

**RELATIONSHIP BETWEEN PARENTING STYLES
AND PRESCHOOL CHILDREN'S PERFORMANCE
IN CURRICULUM ACTIVITIES IN KISAUNI
DISTRICT, MOMBASA COUNTY, KENYA**

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UNIVERSITY**

SEPTEMBER, 2013

DECLARATION

This thesis is my own original work and has not been presented for a degree in any other University.

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DEDICATION

This thesis is dedicated to my mother Elemina Achitsa, who had to live in great deprivation and sacrifice for my education; and also to my wife Lucie.

These are the two most important women in my life.

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ABBREVIATIONS AND ACRONYMS

ANOVA – Analysis of Variance

CPE – Certificate of Primary Education

DICECE – District Centre for Early Childhood Education

ECD – Early Childhood Development

ECDE – Early Childhood Development and Education

ECE – Early Childhood Education

KCPE – Kenya Certificate of Primary Education

KCSE – Kenya Certificate of Secondary Education

KJSE – Kenya Junior Secondary Examination

KICD – Kenya Institute of Curriculum Development

KIE – Kenya Institute of Education

MOE – Ministry of Education

NACECE - National Centre for Early Childhood Education

NGO – Non-Governmental Organization

SES – Socioeconomic Status

SPSS – Statistical Package for Social Science

TV – Television

UK – United Kingdom

USA – United States of America

ABSTRACT

Extensive studies have been conducted on the relationship between parenting styles and adolescents' academic performance. However, limited studies have focused on the relationship between these styles and preschool children's performance. The current study sought to establish the relationship between parenting styles and preschool children's performance in curricular activities in Kisauni District. A correlational research design was employed to carry out this study. Stratified sampling technique was used to select preschools while purposive sampling technique was used to select preschool children to participate in the study. A sample size of 160 pre-school children together with their parents was purposively selected based on their performance level in curricular activities from 20 pre-schools. A questionnaire and an interview were used to collect data on parenting styles. Further, data on pre-school children's performance in preschool activities were collected through document analysis of children's progress reports. Test-retest procedures were used to establish reliability of the instruments. The instruments were found to be positively correlated at $r=0.914$, using Pearson Moment Correlation technique. The Statistical Package for Social Sciences (SPSS) was used to prepare and organize data for analysis to test significance levels between variables at 0.05. Data were analyzed statistically using descriptive and inferential statistics. The Pearson Product Moment Correlation Coefficient and one way ANOVA techniques were utilized to establish whether there exist any significant relationships or differences in the means between the study variables. The findings of the study indicate a significant relationship between parenting styles and children's performance in preschool activities. The study found relationship between authoritative parenting style and children's performance was significant where $r = 0.882$ and $p = 0.00 < 0.01$. Authoritarian parenting style was negatively correlated to children's performance in curriculum activities where $r = -0.261$ and $p = 0.002 < 0.01$. There was no significant relationship between permissive parenting style and children's performance. The study found a significant difference in means of parenting styles among parents of different employment status where $p = 0.000 < 0.05$ with a calculated $F = 11.565$ at 2 degrees of freedom. It also found a significant difference in means of parenting styles among parents of different income levels where $p = 0.012 < 0.05$ with a calculated $F = 3.336$ at 4 degrees of freedom. Parents' marital status and education were found to have no influence on their parenting styles. It was therefore concluded that parenting styles significantly influence children's performance in preschool activities. Factors that were found to influence parents' use of specific parenting styles were employment status and income. It was recommended that there is need for school managers and administrators to develop programmes that would sensitize parents on use of optimal parenting styles and related practices.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The family has the greatest socializing influence on children (Ngwiri, 2008). This is because through words and deeds of parents, children's personality is shaped and their ways of doing things become habitual. Moreover, it is the prime responsibility of the parents to socialize their children in order to conform to societal standards and be able to function successfully in the community. Consequently, parents shepherd their children from dependent infants into competent and independent individuals who interact effectively in their environment. Parents influence their children's behavior through established patterns of parental authority called parenting styles. Berk (2006) defines parenting styles as a combination of parenting behaviors that occur over a wide range of situations, creating an enduring child-rearing climate. Furthermore, Darling and Steinberg (1993) define parenting styles as emotional climate in which the parents' behavior toward their children is expressed. It is in the context of this emotional climate that parents' behavior influence children's personality consequently affecting their academic performance in school. Baumrind (1971) identified three basic parenting styles: authoritarian, authoritative and permissive parenting styles. Further research by Maccoby and Martin (1983) identified a fourth parenting style called uninvolved or neglectful parenting style.

Extensive studies have been conducted in the North America to determine the relationship between parenting styles and children's academic performance (Baumrind, 1967, 1989; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Mounts, Lamborn, & Dornbusch, 1991). These studies have found a positive relationship between authoritative parenting style and children's academic performance in school. Conversely, authoritarian, permissive, and uninvolved parenting styles were found to be associated with low academic performance. One of the initial studies to report this relationship was conducted by Baumrind (1967) using a longitudinal sample of children from preschool through adolescence. She found that preschool children of authoritative parents were more mature, independent, prosocial, active, and achievement-oriented than children of authoritarian, permissive and uninvolved parents. The preschool children of permissive parents scored the lowest on measures of self-reliance, self-control, and competence. Similarly, Baumrind (1989) on a follow up study examined the relationship between parenting styles and school achievement during adolescence. She found that the relationship between parenting styles and adolescents' school outcomes was consistent with her earlier preschool findings.

Following a series of studies by Baumrind (1967, 1971, & 1989) on the relationship between parenting styles and children's performance; Dornbusch, Ritter, Leiderman, and Robert (1987) conducted a studies in United States of America (USA) to determine the influence of parenting styles on adolescents' school achievement. They found that authoritative parenting style was

positively associated with high school grades while authoritarian and permissive parenting styles were associated with lower grades. Similarly, Lamborn et al (1991) discovered that adolescents from authoritative parents scored very high levels of competence and adjustment while those from neglectful parents scored very low levels of competence and adjustment. Findings from these studies seem to have endorsed authoritative parenting style as the most successful approach to child-rearing in the west. Will this style produce similar effects with preschool children in Kisauni?

Baumrind, Larzelere, and Owens (2010) conducted a study to investigate the effect of parenting styles during preschool years on adolescents' competence and emotional health. They found that adolescents whose parents were authoritative during their preschool years were competent and well adjusted relative to those whose parents were authoritarian, permissive and disengaged. They also found that adolescents whose parents were authoritarian during preschool years were incompetent and maladjusted. A lot could happen between the years a child is in preschool and when he/she reaches adolescence, yet this study reveals that parenting styles used during preschool years have a bearing on performance in upper primary and secondary school. Perhaps parenting styles used by parents of the 2010 KCPE candidates in Kisauni during their preschool years played a key role in the dismal performance witnessed that year. This is because the KCPE mean score dropped to 268 marks from 273 marks scored the previous year.

In Africa, limited literature is available on the relationship between parenting styles and children's performance in curriculum activities. Parenting styles on the African context are thinly documented and understood in the past; therefore in-depth understanding of these styles could enhance early childhood intervention efforts (Geiger & Alant, 2005). There is need therefore for a study to establish whether there is a relationship between parenting styles and children's performance in curriculum activities. Nevertheless, Roman (2011) conducted a study in South Africa to compare children's perceptions of parenting styles of single and married mothers. He found that there were no significant differences between parenting styles of single and married mothers. The findings of this study were corroborated by results from similar studies that showed that there were no significant differences between single and married mothers in South Africa (Avison, Ali, & Walters, 2007; Greitemeyer, 2009). Roman therefore suggested that further research to be conducted should include demographic factors such as socioeconomic status of parents as another variable of comparison.

In Kenya, limited research has been documented on the relationship between parenting styles and children's performance in preschool activities. Ogwari (2011) conducted a study in Mount Elgon district to establish the influence of parenting styles on secondary school girls' self-concept and academic performance. The study found that girls of authoritative parents performed better academically than those of other parents. Girls of authoritarian parents had poor performance and low self-concept. This study revealed that

secondary school girls' academic performance and self-concept are significantly correlated with parenting styles used by their parents. But the extent to which these findings relate to preschool children's performance has not been established. The current study therefore sought to establish the relationship between parenting styles and preschool children's performance in curriculum activities.

1.2 Statement of the Problem

A series of studies have been done in North America on relationship between parenting styles and adolescents' academic performance (Lamborn et al, 1991; Steinberg et al, 1994; Glasgow et al, 1997; Chao, 2001). Findings from these studies reveal that adolescents whose parents are authoritative consistently perform better academically than those reared by authoritarian, permissive, and uninvolved parents. Due to existing socio-cultural differences, findings from these studies cannot be generalized to children in the Kenyan context. Most studies conducted to investigate the relationship between parenting styles and children's academic performance have predominantly focused on adolescents of European-American parents (e.g. Darling & Steinberg, 1993; Glasgow et al, 1997; Leung & Kwan, 1998). The extent to which these parenting styles relate to preschool children's performance in curriculum activities has not been given much attention.

In Kenya, Ogwari (2011) investigated the influence of parenting styles on self-concept and academic performance of secondary school girls in Mount Elgon

District; and found that girls reared by authoritative parents had performed better than those from other parenting styles. Considering differences in abilities and limitations between the different stages of development, the study cannot be generalized to preschool children. Many studies that have been carried out in Kenya on preschool children have mainly investigated the influence of parental and paternal involvement in children's education (Koech, 2010; Ndani, 2008; Mwoma, 2010; Maina, 2010; Ngugi, 2006), but the influence of parenting styles on preschool children's performance in curriculum activities has not been focused on. It is in view of this that the current study sought to establish the relationship between parenting styles and preschool children's performance in curriculum activities in Kisauni district, Mombasa County.

1.2.1 Purpose of the Study

The purpose of this study was to establish whether parenting styles used by parents of pre-school children influence their children's performance in curriculum activities. The study specifically sought to determine the extent to which these styles relate to preschool children's performance in curriculum activities.

1.3 Objectives of the Study

The study sought to:

- i. Establish the parenting styles used by parents of preschool children in Kisauni District, Mombasa County.
- ii. Establish the relationship between parenting styles and pre-school children's performance in curriculum activities.
- iii. Determine whether socio-demographic factors such as parents' marital status, educational level, employment status, and income influence their use of specific parenting styles.

1.4 Research Questions

The research questions included the following:

- i. What parenting styles do parents of preschool children in Kisauni use?
- ii. Is there a relationship between parenting styles and pre-school children's performance in curriculum activities?
- iii. How do socio-demographic factors such as marital status, employment status, education level, and income influence parenting styles?

1.5 Research Hypotheses

H_{a1} Parenting styles influence preschool children's performance in curriculum activities.

H_{a2} Marital status of parents influence the parenting styles they use.

H_{a3} Employment status of parents influence their parenting styles.

H_{a4} Parents' levels of education influence their parenting styles.

H_{a5} Parents' monthly income levels influence their parenting styles.

1.6 Significance of the Study

The study provides useful information that may help stakeholders in Early Childhood Programs to gauge the extent to which parenting styles influence pre-school children's performance in curriculum activities in Kisauni District. The results of the study may lead to fuller understanding of the relationship between parenting styles and children's performance. Intervention strategies on negative effects of parenting styles on children's performance in curriculum activities should precede such empirical data.

The findings of the study may be used by the District Centre for Early Childhood Education (DICECE) officers, ECDE managers, head teachers, preschool teachers and other stakeholders in education in sensitizing parents in order to adopt good parenting styles which may in turn help to improve children's performance. The current study found that authoritative parenting styles was associated with higher performance while authoritarian was associated with poor performance in preschool curriculum activities. The findings may help parents of pre-school children to realize the implications of their parenting styles on their children's current and future academic performance and success.

The findings of the study may also be used by the National Centre for Early Childhood Education (NACECE) in developing a curriculum and a programme for training parents of preschool children on good parenting practices. The parenting practices similar to those exhibited by authoritative parents were found to impact positively on preschool children's performance. Parents' training programmes have been found to enhance children's performance in western countries.

Finally, the findings of the study may add value to the existing knowledge on the impact of parenting styles on children's academic performance in school in Kenya. Available literature showed that very little had been done on the relationship between parenting styles and pre-school children's performance in curriculum activities. The results of this study may prompt researchers to carry out further studies on parenting styles. This is not only important for documentation on relationship between parenting styles and children's performance in curriculum activities, but also help to institute necessary intervention measures. Therefore, the findings of the study in this thesis may form a very vital source of information for future researchers, educators and any other stakeholders in the field of education and any other discipline related to child development.

1.7 Delimitations and Limitations of the Study

1.7.1 Delimitations

The study was conducted in 20 preschools, 10 of which were public and 10 private in Kisauni District, Mombasa County. This study focused only on parenting styles of parents with children in preschool aged between 5 and 6 years. Parenting styles used by parents with children below age 5 years and those with children in other levels such lower primary should form basis for future study.

Preschool children's performance was delimited to achievement in curriculum activity areas including mathematics, language, creative, science and social studies. An analysis of children's progress reports was done to measure children's level of performance in curriculum activities. This was done because it was not possible to construct a suitable formal achievement test for all the selected preschools that would have accurately measured all the children's level of performance in curriculum activities.

1.7.2 Limitations of the Study

Financial and time constraints were the major limiting factors for the current study. If all factors were constant, the researcher would have observed parents interact with their preschool children in their homes to establish their parenting styles. However, considering time and financial resources available, it was not possible to use this procedure. Therefore questionnaire method was

the most suitable technique in these circumstances. In addition, the majority of the participants were literate and the information needed was easily described in writing. Furthermore, the researcher corroborated the data collected by interviewing the parents immediately after filling the questionnaires.

1.8 Assumptions of the Study

The researcher employed the use of self-administered questionnaires for parents of pre-school children to report on their parenting behaviours. It was assumed that the parents would give an accurate account of their parenting behavior towards their children. Document analysis was used in this study on the assumption that progress records maintained by the preschools provided accurate information on preschool children's level of performance in curriculum activities. It was also assumed that all the parents of preschool children in Kisauni were able to understand and speak Kiswahili language. This is because Kiswahili language is the most commonly used medium of communication in Mombasa County. Therefore, the questionnaire for the parents was translated into Kiswahili.

1.9 Theoretical Framework

This study was guided by Bronfenbrenner's (1979) Ecological Systems Theory and supported by Belsky's (1984) Process Model of the determinants of parenting. The two theories demonstrate the complex relationship that exists between the study variables.

1.9.1 Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner (1979) proposed a systems theory that place child development in an ecological systems perspective. This theory looks at child development within the context of the system of relationships that form his/her environment. Bronfenbrenner (as cited in Morrison, 2007) identifies five complex layers of environment each having an effect on a child's development. This includes the microsystem, mesosystem, exosystem, macrosystem, and chronosystem environments. However, this study focuses mainly on the microsystem environment because it directly relates to the study variables. Parenting styles and socio-demographic factors which are the main independent variables for the current study are part of the microsystem environment.

Berk (2006) states that microsystem encompasses the relationships and interactions a child has within his/her immediate surroundings, and has direct contact with socializing agents such as parents and siblings. It includes the child's home environment. This environment has the strongest and the greatest impact on the child. Bronfenbrenner notes that a child's parents may affect his/her behavior; likewise, the child may also affect the behavior of the parent. For example, a friendly, attentive child is likely to evoke positive reactions from parents, whereas an irritable and destructive child is more likely to be a target of parental impatience, restriction and punishment.

According to Bronfenbrenner, development of the child is determined by the kind of experiences he/she gets in the microsystem environment. For example, parents showing the child how to behave, or talking and reading with him/her interactively. According to Bronfenbrenner (1998) these experiences that a child has with his/her parents and other important people in the microsystem settings are “the primary engines of child development.” The quality of the microsystem setting of the child depends on the quality of reciprocal relationship with the members of the system, particularly the parents. Therefore, microsystem environment has a direct impact on performance as well as the general development of the child.

The Application of the Theory to the Study

Bronfenbrenner’s ecological systems theory has critical implications on the current study. This theory acknowledges that children do not develop in isolation, but in relation to the family, school, community and society at large. It acknowledges that although teachers and school systems can provide a stable long term relationships with children, the primary relationship needs to be with parents who can provide a sense of caring that is meant to last long. It demonstrates that the most important settings for a young child is his/her family because that is where the child spends most of his/her time. The family also has the greatest emotional influence on the young child. This theory postulates that child development is influenced by the interaction between characteristics of the child and the parents as well as the environmental context in which the child develops. The socio-demographic variables under

current study make part of the environmental context in which the child develops.

1.9.2 The Belsky's Process Model

Belsky's (1984) Process Model focuses on factors that affect parenting behaviour and how these factors in turn influence child-rearing, consequently influencing child development. The model sought to answer the question, "Why do parents parent the way they do?" Belsky posits that parenting is influenced by forces emanating from within the parent, within the child, and the social context in which the parent-child relationship is embedded. This social context includes marital relations, work experiences and social networks that parents have.

Belsky's Model is more often than not referred to as the model for competent parenting. Belsky, Robins, and Gamble (1984) define competent parenting as a style that enables the developing child to acquire capabilities for dealing effectively with the ecological niches that he/she will inhabit during childhood, adolescence and adulthood. Bogenschneider, Small, and Tsay (1997) found competent parenting to be related to warmer, more accepting, and more helpful styles of parenting.

Application of the Model to the current study

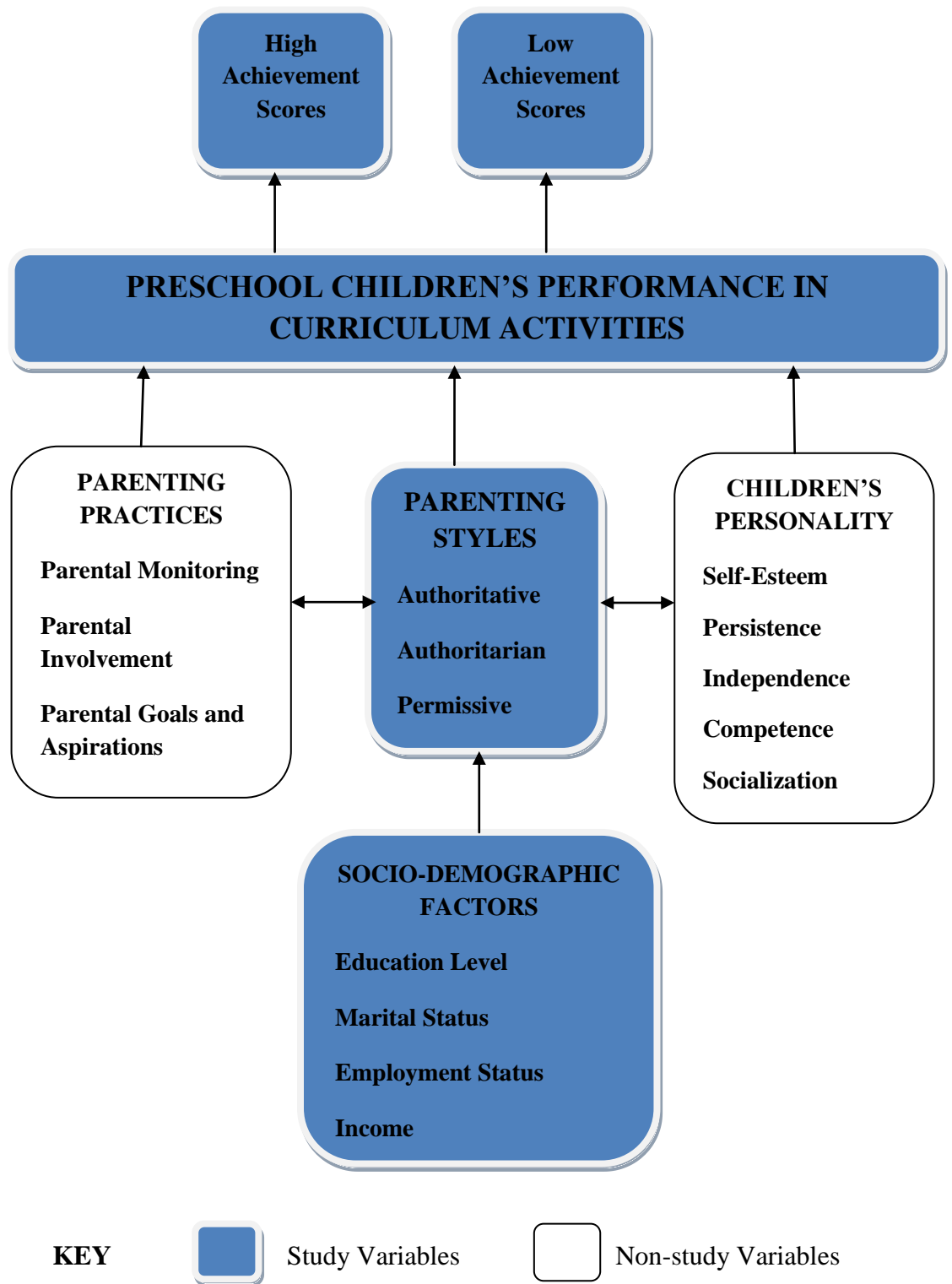
This Model provides a direct link between parenting styles and child's outcomes. The current study therefore used the model to empirically

determine the relationship between parenting styles and children's performance in curriculum activities.

1.10. Conceptual Framework

Bronfenbrenner's (1979) ecological systems theory and Belsky's (1984) process model of the determinants of parenting provides the conceptual framework in which the current study investigated the relationship between parenting styles and children's performance in curriculum activities. Parenting styles provide emotional environment while socio-demographic factors provide the social context in which child development takes place. In addition, parenting styles and socio-demographic factors operate within the microsystems environment of the child.

Figure 1.1: Conceptual Framework Showing the Relationship between Parenting Styles and Preschool Children’s Performance Curriculum Activities



In the conceptual framework depicted on Figure 1.1, it was hypothesized that socio-demographic factors affect parenting styles used by parents. Belsky (1984) posits that socio-demographic variables influence personality and psychological well being of parents, hence affecting their parenting practices. In the framework it was hypothesized that parents' employment status, marital status, education level, and income influence their parenting styles. These styles in turn influence pre-school children's performance in curriculum activities in three main ways. First, parenting styles directly affect children's performance by providing emotional security or insecurity in children. Second, parenting styles moderate on specific parenting practices that encourage or discourage good performance. Third, parents influence the child's personality through socialization. For example, a child with a high sense of self-esteem is likely to perform better in school than a child with low sense of self-esteem. According to Belsky (1984) the child's personality also affects the parenting style a parent would use. For example, disruptive child may make a parent resort to punitive and authoritarian style of parenting. Therefore, it was hypothesized that children also influence parenting styles their parents use.

1.11 Operational Definitions of Terms

Authoritarian parenting style: A composite score of parenting behavior characterized by a parent being highly restrictive, strict, punitive and controlling to his/her child.

Authoritative parenting style: A composite score of parenting behavior characterized by a parent being firm, but affectionate, attentive and sensitive to his/her child.

Curriculum activities: Subject areas in the pre-primary curriculum including mathematics, language, creative, science, and social studies.

Education level: The highest level of schooling the parent has attained ranging from never attending school to university level.

Employment status: Refers to employment situation of the parent including being employed, self-employed and unemployed.

Income: The amount of money earned by the parent on monthly basis through salary and any other source.

Parental involvement: Refers to a wide range of activities a parent engages in while interacting with his/her child including, taking the child to preschool, helping with homework, communicating with and providing for the child.

Parenting style: Refers to the behavior of a parent towards the child in an effort to socialize and control the behavior of that child.

Parenting styles included authoritative, authoritarian and permissive styles.

Performance: A score showing the level of a child's attainment in preschool curriculum activity areas, measured by analyzing progress reports.

Permissive parenting style: A composite score of parenting behavior characterized by a parent being indulgent, passive and without much control of his/her child's behavior.

Preschool child: This is a child who is either a boy or girl aged 5-6 years and attending a preschool.

Private preschool: A preschool established and managed by an individual or organization for profit.

Progress reports: Documents showing children's achievement record, and includes report cards, progress record printouts and any other document that show performance of children in curriculum activities.

Public preschool: A preschool managed and maintained by the community and/or the government not for profit.

Socio-demographic factors: Refers to social and demographic characteristics of a parent including, marital status, education level, employment status, and monthly income.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on review of related literature under the following themes: Parenting styles, relationship between parenting styles and children's academic performance, and finally relationship between socio-demographic factors and parenting styles.

2.1 Parenting Styles

Berk (2006) defines parenting styles as psychological constructs representing standard strategies that parents use in their child rearing. She further defines child-rearing styles as combinations of parenting behaviors that occur over a wide range of situations, creating an enduring child-rearing climate. Ngwiri (2008) states that through words and deeds, parents shape the children's personality and instill modes of thoughts and ways of doing things. Ngwiri further states that this shaping of children's personality happen partly through parents instructions, support and efforts of attempting to control their children. According to Ngwiri, this support and control that is exercised in varying degrees has social, psychological and academic implications on the child.

According to Baumrind (1971) different parents employ different strategies in bringing up their children. She identifies three features that distinguish affective parenting styles from less effective parenting styles: acceptance and

involvement, control and autonomy granting. Acceptance of the child and involvement in the child's life helps to establish an emotional connection between the child and the parent. Control helps to promote mature behavior in the child while autonomy granting encourages self-reliance (Hart, Newell & Olsen, 2002; as cited in Berk, 2006). Furthermore, Baumrind (1983) and Maccoby and Martin (1983) captured two important elements of parenting styles: parental responsiveness and parental demandingness. Demandingness refers to the efforts parents put in place to integrate children into the family through control, maturity demands, supervision, discipline and their willingness to confront undesirable behavior of their children. Responsive parents on the other hand show their willingness to foster individuality, self-regulation and self-assertion by being supportive of children's needs. Most studies on parenting styles are based on Baumrind's (1971) parenting style typologies; authoritative, authoritarian, permissive and uninvolved parenting styles.

2.1.1 Authoritative Parenting Style

Authoritative parents establish and impose moral rules for children to follow but support parental authority with justification and explanation for why rules are imposed (Baumrind, 1991). According to Baumrind, authoritative parenting style is the most successful approach to child-rearing. These parents are warm, attentive, and sensitive to their children's needs. Berk (2006) argues that authoritative parents normally establish enjoyable, emotionally fulfilling

parent-child relationships that draw their children into close connection with parents.

Baumrind (1978) suggested that authoritative parents are warm and responsive, providing their children with affection and support in their explorations and pursuit of interests. These parents have high maturity demands because they normally have expectations for achievement for their children but foster these maturity demands through bidirectional communication, induction, explanations of their behavior, and encouragement of independence. Spera (2005) reiterates that when socializing their children to do well in school, these parents might provide their children with a rationale for their actions and priorities (e.g., “it will allow you to succeed as an adult.”). Authoritative parents score high on measures of warmth and responsiveness and high on measures of control and maturity demands (Maccoby and Martin, 1983).

Further, Steinberg et al (1994) state that authoritative parent attempts to direct the child’s activities but in a rational, issue oriented manner. They also exercise firm and reasonable control of their children’s behavior. In addition, they are assertive but neither intrusive nor restrictive, as it is the case with authoritarian parents. Their disciplinary methods are not punitive but supportive. Furthermore, authoritative parents provide a balance between affection and support and appropriate degree of parental control. Ngwiri (

2008) equates authoritative parenting style to democratic style. This is because these parents discuss with their children why certain behavior is desirable.

2.1.2 Authoritarian Parenting Style

Baumrind (1991) states that authoritarian parents make demands on their children to follow the rules they set, yet they are relatively unresponsive. There is no or little room for verbal “give-and-take” discussion between child and parent. Baumrind describes authoritarian parents as characterized by attempts to shape, control and evaluate behavior and attitudes of children in accordance with an absolute set of standards. They are strict disciplinarians, use restrictive and punitive styles to force children to follow parental directions. They believe that children should accept the rules and practices they establish without question. Furthermore, Berk (2006) describes authoritarian parents as cold and rejecting, and frequently degrade their children by mocking and putting them down. Authoritarian parents have a tendency of exerting control, yelling at, commanding, criticizing and threatening children. Ngwiri (2008) describes children of authoritarian parents as prone to running away from home and school, fearful and angry, aggressive, conflicted, bullies, irritable and under achievable.

Baumrind et al (2010) describe authoritarian parents as those who engage in coercive disciplinary practices. These practices include; unqualified power assertion, arbitrary discipline, psychological control, severe punishment and hostile verbal criticism. Unqualified power assertion involves the use of force

in demanding a child to promptly comply without question. Larzelere (2001) states that children would readily comply when parents use reasoning than use force. Psychological control involves manipulating the child by use of guilt-inducing techniques. Aunola and Nurmi (2004, as cited in Baumrind et al, 2010) found psychological control to be associated with lower academic achievement.

2.1.3 Permissive Parenting Style

According to Baumrind (1991) permissive parents are high on parental responsiveness but low on demandingness. Tolerance, warmth, and acceptance are characteristics of these parents although they do not exert authority or great control over their children in terms of enforcing rules. They make few or no demands for responsibility and orderly behavior (Baumrind, 1971). According to Baumrind, permissive parents are indulgent and passive in their parenting, and demonstrate love to their children by giving in to the demands of their children. Ngwiri (2008) distinguishes permissive parents from indulgent parents. She describes permissive parents as those who do not set rules and regulations for their children; therefore, there are no behavior boundaries. On the other hand she describes indulgent parents as those who spoil their children by giving them things they do not require. She states that in this style, children control the emotions and behavior of parents.

Berk (2006) states that permissive parents do not like saying no or disappointing their children. Therefore, they allow their children to make

many decisions for themselves at an age when they are not capable of doing so. For example, children of permissive parents can eat meals and go to bed whenever they wish and can watch as much television as they wish. Berk describes children of permissive parents as impulsive, disobedient and rebellious; they show less persistence on tasks and are poorer in school achievement.

2.2 Relationship between Parenting Styles and Children's Academic Performance

Extensive research has been conducted in Northern America to determine the relationship between parenting styles and children's academic performance (Baumrind, 1967, Dornbusch et al, 1987; Lamborn et al, 1991; Steinberg et al, 1991; Leung, Lau, & Lam, 1998). These studies have shown that authoritative parenting style has a significant positive impact on children's academic performance. This is because it provides a balance between parental affection and support as well as appropriate degree of parental control that encourages desirable behavior in children.

Baumrind (1967) explored the relationship between parenting styles and the behaviour of 3-4 year-old pre-school children in five dimensions: self-control, approach-avoidance tendency, self-reliance, subjective mood and peer affiliation. The results of this study revealed that children of authoritative parents were more mature, independent, friendly, active and achievement-

oriented than those under other parents. Baumrind (1989) found that her findings with preschool children were consistent with adolescents. Likewise, Baumrind (1991) found that children raised by authoritative parents scored highly on self-esteem and academic performance at the middle school-age. These studies did not focus on performance of preschool children in curriculum activities. The current study sought to fill this gap in literature.

Dornbusch et al (1987) investigated the relationship between parenting styles and adolescents' school performance. They found that authoritative parenting style was positively correlated with high school grades while authoritarian and permissive styles were negatively correlated with school grades. They concluded that authoritative parenting style was more beneficial to adolescents in terms of academic success. Furthermore, Lamborn et al (1991) found that adolescents from authoritative parents scored very high levels of competence and adjustment while those from neglectful parents scored the worst outcomes across all measures. Adolescents from indulgent and authoritarian parents tended to fall somewhere in scores between the adolescents of authoritative and those of neglectful parents. Moreover, Leung et al (1998) found that adolescents' academic achievement was negatively correlated with authoritarian parenting style. The findings of these studies reveal that authoritative parenting style is consistently associated with better adolescents' academic performance. These studies however did no focus on preschool children's performance. Therefore, the current study focused on relationship

between parenting styles and performance of preschool children in curriculum activities.

Study after study confirms that the authoritative parenting style correlates positively with academic performance of children and adolescents of diverse socio-demographic levels, ethnicities, nationalities and family backgrounds. It is in the light of these findings that Durkin (1995) suggests three reasons why authoritative parenting is related to positive child outcomes in school. First, he suggests that authoritative parents provide a high level of emotional security that provides their children with a sense of comfort and independence which in turn helps them perform better in school. Second, he suggests that authoritative parents provide their children with explanations for their actions which provide children with a sense of awareness and understanding of their parents' values, morals, and goals. The transmission of these goals and values equips their children with the appropriate tools needed to perform well in school. Third, he suggests that authoritative parents engage in give-and-take (bidirectional) communication with their children which nurtures skills in interpersonal relations that consequently help them to excel both socially and academically in school.

Baumrind et al (2010) conducted a study in the United States of America to investigate the effect of parenting styles during preschool years on adolescents' competence and emotional health. In this study 87 families

participated. These families had previously been studied when their children were in preschool. The researchers found that adolescents whose parents were authoritative during their preschool years were competent and well adjusted relative to those whose parents were authoritarian, permissive and disengaged. They also found that adolescents whose parents were authoritarian during preschool years were incompetent and maladjusted. Severe punishment and arbitrary discipline were the most notable characteristics of authoritarian parents. Gershoff (2002) argues that with the exception of short-term compliance, effects of even mild punishment are detrimental to children. Furthermore, Larzelere (2001) proposed that children readily modify their responses to persistent defiance with increasingly arbitrary discipline that is forceful in nature. These studies suggest that authoritarian parenting style is negatively related to children's and adolescents' academic performance. The current study however, sought to establish the relationship between this parenting style and performance of preschool children in curriculum activities in Kisauni.

2.3 Relationship Between Socio-demographic Factors and Parenting Styles

Parenting styles have been found to apply across cultures and classes, but Hoff, Laursen, and Tardif (2002) found that parents of lower socio-demographic status (SES) are more likely to use authoritarian parenting styles than parents in higher SES brackets. Shonkoff and Phillips (2000) found that

parents of high socio-demographic status engage children in more conversations, read to them more, and provide more teaching experiences. Furthermore, Hart and Risley (1995) found their conversations are richer, contain more contingent responsiveness, and include more efforts to elicit child speech. Likewise, Berk (2006) argues that as socio-demographic status rises and falls, parents and children face challenging circumstances that affect family functioning. She further argues that parenting being an important part of family functioning is affected by socio-demographic status. The current study therefore sought to establish whether socio-demographic variables such as income, education, marital status, employment influence their parenting styles used by parents of preschool children.

2.3.1 Marital Status

Research confirms that authoritative parenting style predicts favorable development of children and adolescents of diverse family backgrounds including single-parent, two-parent, and step-parent families (Crouter & Head, 2002; Slicker & Thornberry, 2002; as cited in Berk, 2006). Gutman, Brown and Akerman (2010) conducted a study in United Kingdom (UK) to examine how mother and child characteristics and contextual sources of stress and support predict the mother-child interaction observed at five years. They found that marital status does not have a significant measurable direct effect on parenting behavior of parents. Therefore, marital status is not related to parenting styles.

Roman (2011) investigated parenting styles of single and married mothers in South Africa. He found that there were no significant differences between parenting styles of single and married mothers. Likewise, Avison, Ali and Walters (2007) and Greitemeyer (2009) found no significant differences parenting practices between single and married mothers in South Africa. However, Aronson and Huston (2004) point out that compared with married mothers, single mothers are more likely to engage in inconsistent, harsh, and unsupportive parenting behaviours. They state that single mothers are less likely to interact with their children in a more stimulating and nurturing manner. Literature reviewed show that most of the studies done to investigate the influence of marital status on parenting styles mainly involved mothers. The current study therefore sought to establish whether marital status of parents significantly influenced their parenting styles.

2.3.2 Parents' Education Level

Berk (2006) argues that educational attainment influences career opportunities and earnings. She also states that education substantially contribute to variations witnessed in parenting patterns. The differences in parents' socio-demographic status are reflected in family interaction. According to Berk, parents higher in socio-demographic status talk to, read to, and otherwise stimulate their babies and preschoolers more. Their counterparts in the lower socio-demographic status are more commanding. These arguments are consistent with the findings of Singh, Thind, Jaswal (2007) who found that parent-child relationship was significantly determined by the education level

of women in the family in India. They argued that education on the part of women bring out positive changes in their own and their husbands' parenting styles. According to Singh et al, highly educated women and their husbands believe in symbolic punishment, object reward and are more demanding and discourage negative parenting practices like object punishment. They consider child rearing as a joint responsibility thereby significantly reducing the incidences of indifferent attitude and neglect by fathers in their homes.

Uribe, LeVile, and LeVile (1994 as cited in Berk, 2006) state that higher socio-demographic status parents' interest in providing verbal stimulation and nurturing inner traits in children is supported by their years of schooling. Available literature indicate that very little has been done to establish whether parents' level of education influence their parenting styles. Nevertheless, Koech (2010) and Mwoma (2010) found that parental/paternal involvement in children's was determined by their educational level. However, they did not focus on influence of parents' education level on parenting styles. The current study therefore attempted to determine the extent to which level of education relate to parenting styles used by parents of preschool children.

2.3.3 Parental Employment Status

Jackson, Bentler, and Franke (2009) carried out a longitudinal study in America to investigate whether low wage employment was associated with

improved psychological and parenting outcomes of single employed or unemployed parents. They found that employment predicted fewer depressive symptoms and less negative parenting styles over time. Furthermore, McLoyd (1990) state that stress and depressive symptoms associated with job loss can negatively affect parenting practices such as increasing punitive and arbitrary punishment. Likewise, according to Pearl and Moser (2009; as cited in APA, 2009) unemployed workers are twice as likely as their employed counterparts to experience psychological symptoms such as depression, anxiety, psychomatic symptoms, and poor self-esteem.

Research findings reveal that full-time employed mothers spend less time with their infants and preschool children than part-time and non-employed mothers; but this effect diminishes with maternal education and the age of the child (Hoffman, 1998). Hoffman however states that research data indicate that employed mothers tend to compensate for their absence in proportion of direct interaction and in amount of time with the child during nonworking hours and weekends. In addition, employed mothers are highly interactive particularly with respect to verbal stimulation. Ngwiri (2008) observes that fathers, the main breadwinners in the family are normally absent from children's life. She further argues that because of the absence of the father, the responsibility of bringing up children turns mothers into rigid and unreasonable dictators in the name of trying to make things work. However, her views are not based on

empirical data. The current study therefore sought to empirically test the relationship between parents' education and their parenting styles.

2.3.4 Parents' Income

Dearing, McCartney, and Taylor (2004) carried out a longitudinal study on impact of poverty and income status on parenting styles and children's outcomes. They found that income and poverty were significantly associated with maternal depression in the first three years of children's lives. Dearing and his colleagues therefore concluded that stress of poverty caused parental depression which most likely resulted in harsher and more inconsistent parenting. This study only focused on parents with children below the age of three years. The current study therefore sought to fill in the gap in literature by targeting parents of preschool children aged between 5 – 6 years.

Elder (1999) in his Economic Stress Model Theory posits that the family economic variables such as lower income and inadequate family resources have diverse impact on parental health and parenting behaviours of parents. According to Belsky (1984) these variables are the source of stress to parents. Families that live in poverty are forced to perform the complex task of parenting in demanding situation, often compromising the parents' ability to provide optimum parenting to their children (Evans, 2004). Furthermore, Ostberg and Hageskull (2000) state that optimum family functioning may be

compromised by inadequate resources and increased stressful events. Similarly, Brody, Flor, and Gibson (1999) reported that economic hardship reduced the likelihood that mothers would set high developmental goals for their children and engage in competency promoting activities. These studies suggest that economic hardships have negative effects on parenting practices. The current study sought to determine whether parents income affect their parenting styles.

High levels of stress sparked by economic insecurity, along with a stronger belief in the value of physical punishment contribute to parents' use of coercive discipline (Pinderhughes, Dodges, Bates, Pettit, & Zelli, 2000). Coercive discipline is a characteristic of authoritative parents. Yeung, Linver, and Brooks-Gunn (2002) considered parental investments, such as the provision of cognitive stimulating materials, and warm and punitive parenting practices, as mediating associations between family income and the developmental outcomes of 3 to 5-year-old children. They found that although family income was directly associated with children's language and behavioral outcomes, the relationship was mostly mediated by maternal distress and parenting practices. Luthar (as cited in Kotchick & Forehand, 2002) found that poverty affected children through disruption of parenting. Likewise, Bradley, Corwyn, McAdoo and Garcia-Coll (2001) found that poor mothers were less likely than rich mothers to communicate effectively with their children.

Ermisch (2008) conducted a study in the USA on the relationship between household income and parenting styles. Parenting styles were measured in terms of answers to questions including: are there lots of rules in the family and are rules strictly enforced; does the child have meals and go to bed at regular times; how many hours a day does the child watch TV or DVDs. The study also considered educational activities including questions on how often the parent read to the child at home. The results showed a strong association between parents' household income and favorable parenting practices. Ermisch argued that parents from high income cadres engage in better parenting.

2.4 Summary of Literature Review

The reviewed literature reveals that authoritative parenting style is associated with better academic achievement among children and adolescents; while permissive, authoritarian and uninvolved parenting styles are associated with poor academic achievement. Most studies conducted on relationship between parenting styles and children's academic performance have been done in western countries. Findings from these studies cannot be generalized to the Kenyan situation owing to socio-cultural differences that exist between countries. Studies conducted on parenting styles in Kenya have predominantly focused on adolescents. Considering the differences in abilities among different stages of development, the results from these studies cannot be generalized to preschool children. It was therefore the endeavor of the current

study to fill the identified gap by establishing relationship between parenting styles and pre-school children's performance in curriculum activities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on research design, variables, location, target population, sample size and sampling techniques. It also focuses on research instruments, data collection procedures, pilot study, validity and reliability. Finally, it looks at data analysis, statistical hypotheses, and logistical and ethical issues.

3.1 Research Design

A correlational design was employed to carry out this study. Mugenda and Mugenda (2003) assert that correlation research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. The current study aimed at investigating parenting styles used by parents and establishing whether these styles relate to preschool children's performance in curriculum activities. A correlation coefficient was computed to show the direction and strength of the relationship. This design was used in order to provide a rigorous and replicable procedure for establishing and understanding the relationship between parenting styles and children's performance in curriculum activities.

3.2 Variables

The independent variables in this study were:

3.2.1 **Parenting styles** –A score of the composite frequency of a parent of pre-school child engaging in particular parenting behavior for example beating up the child when he/she misbehaves. Parenting styles were measured by use of a questionnaire. The parenting styles in this study included:

- i. **Authoritative parenting style** - This was measured by a score of the composite frequency of a parent being firm but affectionate, attentive and sensitive to the child's needs.
- ii. **Authoritarian parenting style** – This was measured by a score of the composite frequency of a parent engaging in behavior that is highly restrictive, punitive, rejecting, humiliating, criticizing and controlling the child's behavior.
- iii. **Permissive parenting style** - This was measured by a score of the composite frequency of a parent engaging in a behavior that is indulgent and passive without much control of the child's behavior.

3.2.2 **Socio-demographic variables** – This involved categorical data that included employment status, income, educational level, and marital status of parents of pre-school children.

- i. **Marital status** – This involved categorical data depicting whether the parent of the pre-school child was married, single, divorced or widowed.

- ii. **Educational level** – This involved categorical data in which parents indicated the highest level of education they have ever attained e.g. primary level, secondary or university.
- iii. **Employment status** – This was measured by categorical data in which the parents of pre-school children indicated their employment status as employed, self-employed or unemployed.
- iv. **Income** – This was measured by asking parents of pre-school children to indicate amount of money earned per month through salary or any other sources.

The dependent variable in this study was:

3.2.3 Preschool Children's Performance in curriculum activities - The children's performance in curriculum activities was established through document analysis of progress reports. Five preschool curriculum activity areas including; mathematics, language, creative, science, physical and social studies were analyzed; and each scored out of 100 to generate a percentage achievement score for each child.

3.3 Location of the Study

This study was carried out in Kisauni District of Mombasa County. The district is located on the Northern part of Mombasa Island and it can be accessed through the Nyali Bridge and Mombasa-Malindi Road from Mombasa town. It covers an area of approximately 109.7 km². According to the 1999 Population and Housing Census (GOK, 1999) the population of

Kisauni stood at 249, 861 increasing from 153, 324 in year 1989. This represents 63% population increase in a period of ten years. The district is estimated to having more than 143, 037 poor people (Kisauni CDF, 2011). According to Ksauni CDF (2011) 38.3% of people Kisauni live below poverty line. The high population in this area has proved to be a serious challenge in the provision of essential services such as water, housing, sanitation, education and health care.

The Kisauni District has a number of significant socio-economic activities that occupy the residents. This includes large beef and dairy farms, tourist hotels, Shimo La Tewa School and Prison and Bamburi Cement Factory, and the expansive Kongowea Wholesale Market. Kisauni is experiencing the growth of unplanned human settlements; manifested in the sprawling low cost, high density settlements of Kisauni Estate, Mlaleo, Barsheba, Mwandoni, Bakarani, Magogoni, Mishomoroni, Mtopanga, Shanzu, Bombolulu slums, Matopeni, Mnazi Mmoja, Kisumu Ndogo, Maweni, VOK, Mafisini, Kilimanjaro, Makobeni, Utange, and Majaoni.

The district has approximately 195 pre-schools with an approximate number of 16,813 pre-school children. There are approximately 26 public preschools and 169 private preschools spread across two divisions; Kisauni Division and Bamburi Division. Kisauni District was selected for the current study by use of multi-stage sampling technique. First, Mombasa County was randomly selected out of the 5 counties in Coast Province. Then Kisauni District was

randomly selected out of the three districts in the county including; Mombasa, Kisauni and Kilindini.

3.4 Target Population

This study targeted all pre-school children aged 5-6 years together with their parents in Kisauni District, from both public and private pre-schools. According to the DICECE officer, there were approximately 16,813 preschool children and 15,000 parents in 195 preschools in the District; by September, 2011. Preschool children were selected for this study because Early Childhood Development and Education is the foundation of whole education. Oso & Onen (2009) assert that success or failure at ECDE level may be carried to other levels of education.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

This study employed multi-stage, stratified, and purposive sampling techniques to select the sample for the study. Multi-stage random sampling technique was utilized to select Kisauni District, of Mombasa County. According to Oso and Onen (2009) multi-stage sampling technique produces a random sample that saves money and time.

Stratified random sampling technique was used to select preschools to participate in the study. Sekaran (2003) states that stratified random sampling is a technique that identifies subgroups and their proportions in a population

and selects from each subgroup to form a representative sample. The researcher employed stratified sampling since the target population included children from both private and public preschools. This population could not be regarded as homogeneous because children in public and private preschools may not have similar characteristics. According to Mugenda and Mugenda (2003) stratified random sampling technique is used to achieve desired representation from various subgroups in the target population.

A list of pre-schools in Kisauni District was sought from the Mombasa Municipal Education Office (M.E.O). The researcher then selected 10 public and 10 private pre-schools using simple random sampling technique. A lottery method was used in which each preschool was assigned a number and folded. Then ten private and ten public preschools were picked from each pool.

Purposive sampling technique was then used to select preschool children basing on their level of performance in five curriculum activity areas. Eight children consisting of top four and bottom four were purposively selected from each preschool. Kombo and Tromp (2006) state that the power of purposive sampling technique lies in selecting information rich cases used for in-depth analysis of issues under study. Purposive sampling was employed in this study to ensure that both high and low performing preschool children were represented in the sample.

3.5.2 Sample Size

A sample size of 160 pre-school children aged between 5 and 6 years were selected from 20 pre-schools for the study. Eight (8) children were purposively selected from each pre-school consisting of top four (4) and bottom four (4). The four top and four bottom performing children were purposively sampled to establish whether their parents' parenting styles influenced their performance in curricular activities. Further, a sample size of 160 parents; one per each preschool child selected were invited to the preschools to fill a questionnaire and be interviewed on their parenting styles. The sample size for the current study was chosen considering prevailing financial and time constraints. Kothari (2004) states that financial and time resources available among other factors determine the sample size selected for a study. According to McNeill (1990) data in a large scale study intended for statistical analysis should be collected from at least a sample of 10% of the population. This view was taken into consideration in the selection of the sample for this study. The preschools selected represented 10% of total number preschools in Kisauni, while the children selected represented 12% of total number of children in preschools selected. Table 3.1 presents the sample size for the study.

Table 3.1: Sampling Frame for Preschools, Children and Parents

Description	Total Number	Sample for Schools	Sample for Children	Sample for Parents
Public pre-schools	26	10	80	80
Private pre-schools	169	10	80	80
Pre-school children	16,813	20	160	
Parents	15,000	20		160

Table 3.1 shows that out of the 26 public preschools found in the district, 10 preschools were selected to participate in the study. Likewise, out of the 169 private preschool found in the district, 10 were selected. Eight (8) preschool children were selected from each preschool basing on their performance in curriculum activities. Their parents were then invited in the preschool to fill the questionnaire and be interviewed. Appendix IV shows the schools which participated in the study.

3.6 Research Instruments

Questionnaire, interview, and document analysis techniques were used to collect data in this study. The main tools for the study were questionnaire and document analysis. Questionnaire was used to collect information from parents and an interview session was used to corroborate the data collected. Document analysis was used to collect data on preschool children's performance in curriculum activities. The selection of these tools was guided

by the nature of data collected, the time available as well as the objectives of the study.

3.6.1 Questionnaire for the Parents of Pre-school Children

A closed-ended questionnaire was used to collect data on parenting styles from parents of preschool children. Appendix I shows the English version of the questionnaire while Appendix II shows its Kiswahili version. The questionnaire was used for this study because the sample involved was relatively large (160 parents) and given the time constraints, questionnaire was the ideal tool for collecting data. Oso and Onen (2009) reiterate that a questionnaire is an ideal tool when collecting a lot of information over a short period of time. The questionnaire had two sections: Section **A** on background information and Section **B** on parenting styles used by parents to rear their children. On background information, the parents responded on six question items that required them to describe their socio-demographic characteristics. They indicated their sex, marital status, educational level, employment status, employer and monthly income. The participants responded on items by ticking on the questionnaire.

The coding instructions for this section were as follows: sex included two categories as 1=male and 2=female. Categories for marital status were 1=married, 2=single, 3=divorced, 4=widowed and 5=separated. Categories for level of education were 1=none, 2=primary, 3=secondary, 4=certificate, 5=diploma, and 6=degree. Categories for employment included 1=employed,

2=self-employed and 3=unemployed. For the employed, the categories of employer were 1=government agency, 2=private enterprise, and 3=NGO. Categories for monthly income will be 1=(below 1000), 2=(1000-5000), 3=(6000-10,000), 4=(11,000-20,000) and 5=(above 20,000).

Section B of the questionnaire contained thirty question items that measured the parenting styles used by parents of pre-school children in the study area. The parenting styles were measured using parents' responses to these items. In each item the parents were required to rate the frequency of engaging in a particular parenting behavior on a five-point likert scale with responses ranging from never=1, rarely=2, sometimes=3, most of the times=4, to always=5, engage in that behavior. The summed up scores of each set indicated the parenting styles used by the parent. A parent was assigned a particular parenting style if he/she scored a minimum of 70 % of the points in each set.

3.6.2 Interview Schedule

A structured interview was used to corroborate the data collected on parenting styles using the questionnaire. The instrument was also used to enable the researcher to obtain information that could not be directly observed or difficult to put down in writing; for example emotions and attitudes. Oso and Onen (2009) assert that interview method enables the researcher to obtain information that cannot be directly observed and can be used to capture meanings beyond the words.

The interview schedule had 17 items in which the parents were asked to state how they relate with their preschool children. The interviews were held in the preschools immediately the parents completed filling the questionnaires. The parents were required to answer the questions by using Yes/No responses. The information generated from this instrument corroborated that which was generated from questionnaire on parenting styles.

3.6.3 Document Analysis

An analysis of progress reports was done to evaluate pre-school children's performance in curriculum activities in order to determine the high and low performing children. Oso and Onen (2009) assert that document analysis involves critical examination of recorded information related to the issue under study. According to Oso and Onen, document analysis is used to obtain unobtrusive information at the pleasure of the researcher without interfering with the researched.

The researcher analyzed the progress reports of preschool children in curriculum activities done in the second term, 2012. These progress reports showed children's performance in various curriculum activities. The researcher then used these data to compute mean scores for the children. The researcher also analyzed the children's diaries, assignment and homework books to corroborate the data from the progress reports.

3.7 Pilot Study

A pilot study was carried to pre-test the research instruments in order to assess and improve their validity and reliability. Two pre-schools were selected to participate in the pilot study by use of stratified sampling. One of the preschools was a public preschool and the other one was private. A sample of twenty parents were randomly selected, ten from each of the two preschools. This study was used to check the language used in the research instruments to ensure that it was simple and clear enough. The pilot study also helped to identify any vague and ambiguous questions in order to make necessary adjustments before the actual study was carried out. The two preschools that were involved in the pilot study were not included in the actual study in order to avoid the effect of pre-test sensitization.

3.7.1 Validity

Validity ensures that inferences based on collected data are accurate and meaningful (Mugenda & Mugenda, 2003). The researcher, with the help of experts in Early Childhood Studies went through each item of the questionnaire to evaluate their relevance to the objectives. The items that were seen not to adequately generate the required information were dropped and other items suggested that were appropriate in generating information. McMillan and Schumacher (2010) suggest that it is necessary to have experts examine the instrument items and judge their representativeness.

3.7.2 Reliability

Test-retest procedures were utilized to establish the reliability of the parenting style questionnaire using Pearson's Moment Correlation Coefficient and the Cronbach's Alpha Coefficient was also computed to establish the internal consistency of the questionnaire. The instrument was administered twice to the same group of participants; the second administration was given after a period of two weeks. The results of the two administrations were compared and correlated to measure the instrument's stability and consistency.

The scores from the two administrations of the instrument were correlated using Pearson's Product Moment Correlation Co-efficient. The instrument was found to be positively correlated at $r = 0.914$, using Pearson's Moment Correlation technique as shown on table 3.3. Research instruments are normally accepted as reliable if they correlate at $r = 0.8$ and above. Therefore the instrument used to collect data on parenting styles for this study at $r = 0.914$ was accepted as reliable.

Table 3.2: Pearson Correlation Coefficient for Test-Retest Results

		1 ST ADMIN.	2 ND ADMIN.
1 ST ADMIN.	Pearson Correlation	1	.914**
	Sig. (2-tailed)		.000
	N	20	20
2 ND ADMIN.	Pearson Correlation	.914**	1
	Sig. (2-tailed)	.000	
	N	20	20

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

The internal consistency of the research instruments was also established using Cronbach's Alpha coefficients. Cronbach's Alpha provides information about the relationship between individual items in a scale in order to determine how items correlate among themselves. Cronbach's Alpha coefficients for the instruments during test-retest were computed as shown on table 3.4 below.

Table 3.3: Cronbach's Alpha Coefficient for the Parenting Style Questionnaire

Tool	Cronbach's Alpha for administration I	Cronbach's Alpha for administration II	Mean
Authoritative style	.715	.778	.746
Authoritarian style	.771	.798	.785
Permissive style	.736	.711	.724

The Cronbach's Alpha for items measuring authoritative parenting styles ranged between 0.715 and 0.778 with a mean of 0.746. The Alpha for the

items measuring authoritarian parenting style ranged between 0.771 and 0.798 with a mean of 0.785. The Alpha for items measuring permissive parenting style ranged between 0.711 and 0.736 with a mean of 0.724. The results of the pilot study showed that the instruments had internal consistency ranged from 72% to 79%. Instruments of an Alpha above 70% are accepted as reliable.

3.8 Data Collection Procedures

First, the researcher sought a permit to conduct research from the permanent secretary in the Ministry of Education. The researcher then visited the D.E.O's office in Kisauni and sought further permission by giving him a copy of the letter from the Ministry of Education. Data was collected in three stages as follows:

1st Stage – The researcher selected 10 public and 10 private pre-schools using stratified random sampling technique. He then sought appointment with head teachers of the selected pre-schools in order to seek permission to conduct the study in their schools and at the same time briefed them about the research.

2nd Stage – The researcher met head teachers and pre-school teachers from different preschools selected in the month of October, 2012 to seek access to children's activity progress reports for analysis. First, the researcher sought for permission from parents to access their children's progress reports through a letter. The researcher then checked and analyzed children's curriculum activity progress reports. The researcher then corroborated the information from this report by checking and analyzing children's exercise books and progress

checklists. Using the results, the researcher with the help of preschool teachers selected four top performers and four low performers from each pre-school to participate in the study.

3rd Stage – Once the children for the study were selected, the researcher met the head teachers of the selected pre-schools and requested them to invite the parents of the selected children to come to pre-school to fill the questionnaires. When the parents came to the preschools of their children, they were briefed by the researcher with the help of the head teachers about the purpose of the study. Their consent to participate in the study was sought. The questionnaires were then filled and collected the same day. Those who could not be able to read and write were given assistance. The questionnaire was read to them and their responses recorded. The researcher also interviewed each parent on their parenting styles in order corroborate the data generated from the questionnaire. The interview was conducted on the preschool premises immediately the parents completed filling the questionnaires in the preschools.

In order to ensure that each child was matched with the correct parent, a number was assigned to each participating child. The questionnaires were labeled with the numbers assigned to the children. The data collected from all the participating preschools was then coded, scored and analyzed. The data was also subjected to statistical tests to establish the relationship between study variables.

3.9 Data Analysis

The Statistical Package for Social Sciences (SPSS) was used to prepare and organize data for analysis. Data was analyzed statistically using descriptive and inferential statistics. It was analyzed descriptively using means, standard deviations, and percentages. The Pearson Product-Moment Correlation Coefficient and one way ANOVA techniques were utilized to test the hypotheses at $\alpha = 0.05$ significance level. Data from interview was analyzed descriptively while that from the questionnaire was analyzed both descriptively and inferentially. The results of this study have been reported on the basis of objectives and hypotheses.

The Pearson Product Moment Correlation was utilized to test hypothesis H_01 , which was used to show the direction and magnitude of the relationship between parenting styles and pre-school children's performance in pre-school activities. Kothari (2004) states that Pearson's coefficient of correlation is the most widely used method of measuring the degree of relationship between two variables.

One way ANOVA was used to test hypotheses H_02 , H_03 , H_04 , and H_05 in order to explore whether there are differences in means of children of parents with different monthly income levels. Oso and Onen (2009) state that ANOVA is an analysis technique that compares individual or group differences of subjects exposed to different treatments. Treatments in this

study were the different monthly income levels, employment status, marital status, and education levels of parents of preschool children in Kisauni. Kothari (2004) states that ANOVA technique is an extremely useful tool in examining significant differences that exist in more than two sample means simultaneously. The essence of ANOVA is to detect whether variation in samples can be attributed to chance or specific causes.

3.10 Statistical Hypotheses

This study tested the following hypotheses at $\alpha = 0.05$ significance level;

H₀1: There is no significant relationship between parenting styles and preschool children's performance in curriculum activities.

H₀2: There is no significant difference in means on parenting styles among parents of different marital status.

H₀3: There is no significant difference in means on parenting styles among parents of different education levels.

H₀4: There is no significant difference in means on parenting styles among parents of different employment status.

H₀5: There is no significant difference in means on parenting styles among parents of different income levels.

3.11 Logistical and Ethical Considerations

3.11.1 Logistical Considerations

According to Mugenda and Mugenda (2003) research logistics are all those processes, activities or actions that are carried out to ensure a successful completion of the research project. In this study pre-field, field and post-field logistics were conducted. During pre-field logistics, the researcher developed a work plan giving details of various activities that were carried out in the entire research process including the time frame for each activity. The researcher recruited and trained an assistant who assisted in collecting data. The researcher then translated the questionnaire from the English into Kiswahili language, which is commonly used at the Coast as the medium of communication.

Field logistics ensured that data collection process in the field was efficient. The field work logistics in this study included the researcher and the assistant familiarizing themselves with the preschools and the geographical area of the study. The researcher visited the preschools in an effort to create a good rapport with the administration and pre-school teachers. The researcher then explained the purpose and usefulness of the study to enable the respondents to contribute positively to the outcome of the study. Post-field logistics included the process of getting the completed instruments from field to the office where data was analyzed. Data was first edited, coded, and classified then transferred into the computer for analysis.

3.11.2 Ethical Considerations

First, the researcher sought permission from the Permanent Secretary, Ministry of Education to carry out the study. He also sought permission from the D.E.O in Kisauni and head teachers of selected preschool. He then explained the nature, purpose, methods and usefulness of the study to head teachers and teachers. This enabled the researcher to obtain informed consent for their participation in the study. The researcher also sought permission from the parent to access their children's performance in curriculum activities from their progress reports. The researcher described the nature and purpose of the study to the parents through a letter of transmittal. The parents were asked to sign the letter and sent it back to the preschool if permission was granted.

The respondents' identities and information shared were treated with confidentiality. The respondents were not required to write their names on the questionnaires. Their identities were protected by use of numbers instead of names. Each individual's privacy was respected. The participants were also given the option of choosing whether to take part in the study or not.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents findings of the study based on the following objectives of the study. The first objective was to establish the parenting styles used by parents of preschool children in Kisauni District, Mombasa County. Second objective was to establish the relationship between parenting styles and preschool children's performance in curriculum activities. Finally, third objective was to determine whether socio-demographic factors such as parents' marital status, educational level, employment status, and income influence their use of specific parenting styles. Demographic information of the respondents is presented first. Data analysis guided by both the objectives and hypotheses is then presented. Consequently, data analysis and results are discussed under the following headings:

- i. Demographic data of parents
- ii. Parenting styles used by parents of preschool children in Kisauni
- iii. Performance of preschool children in curriculum activities
- iv. Relationship between parenting styles and children's performance
- v. Relationship between socio-demographic factors and parenting styles

4.1 Demographic Data of Parents

In this study 160 parents whose preschool children had been selected based on their performance in preschool activities were sampled to participate. Of

the 160 parents sampled, 144 (90%) accepted to participate in the study while 16 (10%) declined to participate. The demographic information that was required of the parents included; the parents' sex, marital status, education level, employment status, and monthly income. Table 4.1, 4.2, 4.3, 4.4 and 4.5 present the results of the parents' demographic information.

4.1.1 Parents' Sex

Parents who participated in the study were asked to indicate whether they were male or female. Table 4.1 presents the results on sex of the parents who participated in this study.

Table 4.1: Parents' Sex

	Frequency	Percent
Male	38	26.4
Female	106	73.6
Total	144	100.0

Table 4.1 indicates that there were 26.4% male and 73.6% female parents. This finding suggests that mothers of preschool children in Kisauni District are more involved in their children school matters than the fathers. The finding also suggests that majority of mothers of preschool children in Kisauni remain at home while fathers work, therefore most of the mothers were available for the study while fathers were not. This finding is consistent with that of Ndani (2008) in which more women turned up for the study than men. Ndani attributed this finding to the fact that more men were engaged in

employed labour than women. This finding can also be attributed to the fact that child care in the African society is mainly a woman's agenda.

4.1.2 Parents' Marital Status

Parents of the preschool children were asked to indicate whether they were married, single, divorced, widowed, or separated. Table 4.3 presents the results to that effect.

Table 4.2: Parents' Marital Status

	Frequency	Percent
Married	111	77.1
Single	17	11.8
Divorced	1	.7
Widowed	8	5.6
Separated	7	4.9
Total	144	100.0

Table 4.2 indicates that majority of the parents (77.1%) were married, 11.8% were single (never married), 5.6% were widowed, 7% were separated, and 0.7% (1) was divorced. This finding implies majority of the parents were married (77%) and only 23% of the parents were raising their preschool children as single parents.

4.1.3 Parents' Education Level

As far as parents' education level was concerned, parents were asked to indicate their highest level of education attained. They were required to

select; never went to school, primary school dropout, completed primary school, secondary school dropout, secondary school (sat form two KJSE exam), secondary school (sat KCSE), certificate college, diploma college, and finally university degree. Table 4.3 presents the results on parents' education level.

Table 4.3: Parents' Level of Education

Level of Education	Frequency	Percent
Never went to school	18	12.5
Primary dropouts	5	3.5
Primary school (KCPE/CPE)	32	22
Secondary dropout	7	5
Secondary – form two(KJSE)	3	2
Secondary – Form four(KCSE)	27	18.8
Certificate college	20	14
Diploma college	31	21.5
University degree	1	.7
Total	144	100.0

Table 4.3 indicates that 12.5% of the parents had no formal education, 3.5% had attended primary education but dropped out because of one reason or the other, 22% had attended primary education and attained KCPE/CPE certificate, 5% had attended secondary education but dropped out, 2% had reached form two and attained the Kenya Junior Secondary Examination (KJSE) certificate, while 18.8% had reached form four and attained KCSE certificate. The findings also indicate that 14% had a college certificate, 21.5% had a college diploma while only one parent (0.7%) had a university degree.

The results of the study show that majority of the parents had at least attained primary and secondary education at 51.3%, followed by those who had either a college certificate or diploma at 35.5%. The findings reveal that quite a sizeable number of parents were illiterate at about 13% of the participants. Only 0.7% of the parents had attained a university degree. The findings imply that 99% parents of preschool children in Kisauni do not make to the university. This finding is consistent with Ndani (2008) who found that only 1% of parents of preschool children in Thika District had a university degree.

4.1.4 Parents' Employment Status

On employment status, parents were asked to state whether they were employed, self-employed or unemployed. Further, the parents were asked to indicate whether they were employed by government, non-governmental organization or private enterprises. Table 4.4 presents results on parents' employment status.

Table 4.4: Parents' Employment Status

	Frequency	Percent
Employed	58	40.3
Self-employed	47	32.6
Unemployed	39	27.1
Total	144	100.0

Table 4.4 indicates that out of the 144 parents of preschool children who participated in the study, 40.3% were employed by different agencies, 32.6%

were self-employed while 27.1% were unemployed. The study found that 8.3% of the employed work with government agencies, 5.5% work with NGOs while 26.4% work with private organizations. This findings indicate that majority of the parents (73%) were at least engaged in income earning activities while 27% were unemployed. This can be attributed to the fact that majority of the participants were female and therefore were mostly peasant mothers/wives.

4.1.5 Parents' Monthly Income

On income, parents were asked to indicate their categories of monthly income accordingly. Table 4.5 presents results on parents' monthly income.

Table 4.5: Parents Monthly Income

	Frequency	Percent
Below 1,000	43	29.9
Between 1,000-5,000	29	20.1
Between 6,000-1,0000	37	25.7
Between 11,000-20,000	17	11.8
Above 20,000	18	12.5
Total	144	100.0

Table 4.5 indicates that 29.9% of the parents of preschool children who participated in the study earn less than Ksh.1, 000 per month. Those who earn between Ksh. 1,000 – 5,000 were 20.1%; between Ksh. 6,000 – 10,000 were 25.7%; between Ksh. 11,000 – 20,000 were 11.8%; and those earning above Ksh. 20,000 were 12.5%. This finding indicate that 50% of the parents earn

Ksh. 5,000 and below. Gilbert (2004) posits that the most commonly used definition of poverty is the absolute poverty line set by the World Bank at \$2 per day (Ksh.5100 per month) and \$1 per day (Ksh.2550 per month) for extreme poverty. Basing on this benchmark, majority of parents in Kisauni do not earn adequate income to meet family needs.

4.2 Descriptive Statistics

A questionnaire was used to collect data on parenting styles used by parents of preschool children in the location of study. The parenting styles were measured using parents' responses to the items of the questionnaire. In each item of the questionnaire, the parents rated their frequency of engaging in a particular parenting behavior. Responses ranged from (1) never, (2) rarely, (3) sometimes, (4) mostly, and (5) always. Scores for each parent were summed up to establish the dominant parenting style. Further, an interview was used to collect data on parenting styles to corroborate data gathered through the questionnaire. In each item of the interview, parents were required to give a Yes or No response.

4.2.1 Parenting Styles Used by Parents of Preschool Children in Kisauni

The first objective of this study sought to establish the parenting styles used by parents of preschool children in Kisauni District. Table 4.6 presents results on parenting styles used by the parents.

Table 4.6: Parenting Styles Used by Parents

	Frequency	Percent
Authoritative style	95	66.8
Authoritarian style	30	20.1
Permissive style	19	13.1
Total	144	100.0

Table 4.6 indicates that majority (66.8%) of the parents used authoritative parenting style, 20.1% used authoritarian parenting style, and 13.1% used permissive parenting style. This finding reveals that majority (67%) of parents of preschool children Kisauni District use authoritative parenting style to bring up their children, followed by authoritarian style (20%) and finally permissive style (13%).

4.2.1.1 Authoritative Parenting Style

In measuring authoritative parenting style, a questionnaire and an interview was used to collect data from parents on their parenting behavior. Tables 4.7(a) and 4.7(b) present results of descriptive statistics on authoritative parenting style from the questionnaire and interview respectively.

Table 4.7(a): Authoritative Parenting Behavior

	Never (%)	Rarely (%)	Sometimes (%)	Mostly (%)	Always (%)
Being sensitive to the child's needs and feelings	.7	2.1	21.5	21.5	54.2
Considering the child's thoughts and feelings	9.0	7.9	36.4	23.8	22.9
Explaining to the child my feelings about his/her good/bad behavior	3.5	2.1	18.8	25.0	50.7
Encouraging the child to talk about his/her feelings & problems	.7	4.9	17.4	17.4	59.7
Encouraging the child to freely speak his/her mind even when I disagree	3.5	10.4	22.9	19.4	43.8
Explaining to the child why he/she is expected to behave in a certain manner	1.4	5.6	15.3	22.2	55.6
Having enjoyable and happy moments with the child e.g. playing together	2.1	9.7	26.4	20.8	41.0
Considering the child's preferences when making family plans e.g. meals	17.4	17.4	30.6	11.8	22.9
Respecting the child's feelings and encouraging him/her to express them	6.2	8.3	27.8	19.4	38.2
Monitoring the child's whereabouts and activities e.g. playing, watching TV	6.2	4.2	21.5	20.8	47.2
Total		95	100%		

Table 4.7(a) shows that the most common practice among authoritative parents was, “encouraging the child to talk about his/her feelings and problems.” In this practice, out of the 144 participants only 1% indicated never, 5% rarely, 17% sometimes, 17% mostly while 59% indicated that they always engage in this practice. The second most common practice was, “explaining to the child why he/she is expected to behave in a certain manner.” Fifty-six percent (56%) of the parents rated always while only 1% indicated that they had never engaged in the behavior. Six percent (6%) indicated rarely, 15% indicated sometimes and 22% indicated mostly. The third commonest authoritative parenting practice was, “being sensitive to the child's needs and feelings.” Fifty-four percent (54%) of the parents stated that they always engaged this behavior while 1% stated that they had never. Two (2%) indicated that they rarely, while 22% indicated that they sometimes and mostly engaged in the practice.

The least common authoritative parenting practice among the parents was; “considering the child's thoughts and feelings.” Twenty-three percent (23%) of the parents indicated that they always did it while 9% had never engaged in the practice. Eight (8%) of the parents indicated that they rarely, 36% sometimes and 24% mostly engaged in the practice. The second least common authoritative parenting practice was, “considering the child's preferences when making family plans e.g. meals.” Twenty-three percent (23%) indicated that they always engaged in the practice, 17% rarely, 31% sometimes, and 12% mostly while 17% indicated never. The third least common authoritative

practice was, “Respecting the child's feelings and encouraging him/her to express them.” Thirty-eight percent (38%) of the parents indicated that they always engaged in this practice while 6% indicated never, 8% rarely, 28% sometimes, and 19% indicated mostly.

The results of the interview on authoritative parenting style are presented on table 4.7(b) below.

Table 4.7 (b): Authoritative Parenting Behavior

	Yes (%)	No (%)
Being sensitive to the child's needs and feelings	99	1
Explaining to the child my feelings about his/her good/bad behavior	91	9
Encouraging the child to freely speak his/her mind even when I disagree	95	5
Explaining to the child why he/she is expected to behave in a certain manner	96	4
Having enjoyable and happy moments with the child e.g. playing together	88	12
Monitoring the child's whereabouts and activities e.g. playing, watching TV	89	11
Total (N)	95	100%

Table 4.7(b) indicates that most (99%) of the parents using authoritative parenting style are sensitive to their children's needs and feelings. Ninety-six percent (96%) of the parents explain to their children why they expect them to

behave in a particular manner while 95% allow their children to freely speak their mind even when they are in disagreement. The results also indicate that 89% of the parents monitor their children's activities while 88% normally have happy and enjoyable moments with their children.

4.2.1.2 Authoritarian Parenting Style

Authoritarian parenting style was measured using parents' responses on the items of the questionnaire and also the interview. Tables 4.8(a) and 4.8(b) presents the results of the questionnaire and interview respectively.

Table 4.8(a): Authoritarian Parenting Behavior

	Never (%)	Rarely (%)	Sometimes (%)	Mostly (%)	Always (%)
Using force and punishment when the child disobeys.	9.7	22.9	43.8	12.5	11.1
When the child asks why he/she should do something; the parent says it's because he/she is the parent and he/she has said so.	23.6	15.3	23.6	14.6	22.9
Punishing the child by taking away privileges from him/her e.g. watching TV.	32.6	24.3	29.2	10.4	3.5
Yelling when disapproving of the child's behavior.	22.9	12.5	34.0	10.4	20.1
Exploding in anger when the child misbehaves.	25.0	22.9	35.4	9.0	7.6
Hitting the child when disapproving his/her behavior.	18.1	18.8	43.8	12.5	6.9
Using criticism to make the child improve his/her behavior.	27.1	18.1	22.9	10.4	21.5
Using threats on the child as a form of punishment.	33.3	17.4	25.0	10.4	13.9
Punishing the child by withholding emotional expressions e.g. withdrawing holding or hugging.	31.2	21.5	20.1	8.3	18.8
Openly criticizing the child when he/she does not meet the parent's expectations.	25.7	11.8	27.8	11.8	22.9
Total	30	100%			

Table 4.8(a) indicates that the most common practice of the authoritarian parents was, “openly criticizing the child when he/she does not meet the parent’s expectations.” Twenty-three percent (23%) of the parents indicated that they always engaged in this behavior while 26% stated that they never engaged in this practice. Fifty-one percent (51%) rated that they rarely, sometimes and mostly engaged in that practice. It was followed by, “when the child asks why he/she should do something; the parent says it’s because he/she is the parent and he/she has said so.” Twenty-three percent (23%) of the parents indicated that they always engaged in the practice while 24% had never. Findings also show that 15% indicated rarely, 24% sometimes and 15% indicated mostly. The third common authoritarian parenting practice was, “yelling when disapproving of the child’s behavior.” Twenty percent (20%) of the parents indicated that they always engaged in this practice while 23% never, 13% indicated rarely, 34% sometimes, and 10% mostly.

The least common authoritarian parenting practice was, “punishing the child by taking away privileges from him/her e.g. watching TV.” Only 3.5% indicated that they engaged in this behavior while 33% indicated never. Twenty-four (24%) indicated rarely, 29% sometimes, and 10% mostly. The second least common authoritarian practice was, “hitting the child when disapproving his/her behavior.” Only 7% of the parents indicated that always engaged in this practice while 18% indicated never. The third least common authoritarian parenting practice was, “exploding in anger when the child misbehaves.” Only 8% of the parents indicated that they always engaged in

the behavior while 25% stated they had never. The results of the interview on authoritarian parenting style are presented on table 4.8(b) below.

Table 4.8 (b): Authoritarian Parenting Behavior

	Yes (%)	No (%)
Using force and punishment when the child disobeys	71	29
Punishing the child by taking away privileges from him/her e.g. watching TV	77	23
Yelling when disapproving of the child's behavior	75	25
Exploding in anger when the child misbehaves.	73	27
Hitting the child when disapproving his/her behavior.	82	18
Openly criticizing the child when he/she does not meet the parent's expectations.	78	22
Total (N)	30	100%

Table 4.8(b) indicates that majority (82%) of the parents using authoritarian parenting style beat their children when they misbehave. The results show that 78% criticize their children, 77% punish children by taking away privileges, while 75% yell at their children and 71% use force against disobedient children.

4.2.1.3 Permissive Parenting Style

Permissive parenting style was measured using parents' responses on items on the questionnaire and interview. Table 4.9(a) and 4.9(b) presents results of descriptive statistics from the questionnaire and interview respectively.

Table 4.9(a): Permissive Parenting Behavior

	Never (%)	Rarely (%)	Sometimes (%)	Mostly (%)	Always (%)
Showing a lot of patience even when the child misbehaves	27.1	9.7	24.3	14.6	24.3
Easy going and relaxed with the child	25.0	11.8	29.9	12.5	20.8
Not disciplining the child even when he/she misbehaves	53.5	9.7	25.0	4.2	7.6
Giving into the child when he/she causes a commotion about something	45.1	17.4	19.4	6.9	11.1
Not saying no or disappointing the child	46.5	11.1	26.4	8.3	7.6
Ignoring the child's bad behavior	62.5	10.4	13.9	3.5	9.7
Allowing the child to do whatever he/she wants e.g. watching TV	67.4	7.6	14.6	5.6	4.9
Not setting rules for the child to follow	63.2	9.0	9.7	6.2	11.8
Not caring whether the child gets a good or bad grade in school	66.7	5.6	9.0	7.6	11.1
Not demanding the child to behave maturely	54.2	8.3	18.1	7.6	11.8
Total	19		100%		

Table 4.9(a) indicates that, 'showing a lot of patience even when the child misbehaves' was commonly practiced among permissive parents. Twenty-four percent (24%) of the parents indicated that they always engaged in this

behavior while 27% stated they had never engaged in it. The second commonest permissive parenting behavior was, “easy going and relaxed with the child.” Twenty percent (20%) of the parents indicated that they always engaged in this behavior while 25% had never.

The least common practice among permissive parents was, “allowing the child to do whatever he/she wants e.g. watching TV.” Only 5% of the parents indicated that they always engaged in this practice while 67% stated that they had never. The second least common permissive parenting practice was, “ignoring the child’s bad behavior. Ten percent (10%) of the parents indicated that they always engaged in this behavior while 63% stated that they had never engaged in the behavior. The third least common permissive parenting practice was, “not saying no or disappointing the child.” Eight percent (8%) of the parents revealed that they always engaged in this practice while 47% indicated that they had never. The results of the interview on permissive parenting style are presented on table 4.9(b) below.

Table 4.9 (b): Permissive Parenting Behavior

	Yes (%)	No (%)
Not punishing your child even when he/she misbehaves	71	29
Giving into the child when he/she causes a commotion about something	77	23
Ignoring the child's bad behavior	75	25
Allowing the child to do whatever he/she wants e.g. watching TV	73	27
Setting rules for the child to follow	78	22
Total (N)	19	100%

Table 4.9(b) indicates that majority (78%) of the parents using permissive parenting style do not set rules for their children to follow. This implies that their children's behavior is not properly guided. Seventy-seven percent (77%) of the parents give into the demands of their children when they cause a commotion about something. The results also indicate that 73% of parents allow children to do whatever they want, for example watching TV programmes, while 75% normally ignore their children's bad behavior.

4.3 Performance of Preschool Children in Curriculum Activities

Children's performance in curriculum activities was assessed by use of document analysis. The researcher analyzed children's progress reports of curriculum activities done during second term, 2012. The curriculum activities the children were assessed in included; mathematics, language, science, creative, and social studies. The researcher converted score attained by

children in curriculum activities to a percentage mark, giving an aggregate score 500. The child with the highest aggregate score had 500 marks while that with the least score had 218 marks. Each preschool child's mean score was computed. Table 4.10 presents the finding on the descriptive statistics of children's performance in curriculum activities.

Table 4.10: Children's Performance

	N	Minimum	Maximum	Mean	Std. Deviation
Performance in preschool activities	144	43.0	100.0	81.9	13.1
Total	144				

Table 4.10 shows that the highest and lowest scores of the children in curriculum activities were 100.0 and 43.0 respectively. The mean score for the entire group that participated in the study was 81.9 with standard deviation of 13.1. Those children who scored above the average were considered as high performers while those who scored below the average were considered low performers. Table 4.11 presents grouped data of preschool children's performance in curriculum activities.

Table 4.11: Children's Performance Levels in Curriculum Activities

Class Interval	N	Mean	Frequency	Percent	Cumulative percent
41 – 50	144	81.9	1	.7	.7
51 – 60	144	81.9	7	4.9	5.6
61 – 70	144	81.9	26	18	23.6
71 – 80	144	81.9	24	16.7	40.3
81 – 90	144	81.9	37	25.7	66
91 – 100	144	81.9	49	34	100

Table 4.11 shows that only one child (0.7%) out of 144 preschool children scored below the 50% mark. However, 40.3% (58) of the preschool children scored below the mean mark for the class which was 81.9. Majority of the children, 59.7% (86) scored above the mean mark. Therefore 40% of the children who participated in the study were considered low performers while 60% were considered high performers.

4.4 Relationship Between Parenting Styles and Children's Performance

The second objective of this study was to establish whether there was a relationship between parenting styles and preschool children's performance in curriculum activities. Table 4.12 presents the results.

Table 4.12: Relationship between Parenting Styles and Children's Performance in Curriculum Activities

Parenting Style	N	Minimum	Maximum	Mean Score
Authoritative Style	95	83.0	100.0	93.7
Permissive Style	19	57.0	91.0	77.9
Authoritarian style	30	43.0	87.0	74.1
Total	144			81.9

The results in table 4.12 indicate that children whose parents used authoritative style attained higher mean score (94%) in preschool curriculum activities than those of permissive (77%) and authoritarian parenting style (74%). Children raised by authoritarian and permissive parenting styles attained mean scores below the group's average score of 81.9. Children raised by authoritative parenting style attained the highest mean score while those raised by authoritarian attained the lowest. These finding is consistent with Lamborn et al (1991) who found that adolescents of authoritative parents scored higher levels of competence than those raised by permissive and authoritarian parents. This implies that parenting styles used by parents relate to children's performance in curriculum activities. The strength and direction of this relationship was sought by testing the following hypothesis:

H₀₁: There is no significant relationship between parenting styles and preschool children's performance in curriculum activities.

The Pearson Product Moment Correlation coefficient was utilized to test this hypothesis. Tables 4.13, 4.14 and 4.15 present the results for this test.

Table 4.13: Pearson Product Moment Correlation Coefficient on Authoritative Parenting Style and Children's Performance

		Authoritative	Children's performance
Authoritative	Pearson Correlation	1	.882**
	Sig. (2-tailed)		.000
	N	144	144
Children's Performance	Pearson Correlation	.882**	1
	Sig. (2-tailed)	.000	
	N	144	144

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

Table 4.13 indicates that the relationship between authoritative parenting style and children's performance was significant where $r = 0.882$ and $p = 0.00 < 0.05$. The p value 0.00 was found to be less than the critical value of 0.05. The null hypothesis was therefore rejected on the basis of this finding. The findings of the study indicate that there was a strong positive correlation between authoritative parenting and preschool children's performance in curriculum activities. This finding implies that higher scores on authoritative parenting style relates to higher preschool children's performance in curriculum activities. The coefficient of determination was computed to determine the effect of authoritative parenting style on preschool children's performance. This was done by squaring the $r = 0.882$ to get percentage of variance; which indicated 0.778. This suggests that authoritative parenting style accounts for up to 78% variance in preschool children's performance in

curriculum activities. This implies that parents can improve preschool children's performance in curriculum activities by up 78% by resorting to authoritative parenting style and related practices.

These findings were consistent with the findings of Ogwari (2011) who found that parenting styles influenced academic performance of secondary school girls in Mount Elgon District, Kenya. She found that girls of authoritative parents performed better than those of other parents. The findings also agree with findings of Baumrind (1989), Lamborn et al. (1991) and Steinberg et al. (1991) done in the United States of America; they found that parenting styles were significantly associated with adolescents' academic performance in school. They found a positive correlation between authoritative parenting style and adolescents' academic performance.

The findings of the current study were in agreement with the findings of Baumrind (1967) who found that preschool children of authoritative parents were more achievement-oriented than those of authoritarian and permissive parents. Baumrind (1991) also found that children of authoritative parents scored highly in self-esteem and academic performance at the middle-school level in United States of America. The findings of the current study were also in agreement with the findings of Baumrind et al. (2010) who found that adolescents whose parents were authoritative during their preschool years were more competent than adolescents whose parents were authoritarian and permissive during their preschool years.

In the light of these findings, Durkin (1995) cites three reasons why authoritative parenting style is positively associated with children's academic performance in school. First, he suggests that authoritative parents provide a high level of emotional security that provides their children with a sense of comfort and independence and helps them succeed in school. Second, he suggests that authoritative parents provide their children with explanations for their actions which provide children with a sense of awareness and understanding of their parents' values, morals, and goals. The transmission of these goals and values equips these children with the tools needed to perform well in school. Third, he suggests that authoritative parents engage in give-and-take communication with their children which nurtures skills in interpersonal relations that consequently help them to excel in school, both socially and academically.

The current study found authoritative parenting style to be sensitive to children's needs and feelings as well as encouraging children to express their desires and feelings. It was also found to practice firm and reasonable control on children's behavior without being punitive. Parents who practiced this style were found to be willing to accommodate their children's view points and at the same time providing explanations for their expectations of their children.

Table 4.14: Pearson Product Moment Correlation Coefficient on Authoritarian Parenting Style and Children's Performance

		Authoritarian	Children's Performance
Authoritarian	Pearson Correlation	1	-.261**
	Sig. (2-tailed)		.002
	N	144	144
Children's Performance	Pearson Correlation	-.261**	1
	Sig. (2-tailed)	.002	
	N	144	144

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

Table 4.14 indicates that the relationship between authoritarian parenting style and children's performance was significant where $r = -0.261$ and $p = 0.002 < 0.05$. The p value 0.002 was found to be less than the critical value of 0.01. The null hypothesis was therefore rejected on the basis of this finding. The study found a negative correlation between authoritarian parenting style and preschool children's performance in curriculum activities. This implies that high measures on authoritarian parenting style relates to lower preschool children's performance in curriculum activities and vice versa. The researcher further computed the coefficient of determination to determine the effect of authoritarian parenting style on preschool children's performance. This was done by squaring the $r = -0.261$ to get percentage of variance; which indicated 0.068. This suggests that authoritarian parenting style accounts for 6.8% variance in preschool children's performance. This finding implies that parents can improve preschool children's performance in curriculum activities by up 7% by discarding authoritarian parenting style and related practices.

These finding is in agreement with the findings of Ogwari (2011) that found authoritarian parenting style associated with poor academic performance of secondary school girls in Mount Elgon District, Kenya. The findings of the current study were also consistent with the findings of Baumrind (1989), Lamborn et al. (1991) and Steinberg et al. (1991) in the North American who found that authoritarian parenting style was associated with low academic performance among adolescents in school.

The findings of the current study were in agreement with the findings of Baumrind (1967) who found that preschool children of authoritarian parents were less achievement – oriented than those of authoritative parents. Baumrind (1991) also found that children of authoritarian parents scored very low in self-esteem and academic performance at the middle-school level in United States of America. The findings also agree with the findings of Baumrind et al. (2010) who found that adolescents whose parents used authoritarian parenting style during preschool years were incompetent and maladjusted in class.

The findings of the study were also consistent with findings of Dornbusch et al. (1987) who found authoritarian parenting style was negatively associated with adolescents' school grades. However, the present study focused on preschool children's performance in curriculum activities. It found authoritarian parenting style associated with lower performance in children's performance in these activities.

Table 4.15: Pearson Product Moment Correlation Coefficient on Permissive Parenting Style and Children's Performance

		Permissive	Children's Performance
Permissive	Pearson Correlation	1	-.076
	Sig. (2-tailed)		.362
	N	144	144
Children's Performance	Pearson Correlation	-.076	1
	Sig. (2-tailed)	.362	
	N	144	144

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

Table 4.15 indicates that the relationship between permissive parenting style and children's performance was not significant where $r = -0.076$ and $p = 0.362 > 0.05$. The p value 0.362 was found to be more than the critical value of 0.05. The null hypothesis was therefore accepted on the basis of this finding. The study found no significant correlation between permissive parenting style and preschool children's performance in curriculum activities. These finding suggests that there is no relationship between permissive parenting style and children's performance in curriculum activities.

This finding is inconsistent with the findings of Baumrind (1967), Dornbusch et al. (1987), Lamborn et al. (1991), and Baumrind et al. (2010). Baumrind (1967) found that preschool children of permissive parents were less competent with low self-esteem. Furthermore, Dornbusch et al. (1987) found permissive parenting style negatively associated with adolescents' school grades. They found that adolescents of permissive and authoritarian parents scored lower grades than adolescents of authoritative parents. However, the

current study found no significant relationship between permissive parenting styles. The inconsistency between the current study and studies mentioned above could be attributed to cultural and economic differences that exist in the areas under study. The inconsistency could also be as a result of the very small sample of permissive parents (19) who participated in the study. Pallant (2005) states that the size of a sample may affect the statistical significance of a correlation coefficient computed.

4.5 Relationship between Socio-demographic Factors and Parenting Styles

The third objective of this study sought to determine whether socio-demographic factors such as parents' marital status, educational level, employment status, and income influence their use of specific parenting styles. One way analysis of variance (ANOVA) technique was used to test significant differences in means of parents' parenting styles of different socio-demographic groups.

4.5.1 Relationship between Parents' Marital Status and Parenting Styles

The study sought to establish whether parents' marital status influence their parenting styles. Table 4.16 presents the summary of the results.

Table 4.16: Means of Parenting Styles Based on Marital Status

Marital status	N	Mean	Std. Deviation
Married	111	88.22	12.46
Single	17	86.65	16.24
Widowed	8	90.13	12.13
Separated	8	89.63	11.88
Total	144	88.22	12.79

The results in table 4.16 indicate that means in parenting styles of widowed and separated parents were higher than of married and single parents (those who had never married). One way ANOVA was then computed to establish whether the differences were significant in the means of parenting styles among parents of different marital status. The hypothesis that was tested stated:

H₀2: There is no significant difference in means on parenting styles among parents of different marital status.

Table 4.17: ANOVA Computations on Parents' Marital Status and Parenting Styles

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	86.883	3	28.961	.174	.914
Within Groups	23309.443	140	166.496		
Total	23396.326	143			

One way ANOVA was computed to explore the influence of marital status on parenting styles as measured by the questionnaire for the parents. The results

of table 4.17 indicate that there was no significant difference in means of parenting styles among married, single, widowed, and separated parents at $p = 0.914 > 0.05$. The null hypothesis was therefore accepted on the basis of this test ($F = 0.174$; $p > 0.05$; $df = 3$). This finding suggests that marital status of parents does not influence their parenting styles.

This finding is in agreement with the findings of Gutman, et al. (2010) who found that marital status does not have a significant measurable direct effect on parenting behavior of parents in the United Kingdom. This finding is also consistent with the findings of Avison et al. (2007), Greitemeger (2009), and Roman (2011) who established that there was no significant difference between parenting styles of single and married mothers in South Africa. They concluded that parenting styles of single mothers were not significantly different from those of married mothers.

This finding is in disagreement with the Aronson and Huston's (2004) finding that single mothers were more likely to engage in inconsistent, harsh, and unsupportive parenting behaviours than married mothers in USA. They posit that married mothers were more likely to interact with their children in a more stimulating and nurturing manner. This is because married mothers were more educated and financially secure than single mothers. This disagreement between the two studies could be as a result of socio-cultural differences that exist between the study locations.

4.5.2 Relationship between Parents' Education Level and Parenting Styles

The study also sought to establish whether educational level of parents influenced their parenting styles. Table 4.18 presents a summary of means of parenting styles of parents of different educational levels.

Table 4.18: Means of Parenting Styles Based on Education Level of Parents

Education level	N	Mean	Std. Deviation
Never went to school	18	92.10	15.24
Primary	37	90.57	14.18
Secondary School	37	89.84	11.20
Certificate College	20	84.85	8.20
Diploma College	31	83.52	12.82
University Degree	1	85.00	.
Total	144	88.22	12.79

Table 4.18 shows that means in parenting styles of parents with primary education were higher than other parents. Parents with diploma had the least means in parenting styles. One way ANOVA was computed to establish whether the difference was significant in the means of parenting styles among parents of different education levels. The hypothesis that was tested stated:

H₀₃: There is no significant difference in means on parenting styles among parents of different education levels.

Table 4.19: ANOVA Computations on Parents' Education Level and Parenting Styles

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1488.982	5	297.796	1.876	.102
Within Groups	21907.344	138	158.749		
Total	23396.326	143			

Results on table 4.19 indicate that there was no significant difference in means of parenting styles among parents of different education levels at $p = 0.102 > 0.05$. The null hypothesis was therefore accepted on the basis of this test at ($F = 1.876$; $p > 0.05$; $df = 5$). This finding suggests that education level of parents does not influence their parenting styles.

This finding did not concur with Berk's (2006) argument that parents' education level substantially contributes to variations witnessed in parenting patterns. Yet the current study found no significant difference in parenting styles of parents with different education levels. The disagreement between the current study and literature could be as result of the fact that previous studies unlike the current study did not consider education level as an independent variable affecting parenting styles. Previous studies considered socio-demographic status as a measure based on a composite measure of family income, parental education level, and parental occupation.

This finding is inconsistent with the findings of Singh et al. (2007) who found that parent-child relationship was significantly determined by the education

level of women in the family in India. They argued that women's education bring out positive changes in their own and their husbands' parenting styles. This inconsistency can be attributed to the fact that former study targeted only women while the current study targeted both men and women. The inconsistency could also be attributed to the cultural differences between Kenya and India.

The finding also failed to agree with the findings of Koech (2010) and Mwoma (2010) who found that parental/paternal involvement in children's education was determined by their educational level. This disagreement could have stemmed from the fact that Koech and Mwoma did not relate parents' education level to parenting styles but parental/paternal involvement in children's education. These findings suggest that although parents' level of education influences their involvement in their children's education, it does not affect their parenting styles.

4.5.3 Relationship between Parents' Employment Status and Parenting Styles

The study again sought to establish whether parents' employment status influence their parenting styles. Table 4.20 presents a summary of means of parenting styles of parents of different employment status.

Table 4.20: Means of Parenting Styles Based on Parents' Employment Status

Employment status	N	Mean	Std. Deviation
Employed	58	83.29	11.10
Self-Employed	47	94.55	13.81
Unemployed	39	87.90	10.73
Total	144	88.22	12.79

Table 4.20 shows that means in parenting styles of self-employed parents were higher than others followed by unemployed and finally the employed. ANOVA technique was used to test whether the differences in the means were significant. The hypothesis that was tested stated:

H₀4: There is no significant difference in means on parenting styles among parents of different employment status.

Table 4.21: ANOVA Computations on Parents' Employment Status and Parenting Styles

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3297.102	2	1648.551	11.565	.000
Within Groups	20099.224	141	142.548		
Total	23396.326	143			

Table 4.21 indicates that the calculated value was $p = 0.000 < 0.05$ with a calculated $F = 11.565$ at 2 df (degrees of freedom). The difference in means was found to be significant and therefore the null hypothesis was rejected. The finding suggests that parents' employment status influence their parenting

styles. The researcher further performed eta squared to test the effect size, which is the relative magnitude of the differences between means. This value describes the amount of the total variance that is predictable from knowledge of independent variable, in this case the employment status of parents (Tabachnick & Fidel, 2001). A value of 0.140924 was obtained by dividing sum of squares between groups by total sum of squares. The strength of the eta squared was interpreted using Cohen's (1988) guidelines: (0.01) small effect, (0.06) moderate effect, and (0.14) large effect. Basing on this result, the effect size of employment status on parenting styles was found to be large. Post-hoc analysis was also performed to establish which groups of parents were significantly different in their parenting styles. Table 4.22 presents the findings of this Post Hoc analysis.

Table 4.22: Post Hoc Computations on Parents' Employment Status and Parenting Styles

Parenting styles Tukey HSD					
(I) Employment Status	(J) Employment Status	Mean Difference (I-J)	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Employed	Self-Employed	-11.26009*	.000	-16.8105	-5.7097
	Unemployed	-4.60433	.154	-10.4608	1.2521
Self-Employed	Employed	11.26009*	.000	5.7097	16.8105
	Unemployed	6.65576*	.030	.5300	12.7816
Unemployed	Employed	4.60433	.154	-1.2521	10.4608
	Self-Employed	-6.65576*	.030	-12.7816	-.5300

*. The mean difference is significant at the 0.05 level.

Post-hoc comparisons using Tukey HSD test in table 4.22 indicate that the means on parenting styles for self-employed parents ($M=94.55$, $SD=13.81$) were significantly different from those who were unemployed ($M=87.90$, $SD=10.73$) where $p = 0.000 < 0.05$. Likewise means on parenting styles for employed parents ($M=83.29$, $SD=11.10$) were significantly different from those who were unemployed where $p = 0.000 < 0.05$. Means on parenting styles for the self-employed parents were also significantly different from those who were employed. These findings indicate that parents who were employed and self-employed were more authoritative in their parenting than the unemployed. The current study therefore found employment status of parents influence their parenting styles.

This finding is in agreement with the findings of Jackson et al. (2009) who found that employment status was associated with parents' psychological status and parenting styles. They found that employment predicted lesser negative parenting styles as compared to unemployment. They argued that unemployed parents experienced more psychological symptoms of depression, anxiety, and poor esteem leading to punitive and harsher parenting practices. Similar views were held by McLoyd (1990) that stress and depression resulting from joblessness can negatively affect parenting practices such as increasing punitive and arbitrary punishment. These are characteristic parenting practices common to authoritarian parents. The finding is also consistent with the findings of Singh et al. (2007) who found that parent-child

relationship was significantly determined by the employment status of mothers.

4.5.4 Relationship between Parents' Monthly Income and Parenting Styles

Last on socio-demographic variables, the study sought to establish whether parents' monthly income influenced their parenting styles. Table 4.23 presents a summary of means of parenting styles of parents of different income levels.

Table 4.23: Means of Parenting Styles Based on Parents' Monthly Income Levels

Income levels	N	Mean	Std. Deviation	Std. Error
Below 1000	43	92.40	13.13	2.00
Between 1000-5000	29	91.31	10.56	1.96
Between 6000-10000	37	84.14	13.43	2.21
Between 11000-20000	17	84.53	9.86	2.39
Above 20000	18	85.11	13.14	3.10
Total	144	88.22	12.79	1.07

Table 4.23 indicates that the means on parenting styles for parents earning below Ksh. 1,000 were the highest at 92.4, followed by means of those earning between Ksh. 1,000 and 5,000 at 91.31. Means on parenting styles for parents earning between Ksh. 6,000 and 10,000 were the lowest. The researcher used one way ANOVA to test whether the differences in the means

of parenting styles among parents of different income levels were significant.

The hypothesis that was tested stated:

H₀₅: There is no significant difference in means on parenting styles among parents of different income levels.

Table 4.24: ANOVA Computations on Parents' income Levels and Parenting Styles

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2049.503	4	512.376	3.336	.012
Within Groups	21346.823	139	153.574		
Total	23396.326	143			

Table 4.24 indicates that the calculated value was $p = 0.012 < 0.05$ with a calculated $F = 3.336$ at 4 df (degrees of freedom). The difference in means was found to be significant and therefore the null hypothesis was rejected. The finding suggests that parents' levels of income influence their parenting styles. The effect size calculated using eta squared test was 0.0876 and was found to be moderate. Further, Post-hoc analysis was performed to establish which groups of parents were significantly different in their parenting styles. Table 4.25 presents the findings of this Post-hoc analysis.

Table 4.25: Post Hoc Computations on Parents' Income Levels and Parenting Styles

Parenting styles Tukey HSD			
(I) Monthly Income	(J) Monthly Income	Mean Difference (I-J)	Sig.
Below 1000	Between 1000-5000	1.08500	.996
	Between 6000-10000	8.26021*	.028
	Between 11000-20000	7.86594	.180
	Above 20000	7.28424	.229
Between 1000-5000	Below 1000	-1.08500	.996
	Between 6000-10000	7.17521	.140
	Between 11000-20000	6.78093	.383
	Above 20000	6.19923	.458
Between 6000-10000	Below 1000	-8.26021*	.028
	Between 1000-5000	-7.17521	.140
	Between 11000-20000	-.39428	1.000
	Above 20000	-.97598	.999
Between 11000-20000	Below 1000	-7.86594	.180
	Between 1000-5000	-6.78093	.383
	Between 6000-10000	.39428	1.000
	Above 20000	-.58170	1.000
Above 20000	Below 1000	-7.28424	.229
	Between 1000-5000	-6.19923	.458
	Between 6000-10000	.97598	.999
	Between 11000-20000	.58170	1.000

*. The mean difference is significant at the 0.05 level.

Post-hoc comparisons using Tukey HSD test indicate as shown on table 4.25 that there were significant differences in parenting styles for parents in different income levels. The means on parenting styles for parents earning below Kshs. 1,000 (M=92.40, SD=13.13) were significantly different from

those earning between Ksh. 6,000 – 10,000 ($M=84.14$, $SD=13.43$) where $p = 0.028 < 0.05$. The means of other income groups did not differ significantly. These findings indicate that parents who earn below Kshs. 1,000 are significantly different from those earning between Kshs. 6,000 – 10,000 per month in their parenting style. Therefore this study found that parents' monthly income influence their parenting styles.

This finding is in agreement with the views of Elder (1999) who posits that lower income and inadequate family resources have an impact on parenting behavior of parents. According to Belsky (1984) economic variables are the source of stress to parents consequently compromising their ability to provide optimal parenting to their children. The findings of the current study were also consistent with the findings of Dearing et al. (2004) who found that income and poverty status were significantly associated with parenting styles. The findings are also in agreement with those of Ermisch (2008) who found a strong association between parents' household income and favorable parenting practices. Ermisch argued that parents from high income cadres engage in better parenting.

4.6 Summary of the Results

The findings of the study revealed that majority of parents were authoritative (67%), followed by authoritarian (20%) and very few were permissive (13%).

The study found a strong positive correlation between authoritative parenting style and preschool children's performance in curriculum activities. It found a negative correlation between authoritarian parenting style and preschool children's performance in curriculum activities. However, the study found no significant relationship between permissive parenting style and preschool children's performance in curriculum activities.

The study also sought to determine whether demographic factors such as parents' marital status, educational level, employment status, and income influence their use of specific parenting styles. The factors that were found to be influencing parenting styles included parents' employment status and income level. However, parents' marital status and education level were found not to significantly influence parenting styles.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the summary and implications are presented and then conclusions drawn from the study findings. In addition, recommendations for various stakeholders and also suggestions for future study are discussed.

5.1 Summary of the Study

The first objective of the study was to identify the parenting styles used by parents of preschool children in Kisauni District. The findings revealed that majority of parents were authoritative (67%), followed by authoritarian (20%) and very few were permissive (13%).

The second objective of the study sought to establish the relationship between parenting styles and preschool children's performance in curriculum activities. The study findings show that preschool children raised by authoritative parenting style perform better than those raised by permissive and authoritarian parenting style. Pearson Product Moment Correlation Coefficient was computed which indicated that there was a significant correlation between parenting styles and preschool children's performance in curriculum activities. The study found a strong positive correlation between authoritative parenting style and preschool children's performance in curriculum activities. The findings also indicated a negative correlation between authoritarian parenting

style and children's performance in curriculum activities. The relationship between permissive parenting style and children's performance in curriculum activities was found not to be significant.

The third objective of the study sought to determine whether demographic factors such as parents' marital status, educational level, employment status, and income influence their use of parenting styles. The findings revealed that parents' employment status and income level influence their parenting styles. But parents' marital status and education level were found not to significantly influence their parenting styles.

5.2 Implications of the Study

Parenting styles were found to influence children's performance in preschool activities. The study found that authoritative parenting styles positively relate to children's performance. This implies that children of authoritative parents perform better in preschool curriculum activities than those of other parenting styles. Therefore, authoritative parenting style was found to be the optimal style of bringing up children. However, the study found that authoritarian parenting style was negatively related to preschool children's performance in curriculum activities. This implies that children of authoritarian parents are low performers in preschool activities. Therefore, authoritarian parenting practices are likely to adversely affect preschool children's performance in curriculum activities.

Parents' employment status was found to influence the parenting styles they use. Employed and self-employed parents were found to be significantly different from the unemployed in their parenting styles. This implies that unemployed parents are more likely to engage in negative parenting practices common in authoritarian parenting style. It also implies that employed parents are more likely to engage in positive parenting practices characteristic of authoritative parents. Therefore, there is need for the government and other stakeholders to create more employment opportunities for residents of Kisauni and Mombasa County at large to reduce the number of the urban poor.

Parents' income levels were also found to influence their parenting styles. This implies that parents with lower income levels are more prone to depressive symptoms adversely affecting their parenting styles. It implies that parents with higher income levels have lesser depressive symptoms and are likely to use authoritative parenting style. There is therefore need for micro-finance institutions and non-governmental organizations to help residents in the area of study to form groups and access microfinance to initiate income generating activities. However, parents' marital status and education level were found not to significantly influence parenting styles. This implies that single and married parents raise their preschool children in the same way. It also implies that although parents in Kisauni had attained different education levels, their parenting styles were similar.

5.3 Conclusion

Parenting styles were found to influence preschool children's performance in curriculum activities. Preschool children are likely to do better in curriculum activities when their parents use authoritative parenting style. They are likely to perform poorly if their parents employ authoritarian parenting style. Permissive parenting style was found to have no significant impact in their performance in curriculum activities. Parents' employment status and income levels were found to influence parenting styles. Therefore, employment status and income are important ingredients in facilitating adoption of optimal parenting styles that support improvement in children's performance in school.

5.4 Recommendations

Based on the findings of this study, the researcher recommends the following:

5.4.1 Recommendations for the School Managers and Administrators

The main purpose of this study was to establish the relationship between parenting styles and children's performance in preschool activities. The findings revealed that authoritative parenting style is associated with higher performance of children in preschool activities. The findings also found authoritarian parenting style to be associated with lower performance. Therefore, there is need for school managers and administrators to device programmes aimed at sensitizing parents on their parenting styles. The programmes should help parents be aware and understand their parenting styles and their implications on children's performance. They should then be

sensitized to adopt styles and practices of authoritative parents that were found to help children do well in preschool curriculum activities. The school managers should also device mechanisms of monitoring and evaluating the programmes for effectiveness.

5.4.2 Recommendations for the Policy Makers in the Ministry of Education

Findings from this study revealed that authoritative parenting style yield good performance in preschool activities while authoritarian style yields poor performance. In the light of these finding, the policy makers at the Ministry of Education should develop policies that would encourage parents to adopt appropriate parenting styles. This can be done by use of seminars, workshops and focus group discussions at grass root levels. This can also be done by developing a handbook or manual on effective parenting styles for parents of preschool children. These programmes may enable parents to effectively perform their roles and responsibilities as stipulated in the National Early Childhood Development Policy Framework (M.O.E, 2006).

Policy makers at the Ministry of Education can also provide comprehensive guidelines on community capacity building through training and sensitization on parenting styles. They should device programmes that should target local community leaders such as chiefs, assistant chiefs, county representatives, local religious leaders who would in turn sensitize parents and community members on optimal parenting styles and related practices. This can be done

by use forums such as public meetings, religious congregations, chiefs' barazas and so forth.

5.4.3 Recommendations for the Curriculum Developer (KIE/NACECE)

There is need for the Kenya Institute of Education (KIE) now renamed the Kenya Institute of Curriculum Development (KICD) and the National Centre for Early Childhood Education (NACECE) to develop a curriculum and a training manual aimed at educating parents and communities on parenting styles and their implications on children's performance in school. The curriculum should aim at facilitating training of parents on parenting skills and styles that enhance child development.

5.4.4 Recommendations for Other Agencies

Findings from this study revealed that parents' employment status and income level significantly influence their parenting styles. The findings of the study showed that 27% of parents who participated in the study were unemployed while 30% earn below Ksh. 1000. There is need for non-governmental organizations and microfinance institutions to encourage residents of Kisauni District to form groups that would seek and access credit so as to start income generating activities. This will enable parents to generate income to support their families.

5.4.5 Recommendations for Parents of Preschool Children

The study findings indicated that majority of parents in Kisauni use authoritative parenting style in bringing up their children while some use authoritarian and permissive parenting styles. Authoritative parenting style was found to be associated with better performance in preschool activities while authoritarian parenting styles found to be associated with poor performance. Parents are therefore advised to adopt authoritative parenting style in bring up their children as it is the optimal child rearing style.

5.5 Suggestions for Future Research

There is need for a longitudinal study to be carried out in future where the relationship between parenting styles and children's academic performance in school will be studied from preschool throughout the primary education cycle. Such a study will generate comprehensive data on the general relationship between parenting styles and children's academic performance in school. The study will fill the gap left by the current study that only targeted preschool children.

The current study only focused on the relationship between parenting styles and children's performance in preschool activities. There is also need to focus on children in the lower primary and establish how parenting styles influence their academic performance. The current study relied on document analysis to measure children's performance. But future study should develop an achievement test to uniformly measure academic performance of children in

the lower primary. This study will help fill methodological gap left by the current study.

The current study relied on self - reports of parents' parenting practices by use in a questionnaire to measure their parenting styles. There is need for future studies on parenting styles to observe parent-child interactions at their homes to establish their parenting styles. Finally, there is need to study the parenting styles of fathers and mothers separately to establish whether there are sex differences in parenting styles.

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APPENDIX I

QUESTIONNAIRE FOR PARENTS OF PRESCHOOL PARENTS

Instructions

1. Do not indicate your name on this questionnaire.
2. This questionnaire has two sections: section A has questions about your background information and section B has questions about your parenting styles.

SECTION A: BACKGROUND INFORMATION

Please answer this section by ticking the item that best suits you.

1. What is your sex? Male Female
2. What is your marital status? Married Single Divorced
 Widowed Separated
3. What is your highest level of education? Never Primary dropout
 Completed Primary Secondary dropout Form Two (KJSE)
 Completed secondary (KCSE) Certificate college
 Diploma college University degree
4. Mark one of the following categories that best describes your employment status. Employed Self-employed Not Employed
5. For those employed, who is your employer? Government Agency
 Private Enterprise Non-Governmental Organization
6. Please mark one of the following categories that best describe your monthly income. Below 1,000 1,000-5,000 6,000-10,000
 11,000-20,000 Above 20,000

SECTION B: PARENTING STYLES

Please rate how you engage with your pre-school child by answering the questions below. Answer each question by ticking one of the five options provided: 1=never, 2=rarely, 3=sometimes, 4=most of the times, 5=always

		1	2	3	4	5
1	I am sensitive to my child's feelings and needs e.g. I avail myself when he needs my attention.					
2	I take my child's thoughts and feelings into consideration before I ask him/her to do something e.g. does he like it or not					
3	I explain to my child how I feel about his/her good/bad behavior					
4	I encourage my child to talk about his/her feelings and problem					
5	I encourage my child to freely "speak his/her mind" even if his/her disagrees with me					
6	I explain my child why I expect him/her to behave in a particular manner e.g. why he/she should go to bed early.					
7	I normally have enjoyable and happy moments with my child e.g. I play and laugh together with child.					
8	I consider my child's preferences when I make plans for the family e.g. what to cook during an occasion.					
9	I respect my child's feelings and encourage him/her to express them e.g. he/she can express fears, frustrations or displeasure.					
10	I monitor my child's whereabouts and activities e.g. I monitor him/her when doing homework, watching T.V etc.					
11	I use force and punishment when my child disobeys me e.g. I hit him/her when he/she refuses to follow my orders.					
12	When my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent, or because that is what I want.					
13	I punish my child by taking privileges away from him/her e.g. watching TV, visiting friends					

		1	2	3	4	5
14	I yell when I disapprove my child's behavior					
15	I explode in anger towards my child when he misbehaves					
16	I hit my child when I don't like what he/she does or says					
17	I use criticism to make my child improve his/her behavior					
18	I use threats as a form of punishment to my child with little or no justification					
19	I punish my child by withholding emotional expressions like hugging or holding him/her					
20	I openly criticize my child when his/her behavior does not meet my expectation					
21	I show a lot of patience with my child even when he misbehaves					
22	I am easy going and relaxed with my child					
23	I find it difficult to discipline my child even when he/she misbehaves.					
24	I give into my child when he/she causes a commotion about something					
25	I do not like to say no or disappoint my child					
26	I ignore my child's bad behaviour					
27	I allow my child do whatever he/she wants e.g. he/she can watch TV whenever he likes and can stay late					
28	I do not set rules for my child to follow					
29	I do not care if my child gets a poor grade in school or not					
30	I do not demand my child to behave in a mature manner					

APPENDIX II

QUESTIONNAIRE FOR PARENTS OF PRESCHOOL PARENTS (Translation of the questionnaire into Kiswahili language)

Maagizo

Usiandike jina lako katika kijitabu hiki cha maswali.

Kijitabu hiki kina sehemu mbili: Sehemu A ni kuhusu wasifu wako.

Sehemu B ni

kuhusu mtindo wako wa malezi.

SEHEMU A: WASIFU WAKO

Tafadhali jaza hii kwa kutia alama mwafaka zaidi.

1. Je, wewe ni wa jinsia gani? Mume Mke

2. Je, umeoa/umeolewa?

 Ndio Mseja Talakiwa Mjane Tengana

3. Umesoma mpaka kiwango gani? Sikusoma Sikufuzu shule ya msingi

 Shule ya msingi Sikufuzu shule ya upili Hadi Kidato cha pili

 Hadi kidato cha nne Astashahada Diploma Uzamili/Digrii

4. Teua kati ya vipengee vifuatavyo vinavyofafanua zaidi juu ya ajira yako.

 Ajiriwa Ajiri binafsi Bila ajira

5. Kwa wenye ajiriwa, nani mwajiri wako? Shirika la serikali

 Shirika la kibinafsi Shirika lisilo la serikali

6. Tafadhali chagua kati ya vipengee vifuatavyo vya ujira wako.

 Chini ya 1,000 1,000-5,000 6,000-10,000 1,000-20,000

 Zaidi ya 20,000

SEHEMU B: MTINDO WA MALEZI

Tafadhali jitathmini jinsi unavyojishughulisha na mwanachekechea kwa kujaza maswali yafuatayo. Jaza kila swali kwa jawabu sahihi kati ya matano uliyopewa: 1 = Katu, 2 = Mara chache, 3 = Wakati mwingine
4 = Aghalabu 5 = kila mara

		1	2	3	4	5
1	Hushughulikia vilivyo hisia na mahitaji ya mtoto wangu. K.m hupatikana anaponihitaji.					
2	Huthamini mawazo na hisia za mtoto wangu kabla ya kumwulizia la kufanya.k.m anapenda ama hapendi					
3	Humweleza mtoto wangu ninavyohisi kuhusu tabia zake.					
4	Humhimiza mtoto wangu aeleze hisia na matatizo yake.					
5	Humhimiza ajihihi huru kueleza mawazo yake hata yakitofautiana nami.					
6	Hufafanua sababu za matarajio yangu.k.m. sababu ya kumruhusu kulala mapema.					
7	Mimi huwa na wakati wa furaha na fanisi na mwanangu. K.m. hucheza na kucheka naye.					
8	Huthamini anachoenzi kila ninapoipangia jamii yangu kwa mfano mankuli katika dhifa.					
9	Huheshimu hisia za mwanangu na kumhimiza azieleze. K.m. woga, mawazo na kutoridhika.					
10	Humpa mtoto wangu sababu za matarajio juu yake.					
11	Natumia nguvu na adhabu mwanangu asiponitii. K.m. humpiga anapokataa kutii masharti yangu.					
12	Mtoto wangu anaponieleza sababu za kufanya atakavyo, humwambia niliamua hivyo, mie ni mzazi wako, au hivyo ndivyo nitakavyo.					
13	Humwadhibu mtoto wangu kwa kumnyima anavyovienzi. k.m. kutazama runinga, kutembelea marafiki.					

		1	2	3	4	5
14	Humkaripia ninapopinga hulka na mienendo ya mtoto wangu.					
15	Hulipuka kwa hasira dhidi ya mtoto wangu anapopotoka.					
16	Humgonga mtoto wangu ninapokerwa na afanyayo au kusema.					
17	Hutumia makaripio ili kumbadili tabia.					
18	Hutumia vitisho kumwadhibu pakiwa na au pasi na uhakiki.					
19	Humwadhibu kwa kumnyima hisia k.m. pambaja au kumshika.					
20	Humkaripia mtoto wangu tabia wazi wazi zisipoafikiana na matarajio yangu.					
21	Huonyesha subira nyingi na mwanangu hata anapopotoka.					
22	Mie ni rahisi wa kushawishika na utulivu wa mtoto wangu.					
23	Huona vigumu kumwadhibu mtoto wangu.					
24	Hujisalimu dhidi ya mtoto wangu anapozozania kitu.					
25	Sipendi kusema la ama kumvunja mtoto wangu moyo.					
26	Hupuzilia mbali upotovu wa mtoto wangu.					
27	Humruhusu mtoto wangu afanye atakavyo k.m. Anaweza kutazama runinga apendapo tena hadi kuchelewa.					
28	Siundi sheria za kumwongoza mtoto wangu.					
29	Sijali mtoto wangu anapopata viwango duni shuleni au la.					
30	Simlazimishi mtoto wangu aadilike kwa njia iliyokomaa.					

APPENDIX III**INTERVIEW SCHEDULE FOR PARENTS OF PRESCHOOL CHILDREN**

Answer the following questions on how often you engage in the following parenting practices with your preschool child at home. Use **YES** or **NO** answer.

1. Are you sensitive to your child's feelings and needs e.g. availing yourself when your child needs you? YES NO
2. Do you explain to your child how you feel about his/her good/bad behavior? YES NO
3. Do you encourage your child to freely speak his/her mind if he/she disagrees with you? YES NO
4. Do you explain to your child why you expect him/her to behave in a particular manner? YES NO
5. Do you have enjoyable and happy moments with your child e.g. playing and laughing together with your child? YES NO
6. Do you monitor your child's whereabouts and activities e.g. when doing homework, watching TV, eating, playing etc? YES NO
7. Do you use force and punishment when your child disobeys you, for example hitting your child when he/she refuses to follow your orders?
YES NO
8. Do you punish your child by taking away privileges from him/her, for example watching TV, visiting friends? YES NO
9. Do you yell when you disapprove your child's behavior? YES
NO

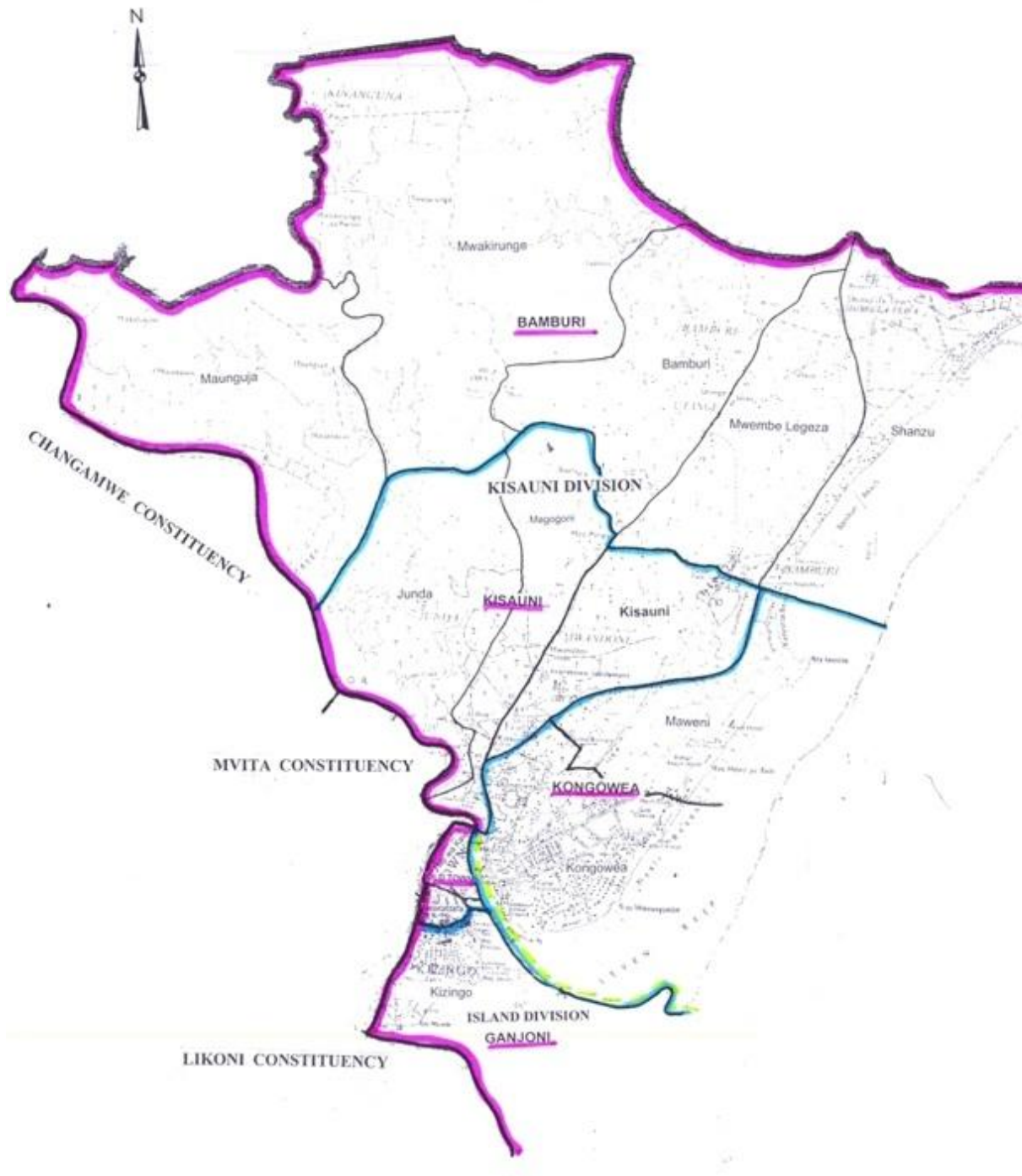
10. Do you explode in anger towards your child when he/she misbehaves?
YES NO
11. Do hit your child when you don't like what he/she does?
Yes No
12. Do you criticize your child when he misbehaves or does not meet your expectations? YES NO
13. Do you find it hard to punish your child when he misbehaves?
YES NO
14. Do you give into your child when he/she causes a commotion about something?
YES NO
15. Do you ignore your child when engages in bad behavior?
YES NO
16. Do you allow your child to do whatever he/she wants, for example letting him/her watch TV whenever he/she feels like? YES
NO
17. Do you set rules for your child to follow? YES NO

APPENDIX IV

A list of schools and sample of preschool children selected for the study

Division	School	Total No. of Children	Number Selected
Kisauni	<i>Public</i>		
	1. Maweni Primary	98	8
	2. Kongowea Primary	181	8
	3. Freretown Primary	77	8
	4. Kisauni Baptist	104	8
	5. Kisauni Primary	72	8
	<i>Private</i>		
	1. Coast Star Academy	70	8
	2. Golden Chariot	48	8
	3. Simolea academy	16	8
4. Olives Rehab Centre	39	8	
Bamburi	5. New Hope Academy	18	8
	<i>Public</i>		
	1. Kiembeni Baptist	67	8
	2. Maunguja Primary	60	8
	3. Kadzandani Primary	101	8
	4. Concordia Primary	70	8
	5. Utange Primary	35	8
	<i>Private</i>		
	1. Yohanna Nursery	36	8
	2. Precious Kids	28	8
3. Bright Vision	48	8	
4. Pwani Academy	34	8	
5. Victoria Complex	<u>1256</u>	<u>160</u>	
<i>Total</i>			

APPENDIX V: MAP SHOWING KISAUNI DISTRICT



Source: Kisauni CDF, retrieved from [http://www.kisaunicdf.co.ke/index-
php/template](http://www.kisaunicdf.co.ke/index.php/template)