majority of them sat down with their children to discuss consequences of children’s mistakes and more than a half of the parents promised rewards for change of behaviour. Findings from learners revealed that majority of parents were not consistent with disciplining them or punishing them when they made mistakes. Findings from parents revealed that all of them attended school open days and a majority of them made visits to school to discuss academic performance and progress. However, learners revealed that only almost a half of the parents attended school open days or visited school, contrary to parents’ claims.

In relation to objective 3, findings of the study revealed that less than a quarter of the children reported to have engaged in various behaviour disorders such as: drug and substance abuse, teenage sex, student unrest, truancy, dropping out of school and aggression. There were more learners who reported to have been involved in aggression related behaviours. However, less than a quarter of parents reported that their children were involved in drug and substance related behaviour problems.
Majority of the parents reported that they did not know whether their children engaged in any behaviour problems.

All parents reported that behaviour disorders negatively affected academic performance with majority reporting that learners who engaged in behaviour problems lost out on studies, had less concentration in their class work and hence performed poorly in academics. The study findings also revealed that involvement in behaviour problems had a negative influence on learners’ academic performance as majority of them performed averagely and about a quarter of the learners performed less than average in academics. This therefore indicated that behaviour problems were negatively correlated with academic performance.

Authoritative parenting was found to be positively correlated with academic performance. However, authoritarian, permissive and uninvolved or neglectful parenting styles were found to be negatively correlated with learners’ academic performance.

5.3 Conclusions

Several conclusions were drawn from this study. First, although previous research has proven that parenting style has a direct correlation with learners’ involvement in problem behaviour and academic performance, a number of factors influence the parenting styles that parents adopt to bring up their children. Some of these factors include: media and modern technology, dual career and tight schedules family conflicts, divorce, daily stresses, family crises and socio-economic factors.
Second, a majority of parents used authoritative parenting style in bringing up their children with a few of them using permissive and authoritarian parenting styles. The findings indicated that parenting styles influenced learners’ involvement in behaviour problems but, children of parents who used authoritative parenting style showed fewer behaviour problems and high academic performance compared to learners of parents who used other parenting styles. The findings also indicated that compared to other parenting styles, a majority of learners with neglectful parents engaged in behaviour problems.

Third, the findings on the influence of involvement in behaviour problems on learners’ academic performance revealed that some learners had involvement in behaviour problems although majority of parents were not aware. The findings also revealed that these behaviour problems had a negative influence on academic performance.

Fourth, the findings showed that authoritative parenting style was positively correlated with academic performance and compared to other parenting styles, learners of parents who used authoritative parenting styles performed better academically. Authoritarian, permissive and neglectful/uninvolved parenting styles were found to be negatively correlated with learners’ academic performance.

5.4 Recommendations

Three types of recommendations are made in this section: recommendations to the Ministry of Education Science and Technology, recommendations for parents that
are viewed necessary and may help in bringing up children who are well behaved, adjusted and achieve good grades in their academic performance. The third one is recommendations for further research.
5.4.1 Recommendations for the Ministry of Education, Science and Technology

The following suggestions are for the Ministry of Education, Science and Technology.

1. A policy on education of learners with emotional and behaviour problems should be developed.

2. Teachers should be given in-service training courses on emotional and behaviour management. This will equip teachers with necessary attitude, knowledge and skills to manage learners with behaviour problems.

3. Educators should use the findings of this study to re-think about typical advice given to parents for promoting the development of the youth.

5.4.2 Recommendations for Parents

The following recommendations arising from the study findings have been suggested to parents.

1. Parents need to understand their children as capable individuals who have the abilities and tools to influence their own destinies. Therefore, parents should provide an atmosphere that allows children to make informed decisions and choices. More so, parents should strive to know their children’s whereabouts and monitor their activities as this can protect children from engaging in behaviour disorders.

2. Parents should allow their children to take initiative in exploring and understanding their environment as this can serve as a platform to prepare them to excel academically, socially, emotionally and psychologically. Parents should also seek better and effective ways of controlling what their children access.
through media and more especially internet on mobile telephones. They should also keep their children busy with constructive activities when they are not in school to keep them from engaging in behavioural disorders.

3. Parents should take up their parental roles seriously and avoid delegating them house-helps and teachers. Therefore, they should have regular meetings with teachers or make telephone calls to talk about their children’s academic performance and general wellbeing. Parents should work hand in hand with teachers to identify their children’s behaviour disorders and work together to discipline them.

4. Parents should purpose and dedicate quality time with their children, dialogue with them, listen to their concerns and address them effectively. Additionally, parents should seek to know their children’s friends, their places of residence and possibly the parents of their children’s friends.

5. Parents need to be close and friendly to their children from a young age. In addition to this, parents should:
   - Supervise their children’s school work, such as homework.
   - Listen to what people say about their children.
   - Encourage their children to go to church.
   - Provide their children with basic needs especially school items.
   - Be honest about economic/financial situation and not lie.
   - Encourage their children to join youth groups especially religious ones, send them to church/religious camps and encourage them to attend church, family functions and seminars.
• Be exemplary role models to their children and model good behaviours such as honesty and truthfulness.
• Be consistent in the way they deal with their children’s behaviour.
• Listen to their children and accommodate their ideas in family matters whenever possible.
• Find out the root cause of bad behaviour and look for professional ways of intervening.

5.4.3 Recommendations for Further Research

Authoritative parenting style has been severally associated with less behaviour disorders as compared to authoritarian, permissive and uninvolved or neglectful parenting styles. However, there is lack of understanding of ethnic differences in the impact of authoritativeness on children’s development. Furthermore, there is no empirical basis on which to draw conclusions about how parenting styles vary depending on a child’s developmental age. Therefore, research could be carried out on:

2. Factors other than parenting that make children to engage in behaviour disorders as it was evident that children indeed engage in behaviour disorders which negatively affect their academic performance.
References


Appendices

Appendix A: Interview Guide for Parents

I am a PhD student at Kenyatta University carrying out a research to determine the relationship among parenting styles, learners’ behaviour problems and academic performance in Nairobi County, Kenya. Thank you for the opportunity to discuss with you on this subject matter. Please be free to say when you are not ready to answer any of the questions

1. Which factors influence your parenting style?
2. How do you control the following aspects?
   a) Your child’s physical whereabouts when s/he is not in school
   b) The activities your child is involved in when s/he is not in school
   c) The time that your child should be back home when they go out
   d) Your child’s friends
   e) Parents of your child’s friends
   f) The type of clothes that your child may wear or haircuts/styles that s/he may have
   g) Using these household items:
      • Television,
      • Music system,
      • Computer & internet,
      • Play station, and
      • Mobile phone.
3. How do you supervise your child’s homework?
4. What step do you take when your child makes a mistake?
5. Do you spend adequate time with your children? If not so, why?
6. How do you collaborate with teachers in regard to your child’s academic performance and or behaviour?
7. Children’s Behaviour
   a) Which behaviour disorders do you frequently encounter with your children that may affect their academic performance?
   b) How does parenting style affect children’s behaviour? Explain
   c) How does children’s behaviour affect their academic performance?
   d) How does parenting style affect students’ academic performance?
   e) How do you your children perceive you as a parent?
   f) In what ways can parents help children maintain appropriate behaviours in order to improve their academic performance?

Thank you once more for taking time to discuss with me about parenting and children’s behaviour and academic performance
Appendix B: Questionnaire for Form Three Learners

The researcher is undertaking a study on parenting gap, behaviour problems and academic performance. This work is being undertaken for academic purposes.

This questionnaire contains questions and/or statements that you will be required to read carefully and respond to. Some questions will require you to fill the answers in the blank spaces provided and other questions will require you to tick (✓) in the appropriate answer spaces. By responding to the questions or statements, you are consenting to participate in this study. Please feel free to respond only to the questions that you are comfortable with. Your responses will be confidential and only used in this study.

SECTION A: DEMOGRAPHIC INFORMATION
1. Age in years:  

2. Sex: Male [ ] Female [ ]

3. Please put a tick (✓) against the response that best describes your answer

<table>
<thead>
<tr>
<th>With whom do you live with most of the time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both parents</td>
</tr>
<tr>
<td>Single mother</td>
</tr>
<tr>
<td>Single father</td>
</tr>
<tr>
<td>Mother and stepfather</td>
</tr>
<tr>
<td>Father and stepmother</td>
</tr>
<tr>
<td>Grandparent (s)</td>
</tr>
<tr>
<td>Any other, specify</td>
</tr>
</tbody>
</table>

4. Please put a tick (✓) against the response that best describes your answer

<table>
<thead>
<tr>
<th>If you do not live with your parents, what is the reason?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents living in another town</td>
</tr>
<tr>
<td>Parents living in another country</td>
</tr>
<tr>
<td>Parents are separated</td>
</tr>
<tr>
<td>Parents are divorced</td>
</tr>
<tr>
<td>Parent is hospitalized</td>
</tr>
<tr>
<td>Parent (s) died</td>
</tr>
<tr>
<td>Any other reason (specify)</td>
</tr>
</tbody>
</table>

...
5. Please put a tick (✓) against the response that best describes your answer

<table>
<thead>
<tr>
<th>Mother’s level of education</th>
<th>Father’s level of education</th>
<th>Guardia (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No education</td>
<td>No education</td>
<td>No education</td>
</tr>
<tr>
<td>Primary</td>
<td>Primary</td>
<td>Primary</td>
</tr>
<tr>
<td>Secondary</td>
<td>Secondary</td>
<td>Secondary</td>
</tr>
<tr>
<td>College/university</td>
<td>College/university</td>
<td>College/university</td>
</tr>
<tr>
<td>Masters degree</td>
<td>Masters degree</td>
<td>Masters degree</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Ph.D.</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

SECTION B

Please put a tick (✓) against the number that best describes your answer. The numbers represent the following responses. 1 = Never 2 = Low 3 = Moderate = High and 5 = Very High

<table>
<thead>
<tr>
<th>Parental control</th>
<th>Level of Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do your parents demand to know where you are when you are not in school?</td>
<td>Never 1</td>
</tr>
<tr>
<td>Do your parents monitor your activities?</td>
<td>Low 2</td>
</tr>
<tr>
<td>Do your parents know who your friends are?</td>
<td>Moderate 3</td>
</tr>
<tr>
<td>Do your parents know your friends’ parents?</td>
<td>High 4</td>
</tr>
<tr>
<td>Do your parents control how you use the: Television</td>
<td>Very High 5</td>
</tr>
<tr>
<td>Radio/music system</td>
<td></td>
</tr>
<tr>
<td>Computer/internet</td>
<td></td>
</tr>
<tr>
<td>play-Station/video games</td>
<td></td>
</tr>
<tr>
<td>Mobile phone?</td>
<td></td>
</tr>
</tbody>
</table>

Please put a tick (✓) against the number that best describes your answer. The numbers represent the following responses. 1 = Never 2 = Low 3 = Moderate = High and 5 = Very High.

<table>
<thead>
<tr>
<th>What is the reaction of your parents when you make a</th>
<th>Level of Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never 1</td>
<td>Low 2</td>
</tr>
<tr>
<td>Moderate 3</td>
<td>High 4</td>
</tr>
<tr>
<td>Very High 5</td>
<td></td>
</tr>
</tbody>
</table>
Please put a tick (✓) against the number that best describes your answer. The numbers represent the following responses. 1= Never 2= Low 3= Moderate= High and 5= Very High.

<table>
<thead>
<tr>
<th>Supervision of homework</th>
<th>Level of Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never 1</td>
</tr>
<tr>
<td>Do your parents remind you to do your homework?</td>
<td></td>
</tr>
<tr>
<td>Do your parents supervise your homework?</td>
<td></td>
</tr>
<tr>
<td>Do your parents make sure you complete your homework?</td>
<td></td>
</tr>
<tr>
<td>Do your parents complete for you your homework?</td>
<td></td>
</tr>
<tr>
<td>Do your parents demand academic excellence from you?</td>
<td></td>
</tr>
<tr>
<td>Do your parents come to mistake?</td>
<td></td>
</tr>
<tr>
<td>Discuss consequences of the mistake</td>
<td></td>
</tr>
<tr>
<td>Ignore me, do nothing about my Mistake</td>
<td></td>
</tr>
<tr>
<td>Withdraw privileges such as going out with my friends</td>
<td></td>
</tr>
<tr>
<td>Punish me</td>
<td></td>
</tr>
<tr>
<td>Considering how your parents treat you, how consistent are they to ensure you behave properly?</td>
<td></td>
</tr>
</tbody>
</table>
Do your parents make telephone calls to your school to find out about your performance?

Do your parents attend your school’s open days?

Please put a tick (✔️) against the number that best describes your answer. The numbers represent the following responses. 1= Never 2= Low 3= Moderate= High and 5= Very High.

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Level of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never 1</td>
</tr>
<tr>
<td>Do you use illegal drugs?</td>
<td></td>
</tr>
<tr>
<td>Do you take alcohol?</td>
<td></td>
</tr>
<tr>
<td>Do you smoke cigarettes?</td>
<td></td>
</tr>
<tr>
<td>Do you have sex?</td>
<td></td>
</tr>
<tr>
<td>Have you ever been involved in a school strike?</td>
<td></td>
</tr>
<tr>
<td>Have you ever missed class or school without a reason or permission?</td>
<td></td>
</tr>
<tr>
<td>Have you ever dropped out of school before?</td>
<td></td>
</tr>
<tr>
<td>Have you ever been involved in a physical fight with others?</td>
<td></td>
</tr>
<tr>
<td>Have you ever destroyed any property?</td>
<td></td>
</tr>
<tr>
<td>Have you ever been abusive to others?</td>
<td></td>
</tr>
</tbody>
</table>
Please put a tick (✓) against the number that best describes your answer. The numbers represent the following responses. 1= Poor 2= Fair 3= Good 4= Very Good and 5= Excellent.

<table>
<thead>
<tr>
<th>10. How would you rate your performance in the following areas?</th>
<th>Poor 1</th>
<th>Fair 2</th>
<th>Good 3</th>
<th>Very Good 4</th>
<th>Excellent 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance in assessment tests and examinations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in co-curricular activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put a tick (✓) against the most appropriate answer

<table>
<thead>
<tr>
<th>11. What behaviour best describes your parents’ behaviour towards you?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strict and loving</td>
<td></td>
</tr>
<tr>
<td>Strict and not loving</td>
<td></td>
</tr>
<tr>
<td>Lenient and loving</td>
<td></td>
</tr>
<tr>
<td>Sometimes strict and sometimes lenient</td>
<td></td>
</tr>
<tr>
<td>They don’t care about me at all</td>
<td></td>
</tr>
</tbody>
</table>

12. What was your overall grade in form two third term? ____________

13. Give your suggestions on how you would like your parents to treat you.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you for taking your time to respond.
Appendix C: Approval Letter from the University to Conduct Research

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E83/21630/10

DATE: 16th September, 2013

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. ONG’ERA LYNETH KEMUNTO REG. NO. E83/21630/10

I write to introduce Ms. Kemunto who is a Postgraduate Student of this University. She is registered for Ph.D. Degree Programme in the Department of Special Needs Education in the School of Education.

Ms. Kemunto intends to conduct research for a proposal entitled, “Relationship between Parenting Styles, Children’s Behaviour Disorders and Academic Performance in Nairobi County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

LNM/cao

Committed to Creativity, Excellence & Self-Reliance
Appendix D: Permission to Conduct Research in Nairobi County

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NACOSTI/RCD/14/013/1739

Lynett Kemunto Ong’era
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 15th October, 2013 for authority to carry out research on “Relationship between parenting styles, children’s behaviour disorders and academic performance in Nairobi County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 31st December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.
Appendix E: Map of the Study Locale