

**INFLUENCE OF PARENTING STYLES ON ADOLESCENT GIRLS' ACADEMIC
PERFORMANCE IN PUBLIC GIRLS' SECONDARY SCHOOLS IN MAKADARA
SUB-COUNTY, NAIROBI COUNTY, KENYA.**

BY:

ROSEMARY W. KIAMA

1019408

**A THESIS SUBMITTED TO THE DEPARTMENT OF PYSCHOLOGY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS OF
EDUCATION IN COUNSELING PSYCHOLOGY**

AT

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Nairobi, Kenya

August, 2018

DECLARATION

DECLARATION

I, the undersigned, declare that this Thesis is my original work and has not been presented to any other institution of higher learning for academic purposes.

Name: Rosemary Wangechi Kiama

Reg. No: 1019408

Signature.....

Date.....20/9/2018

Declaration by Supervisor

This Thesis has been submitted for examination with my approval as the university supervisors;

Signature.....

Date.....28th Sept 2018

Name: Dr. Peter Aloka

Senior Lecturer, Catholic University of Eastern Africa

Signature.....

Date.....05/10/2018

Name: Dr. Elizabeth Ngumbi

Senior Lecturer, Faculty of Education, Catholic University of Eastern Africa

DEDICATION

I dedicate my dissertation to my dear husband and best friend Michael Waitara. Thank you very much for your unending support during my research. You always encouraged me to move on even when I was strongly tempted to give up. To my wonderful daughters Janel Karura and Liza Wairimu, thank you for supporting and encouraging me throughout my study. You are such a blessing in my life. May this research encourage you to perfect your academic pursuits until you realize your dreams.

AKNOWLEDGEMENT

I am grateful to God Almighty the source of all wisdom, knowledge and understanding. His grace has been sufficient for me throughout my endeavors.

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I am also grateful to the school principals, teacher counselors, parents and students who provided very useful information for this study.

ABSTRACT

This study investigated the influence of parenting styles on adolescent girls' academic performance in public secondary schools in Makadara Sub County, Nairobi County, Kenya. The study employed the correlation survey design. The study was guided by four research objectives: To establish the relationship between authoritarian parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub-county; To examine the relationship between authoritative parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub-county; To determine the relationship between permissive parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub-county; To find out the relationship between uninvolved parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub-county. The study was informed by Baumrind's Theory of Parenting Styles (TPS). Thirteen secondary schools in Makadara Sub County were randomly sampled. The target population of the study comprised form two students randomly sampled, counseling teachers and parents purposively selected. The study employed the use of questionnaires and interview guides to collect data. The quantitative data was analyzed using descriptive statistics; relationship between variables was subjected to inferential and non-parametric statistics on IBM SPSS version 22. Qualitative component was subjected to thematic analysis using quotes and narratives in line with the research objectives. The analysis revealed that parenting skills influenced the academic performance of adolescent girls. Authoritative parenting style was characterized with warmth, involvement, induction, reasoning, democratic participation, good natured control, easy going and leads to positive academic performance among girls. Analysis revealed a correlation coefficient of $r = .432$, $p = .212$. Authoritarian parenting style consists of verbal hostility, corporal punishment, non-reasoning, punitive strategies and directiveness. Findings of the research revealed that authoritarian parenting style has a significant effect on adolescent girls' academic performance ($r = -.509$, $p = .044$). According to the study there was a non-significant correlation between permissive parenting style and adolescent girls' academic performance ($r = -.944$, $p = .056$). Permissive parenting style is associated with lack of follow through, ignoring misbehavior and self-confidence which lead to negative academic performance. Finally findings from the study revealed that the correlation between uninvolved parenting style and adolescent girls' academic performance at $r = -.559$, $p = .150$. uninvolved parenting style is characterized with low levels of warmth and control, emotional detachment, annoyance and unresponsiveness which lead to negative academic performance among girls. In conclusion study recommended that parents should express love, democracy, open mind, show warmth and give their girls some level of freedom while still being in control.

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LIST OF ABBREVIATIONS AND ACRONYMS

AF – Assent Forms

EFA – Exploratory Factor Analysis

GPA – Grade Point Average

IBM – International Business Machines

ICF – Informed Consent Form

KCSE – Kenya Certificate of Secondary Examination

KMO – Kaiser-Meyer-Olkin

KNBS – Kenya National Bureau of Statistics

NACOSTI –National Commission for Science Technology and Innovation

PCA – Principal Components Analysis

SPSS – Statistical Package for the Social Sciences

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The academic performance of adolescents is a central focal point for any society due to the idea that ensuring their education helps promote a more successful future (Boon, 2007). Students who have higher academic performance are at an advantage in terms of positive outcomes such as joy, pride, and happiness (Elliot & Dweck, 2009). Having higher academic performance has been associated with positive characteristics, including self-esteem, self-efficacy, and motivation (Bandura, 2007). Academic success in terms of higher academic performance has long been thought to be the path to a stable livelihood and a successful future (Hyde & Kling, 2011). Low academic achievement may create many negative consequences for students. Students with low academic achievement may be more vulnerable to problems such as stress, hopelessness, delinquency, psychopathology, and substance abuse (Assarian, & Asqarnejad, 2006).

Therefore, it is essential to investigate factors that may influence academic achievement amongst school going adolescent girls in public secondary schools in Makadara Sub County in Nairobi County. Although there are many factors that influence academic success such as peer relationships and school environments, parenting styles may be especially an important influence on academic success (Eccles, 2010)

Researchers such as Chao and Querido (2012) have shown that parents, through their parenting styles built critical foundations for various aspects of children's development and achievement. Moreover, Jacobs and Harvey (2005) indicated that parenting style is one of the significant contributors to student's academic achievement in school. Further, Spera (2005) postulated that parenting styles emphasize on the response parents provide to their children and the method which they use to demand compliance from their children. Baumrind (2005)

categorized types of parenting style based on two dimensions which are responsiveness and demandingness. According to Baumrind, responsiveness refers to the degree that parents promote self-assertion and individuality by showing care and acceptance to children's desires. Care and acceptance includes kindness, support for independence, and logical contact. Demandingness refers to demands that parents make on children to be included into society (Baumrind, 2005). The demands are imposed through monitoring and controlling of children's behaviors, as well as communicating the demands directly to the children.

The combination of the levels of responsiveness and demandingness creates three types of parenting styles: authoritarian, authoritative and permissive (Baumrind, 2005). Authoritarian parents are highly demanding and unresponsive, and tend to emphasize obedience and respect for authority. Permissive parents have low levels of demandingness and high levels of responsiveness, and moderately imbalance in leniency. In contrast, authoritative parents show a sense of balance between high levels of demandingness and high levels of responsiveness. Parents who are authoritative will communicate with their children, monitor their children's behaviors and express warmth and support their children's needs and challenges. According to (Attaway & Bry, 2006) authoritarian parenting is related to low academic achievement and higher levels of school problems. Permissive parenting is also found to significantly correlate negatively with academic achievement (Lee, 2007). This means that parents with too high or too low demandingness and responsiveness have children with low academic achievement. Past studies conducted in South Africa and Nigeria established a positive correlation between authoritative parenting style and academic achievement (Slaten, 2009). As such, students with better academic achievement have parents who are more authoritative.

In Kenya like many other African countries, parenting style is an issue of concern when considering adolescents' academic performance especially girls. In Makadara Sub

County, the mean score from Kenya Certificate of Secondary Education revealed poor performance especially in girls' public secondary schools (KNBS, 2012). This was attributed to various factors but parenting styles was left out. Out of 10 school adolescent girls in the Sub County, 5 girls had poor academic performance which could be directly linked to home environment (Makini, 2012). Most of the girls who participated in the above study had low self-esteem, low self-efficacy and behavioral problems arising from their home environment. It is therefore requisite to undertake a scientific inquiry in an attempt to avert the negative experiences affiliated to poor parenting styles and enhance the adolescent girls' academic performance.

There is little research conducted at international and local levels on the influence of parenting styles on adolescent girls' academic performance, especially in public secondary school girls. Much of the research available has been primarily guided by the qualitative paradigm and the importance of subjective evidence. Past research has majorly focused on achievement motivation, cultures and self-efficacy than on the academic performance. This dearth of literature has provided the impetus for this research which focused on the influence of parenting styles on adolescent girls' academic performance in public secondary schools in Makadara Sub County, Nairobi County.

1.2 Statement of the Problem

The academic performance of adolescent girls in secondary schools has been an issue of concern in Kenya. Out of a total candidature of 522,870 in Kenya Certificate of Secondary Education in the year 2015, there were 279,289 boys and 243,581 girls. This presented a gender parity of 53.41% male to 46.59% female. Out of the 165,766 that attained the minimum university entry qualification of C+ and above, 95,533 (57.63%) were boys while 70,233 (42.37%) were girls. This shows that both the enrollment and performance of the girls sitting their K.C.S.E was lower compared to that of the boys. It is therefore of great

importance to explore the factors that affect the academic performance of adolescent girls with the aim of improving it in order to close that gap in performance.

While considerable research has been conducted internationally to examine the potential factors accounting for academic achievement of secondary school girls, there have been relatively few studies on this topic in the Kenyan context. In essence, those studies that have been conducted are not comprehensive enough to illuminate strong factors affecting girls' academic performance as they focused on few factors and it is evident that academic achievement is a product of multifaceted factors (Makini, 2012). Therefore, this research extended on this work by examining the influence of parenting styles which is non-cognitive factor on secondary school girls' academic performance. This will help to comprehensively explicate and understand the potential influence of parenting styles which account for academic performance of girls and to develop and employ the possible and timely strategies for intervention.

1.3 Research Questions

To meet its objectives, this study sought to answer the following questions:

- i. To what extent does authoritarian parenting style influence adolescent girls' academic performance in public secondary schools in Makadara Sub-county?
- ii. What relationship exists between authoritative parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county?
- iii. In what ways does permissive parenting style influence adolescent girls' academic performance in public secondary schools in Makadara Sub-county?
- iv. What is the relationship between uninvolved parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county?

1.4 Research Hypotheses

The following research hypotheses were tested:

H₀₁: There is no statistically significant relationship between authoritarian parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county.

H₀₂: There is no statistically significant relationship between authoritative parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county.

H₀₃: There is no statistically significant relationship between permissive parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county.

H₀₄: There is no statistically significant relationship between uninvolved parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county.

1.5 Significance of the Study

The findings of the study have potential contributions to various stakeholders including parents, counsellors, school administrators, policy makers and the adolescents themselves.

First, the findings of this study are expected to highlight the influence of different parenting styles on adolescent girls' academic performance in secondary schools of Makadara Sub County. The findings would elucidate the challenges and benefits associated with different parenting styles in a bid to enhance academic performance of adolescent girls. Findings of this study are also expected to provide insight to parents to enable them nurture their children well by adopting acceptable parenting styles in order to enhance good academic performance in their children. In addition, the study would unravel the negative influences of poor parenting style thus enabling counseling practitioners to hatch effective counseling

programmes suitable for both parents and adolescents. This would ensure that parents become more responsible when dealing with adolescents hence ensuring good academic performance.

Moreover, the government through the Ministry of Education could use the findings of the study as a platform for awareness creation. This awareness could help many parents to acquire the requisite knowledge on good parenting and improve the social, personal and academic well-being of their children. The study would also help the schools administrators to strengthen the content of existent counseling programmes to include family based interventions like parenting. The schools could therefore collaborate with parents to ensure that both school and home environments are made suitable for adolescents' academic performance.

Finally, the study would also be vital to adolescents since it would make them aware of negative influences of parenting styles. This may enable them to adopt coping strategies to ensure that their academic performances are not negatively affected. The findings of this study may form the basis for further research by other scholars to address the knowledge gaps since the topic is wide and it may not be practically possible to explore every construct in the phenomenon under scrutiny.

1.6 Scope and Delimitations of the Study

The study was geographically limited to Makadara Sub County in Nairobi County. The rationale for this spatial scope was informed by the researcher's familiarity with the area and her experience as a parent and teacher in the same area. In this area, six girls' public secondary schools were chosen for the study. This was due to the fact that the researcher's budget could not cover all the schools in the Sub County.

One assumption made by the researcher was that all the respondents would respond to the questions honestly. The researcher also assumed that the sample used in the study would be representative of the population.

One limitation experienced in this study was data collection from the parents. Accessing the parents of the students was a challenge hence the researcher asked for assistance from the teacher counselors. Furthermore efforts to get male parents for interview did not bear any fruit.

1.7 Theoretical Framework

This study was informed by Theory of Parenting Styles founded by Diana Baumrind in 1971. She postulated that parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. Two points are critical in understanding this definition. First, parenting style is meant to describe normal variations in parenting. In other words, not deviant parenting such as abusive or neglectful homes. Second, Baumrind assumes that parenting revolves around issues of control. Although parents may differ in how they do this, it is accepted that this is a primary role of all parents (Baumrind, 2009).

Parenting style captures two important elements of parenting: warmth and control. Parental warmth refers to the “degree to which parents are accepting and responsive of their children’s behaviour as opposed to being unresponsive and rejecting”. Parental control refers to “the claims parents make on children to become integrated into the family whole, by their maturity, supervision and disciplinary efforts”. When the two aspects of parenting behaviour are combined in different ways, four primary parenting styles emerge.

1.7.1 Authoritarian Parenting Style

According to Baumrind, authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of warmth. Parents

who adopt such styles expect strong obedience from their children and favour punitive discipline in response to acts of rebellion (Kang & Moore, 2011). They are usually found setting strict rules to abide by and monitoring their child's time as well as their activities during the day and night (Areepattamannil, 2010). Moreover, the use of this authoritarian style precludes effective discussion of any sort, between parents and children, which places more pressure on the children than any other parenting style.

Authoritarian parenting is believed to have adverse effects on children's psychological development. "Empirical studies showed that children with authoritarian parents tended to exhibit anxious and withdrawn behaviours, lack self-reliance,[and] rely on authority figures to make decisions" (Kang & Moore, 2011,p.134), diminishing their sense of personal value and responsibility. Additionally, the high level of parental pressure incorporated within the authoritarian style can often reduce children's intrinsic motivation, causing them to be reliant on extrinsic sources, thus undermining the process of learning (Grolnick, 2013). These types of behaviours often trigger poor communication skills (Verenikina, Vialle & Lysaght, 2011), an essential component predictor of future success.

Due to authoritarianism's high control over children, numerous studies have found the parenting style to be negatively associated with academic achievement (Dornbusch, 2010). A large body of research has documented that parental monitoring is related to lower academic performance (Rogers,Theule, Ryan,Adams & Leating, 2009). In fact, Brown and Iyengar (2008) have found that this overemphasis may, in fact, alienate children. Placing excessive pressure on children and interfering with their studies may lead to children having lower academic competence and, consequently, lower academic achievement (Rogers et al., 2009).

1.7.2 Permissive Parenting Style

On the other end of the spectrum, permissive parenting is characterized by little control over children, aiming for high levels of warmth. Unlike authoritarian parents,

punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life (Kang & Moore, 2011). Being more responsive than demanding, parents of this style have relatively low expectations for their children, setting very few, if any, rules. They often take a very casual and easy-going approach (Verenikina, Vialle & Lysaght, 2011) toward their children, opening up conversations and subsequently developing warmer relationships between them.

Despite the high provision of warmth, the low levels of control that permissive parents have over their children ultimately reduce their social competence. Children reared by permissive parents tend to be less self-reliant [and] less tolerant of frustration (Kang & Moore, 2011) they are so familiar with their wants being met at home that they expect everyone else to treat them the same way. In addition, similar to the authoritarian style, children raised by permissive parents are less likely to be intrinsically motivated, thus lacking persistence in approaching learning tasks (Kang & Moore, 2011). Ultimately, their lack of self-control often causes difficulties when engaging in social interaction (Brown & Iyengar, 2008), and they may even go so far as to being the school bullies or, ironically, victims of bullying from other children.

Permissive parenting has a tendency to lead children toward lower academic performances. Dornbusch (2010) found that permissive parenting is negatively associated with higher academic achievement, which is most likely the result of the parents' lack of control and discipline over their children. The majority of young children, if left to choose between work and play are likely to choose 'play'. Consequently, the permissive parent's non-punitive and accepting approach toward their children's desires (Baumrind, 2009) does not assist the children in building an appropriate educational foundation but, rather, harms their potential for academic success.

1.7. 3 Authoritative Parenting Style

The mixed balance between parental warmth and strictness summarizes the general attitude belonging to authoritative parents. This democratic approach acknowledges the child's need for both discipline and individuality (Tiller, Garrison & Block, 2003), promoting an open relationship where problems can be discussed and resolved together as a team. Authoritative parents often hold high expectations for their children but, unlike the authoritarian style, the children are consistently encouraged along the way. Researchers have suggested that authoritativeness holds the central trio in good parenting – warmth, control and democracy (Steinberg, Lamborn, Darling, Mounts & Dornbusch, 2012), which explains why it is often deemed as the most successful parenting style for student achievement.

The success of authoritative parenting is most notable in the various behavioural indicators exhibited by their children. Students of authoritative parents have shown such values as a “stronger work orientation, greater engagement in classroom activities, higher educational aspirations, more positive feelings about school, greater time spent on homework, more positive academic self-conceptions, and lower levels of school misconduct, such as cheating or copying” (Steinberg et al., 2012, p.1267). Therefore, the supportiveness and encouragement employed within the authoritative parenting style eventually “provides their children with a sense of initiative and confidence in relation to learning” (Rogers et al., 2009, p.35), paving the way for academic success.

Authoritative parenting has often been found to be positively associated with higher achievement. Several studies have suggested that children raised by authoritative parents usually achieve better than their peers in school (Steinberg et al., 2012). Whilst the use of parental monitoring is beneficial to children's learning progress, authoritativeness differs from the authoritarian style in that encouragement is used simultaneously to produce a more positive impact on children's achievement. This indicates that “rewarding learning-related

behaviours with encouragement and praise” (Areepattamannil, 2010, p.287), and not ignored or punished for doing otherwise, can be seen as the key for higher achievement in school. Furthermore, Boveja (2008) has suggested that since children of authoritative parents are more enthusiastic about school, they are often found engaging in more effective learning strategies, and will thus more likely work toward higher academic results. Therefore, when compared with other styles, children of authoritative parents tend to be higher academic achievers.

1.7.4 Uninvolved Parenting Style

The uninvolved style is predominantly characterized by low levels of both warmth and control. This often reflects the parents’ emotional detachment from the children as they are often seen responding only to their children’s needs out of annoyance rather than compassion (Tiller, Garrison & Block, 2003), and would otherwise be completely unresponsive. Due to the lack of care and discipline for the child, as the name of the style suggests, parents are usually uninvolved in the child’s life in general. Thus, they do not often volunteer to partake in research studies (Tiller, Garrison & Block, 2003), with a massive 43 per cent of parents on average never participating in school activities (Steinberg et al., 2012). Consequently, this has led to a deficiency of knowledge about this style and so less is known about uninvolved parenting than any other style.

Whilst the higher achievers are more likely to have parents who hold high expectations for them (Areepattamannil, 2010), children of uninvolved parents might be seen with a lack of direction in everyday life. Since uninvolved parents do not provide the necessary attention for their children’s needs, the children may likely engage in socially unacceptable behaviour within and outside of school, as they attempt to seek this attention. Engaged in such activities, and with the absence of expectations from others, they may not have the necessary motivation for educational pursuits. It is thus essential that children of this

parenting style, and their parents, are sought out, in order to provide appropriate supportive measures, such as counseling services, to assist and guide them in obtaining a direction in life. However, as indicated before, little is known about this style due to the uninvolved approach, thus, more research needs to be conducted.

However, scientific critiques have also been advanced against the definition of authoritative parenting which seems to be firmly rooted in somewhat rigid mental principles of rules and norms with little room for situational flexibility and space for following your intuition and gut feeling (Lewis, 2013). Similarly, Grolnick (2011) also disagrees with Baumrind in context. She argues that good parenting skills are not about being able to control children and their behavior but about having a flexible mind. She says that each situation is different, and a child's needs may differ from one situation to the other and therefore each situation typically requires different parental responses and places particular emphasis on making space for the child's needs for asserting their will in order to respect their need for independence and autonomy.

1.7.5 Strengths of Baumrind's Theory of Parenting Styles to this Study

Baumrind's theory of parenting styles proposes that parenting styles and practices influence psychosocial development of a child. An adolescent's academic achievement is referred to be part of psychosocial development (Bernstein, 2011). This theory therefore supported the main objective of this study which was to investigate the influence of parenting styles on adolescent girls' academic performance.

1.7.6 Weaknesses of Baumrind's Theory of Parenting Styles to this Study

The theory of parenting styles advanced by Diana Baumrind fails to acknowledge that many parents are likely to use a mixture of parenting styles when parenting adolescents (Maccoby, 2007). Thus, parents may modify their individual parenting skills to fit particular

circumstances. Owing to this, it is not easy to find a group of adolescent assigned to a set of parents who will solely use a specific parenting style.

However, this study overcame this limitation by employing likert scale measurement to determine the adolescent girls' perceptions on parenting skills used by their parents.

1.7.7 Suitability of Baumrind's Theory of Parenting Styles to this Study

Diana Baumrind's theory of parenting styles suggests that parenting styles and the quality of a parent and adolescent relationship may have an impact on the psychosocial development among adolescents (Bernstein, 2011). An adolescent's emotions, autonomy, achievement, and identity are all referred to as part of psychosocial development. Therefore the researcher found this theory suitable in assessing the influence of parenting styles on adolescent girls' academic achievement.

1.8 Conceptual Framework

Parenting styles have various components which affect adolescent girls' academic performance in different ways. Depending on the style applied by the parents, the academic performance of the adolescent girls may be strengthened or weakened. For instance, according to Baumrind (2005), responsiveness refers to the degree that parents promote self-assertion and individuality by showing care and acceptance to children's desires. Care and acceptance includes kindness, support for independence, and logical contact. Demandingness refers to demands that parents make on children to be included into society (Baumrind, 2005). The demands are imposed through monitoring and controlling of children's behaviors, as well as communicating the demands directly to the children. The combination of the levels of responsiveness and demandingness creates four types of parenting styles: authoritarian, authoritative, permissive and uninvolved (Baumrind, 2005). Authoritarian parents are highly demanding and unresponsive, and tend to emphasize obedience and respect for authority. Permissive parents have low levels of demandingness and high levels of responsiveness, and

moderately imbalance in leniency. In contrast, authoritative parents show a sense of balance between high levels of demandingness and high levels of responsiveness. Parents who are authoritative will communicate with their children, monitor their children’s behaviors, and express warmth and support their children’s needs and challenges. Uninvolved parents are not warm and do not place any demands on their children.

Past studies showed that authoritarian parenting is related to low academic achievement (Attaway & Bry, 2006) and higher levels of school problem (Roche, Ensminger, & Cherlin, 2007). Permissive parenting was also found to significantly correlate with academic achievement (Lee, 2007). This means that parents with too high or too low demandingness and responsiveness have children with low academic achievement. Past studies have established a positive correlation between authoritative parenting style and academic achievement (Pong, Johnston & Chen, 2009). Students with better academic achievement have parents who are more authoritative. However, the outcome of academic performance can be mediated by various stakeholders such as counselors, teachers, peers and the government to ensure high academic performance.

The interaction between parenting styles (independent variable) and academic performance (dependent variable) is presented in Figure 1

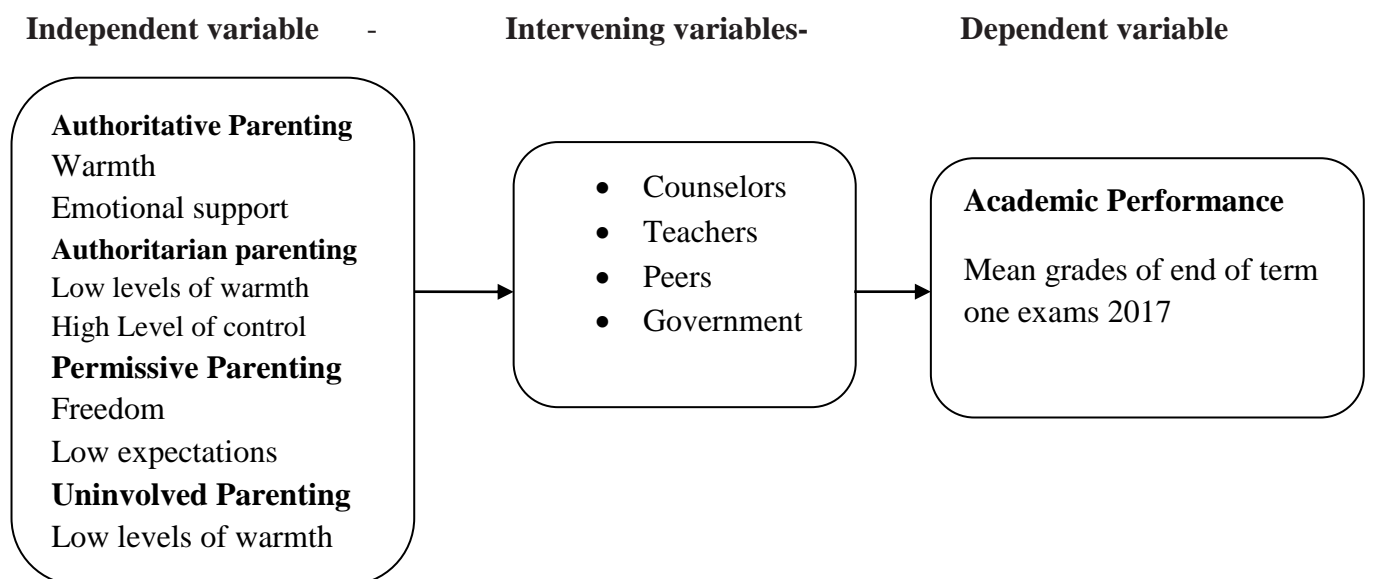


Figure 1: Schematic Framework Showing the Relationship between Parenting Styles and Academic Performance

1.9 Operational Definition of Key Terms

The following terms were defined according to the context of the study:

Adolescent girl - A female child within developmental stage of between 12 and 18 years of age.

Authoritarian Parenting Style - A parenting style marked by parental behaviours that are highly restrictive and very demanding. It is high in control and demands, but low in support and bi-directional communication between parents and children.

Authoritative Parenting Style - A parenting style characterized by an optimum balance of responsiveness and demandingness; and directing children in a rational, issue-oriented, disciplined manner by clarifying the reasoning behind rules. It is high in all dimensions of family functioning.

Demandingness- Refers to demands that parents make on children to be included into society.

Parenting - The rearing of a child or children especially the care, love and guidance given by a parent.

Parenting style- Is a psychological construct representing standard strategies that parents use in their child rearing.

Permissive (Indulgent) Parenting Style - A parenting style characterized by non-restrictiveness and high levels of responsiveness. It is high in nurturance but low in maturity demands, supervision, and bi-directional communication between parents and children.

Public secondary school- An institution of learning granting certificates (KCSE). The institution is established and maintained by funding from the Exchequer.

Responsiveness- Refers to the degree that parents promote self-assertion and individuality by showing care and acceptance to children's desires.

Self-efficacy - Confidence in one's ability to take action. It is influenced by mediating variables and in turn influences expectations.

Self-esteem- Self-esteem, rather than being something that you know about yourself, is your general attitude toward yourself. It is mostly measured on a scale from positive to negative, and your self-esteem is typically based on whether you think you are successful, a good person, smart, and so on. It can vary depending on the situation and what have been going on lately, and any feedback you have gotten recently from your environment and people around you.

Uninvolved (Neglectful) Parenting Style -The style of parenting low in both dimensions (like the degree of responsiveness and demandingness) and which is believed to be the most detrimental of the four types of parenting styles on children's and adolescents' development.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents review of related literature in line with themes pertinent to the research objectives. As such, the first section addresses authoritarian parenting style and academic performance, the second section is on authoritative parenting style and academic performance. The third section addresses permissive parenting style and academic performance while part four of this review consists of literature on uninvolved parenting style and academic performance. For each research objective, two international, regional and local empirical studies have been reviewed. In addition, these studies are critiqued by identifying the knowledge gaps in the contexts, methodological sections, samples, data collection instruments and procedures, data analysis procedures, findings, conclusions and recommendations. A summary of literature review and research gaps is also covered at the end of this chapter.

2.2 Authoritarian Parenting Style and Academic Performance

Cherry (2013) conducted a study in South Africa on authoritarian parenting style and students' academic performance. She used a sample of 300 students from both private and public schools in Johannesburg area and found out that authoritarian parents are those who attempt to shape, control and evaluate the behaviour of the child without considering the feelings of the child. Questionnaires were used to collect data using descriptive survey design. In this style of parenting, the children are required to follow rules without any explanations from the parents. The study concluded that parents practicing this style of parenting demand too much from their children while they seem to neglect their

responsibility toward their children. Whereas the above reviewed study was carried out in South Africa, little literature is available on Kenyan context.

A study was carried out by Nyarko (2011) on the influence of parental authoritativeness on adolescents' academic achievement in Ghana. The sample for the study was drawn from three senior high schools in the central region of Ghana. Only second year and third year (final year) students were used in the study. The schools are; University Practice Secondary School, Ghana National College and Assin Manso Secondary School all located in the central region of Ghana. Questionnaires were used to collect data on parenting styles while students' grades in schools were used to measure academic achievement. The findings showed a positive and significant relationship between parents' authoritativeness and their children's school grades (academic achievement). The study recommended that, parents should provide a democratic atmosphere in the home which could provide children the opportunity to share their views on important matters.

The above reviewed study was conducted in Ghana and focused on influence of parental authoritativeness on adolescents' academic achievement in Ghana. The current research was done in Kenya, hence filling the gaps in geographical and contextual frameworks. In addition, the reviewed study focused on authoritative parenting only. The current study took a holistic approach and addressed all the parenting styles and how they influence academic achievement of adolescent girls. Further, the reviewed study only used questionnaires to collect data. The current study addressed the possibility of biasness because it employed triangulation.

According to Kang and Moore (2011), authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of warmth in the United Kingdom. The sample of this study was drawn from 900 parents and 400 students in third and fourth grades in elementary schools. Questionnaires were used to

obtain data from the above respondents and GPA (Grade Point Average) was used to explicate academic achievements. The study found out that parents who adopt such styles expect strong obedience from their children and favour punitive discipline in response to acts of rebellion leading to poor performance in school.

The reviewed study above was limited in context of authoritative parenting. As such, the current study captured all the parenting styles to address the existing gaps in literature. Further, the current study was conducted in secondary schools while the reviewed study was carried out in primary schools. The reviewed study was carried out in the United Kingdom and due to geographical variances with Kenya where the current study was done; the findings may not be expressly transferable.

Verenikina, Vialle and Lysaght (2011) conducted a study in India to find out the relationship between authoritarian parenting and high school students' academic performance and psychological development. The sample was drawn from 1000 students across 12 schools in New Delhi. The study revealed that the high level of parental pressure incorporated within the authoritarian style often reduced children's intrinsic motivation, causing them to be reliant on extrinsic sources, thus undermining the process of learning and academic performance.

The current study addressed the gaps in research design because it adopted both qualitative and quantitative paradigms in order to reinforce objectivity and wholeness of the findings. The reviewed study was also aimed at authoritative parenting and not all the parenting styles. Further, the study was carried out in India but there is little literature in the Kenyan context which the current study sought to address.

Due to authoritarianism's high control over children, numerous studies have found the parenting style to be negatively associated with academic achievement (Odipo, 2011). He conducted a study on authoritarian parenting and motivation of students in academic work in

Siaya County. A large sample of 2400 students and 530 parents and 100 teachers were drawn from both public and private schools: Maranda Boys, St Mary's School Yala, Sawagongo, Aluor girls, Ulumbi, Barding, Mbagu girls, Ambira Boys, Ngiya Girls, Nyaminia Mixed school, Nyagondo, Jubilee mixed school, Wagai mixed school, Kagilo, Gongo mixed and Segu Girls. This study documented that parental monitoring was related to lower academic performance which was common among day mixed schools. Odipo concluded that that this overemphasis may, in fact, alienate children, placing excessive pressure on children and interfering with their studies and lead to children having lower academic competence and, consequently, lower academic achievement.

The reviewed study was carried out in boys and girls as well as public and private schools. The findings were therefore general and not specific to any gender. Therefore, the current addressed this gap by focusing on girls' public boarding schools. While the reviewed study above was conducted in Siaya County, the current study was carried out in Makadara Sub County where scanty information was available.

Ambala (2010) found that authoritarian parenting leads to a competitive environment in which parents discourage spontaneity and support within the parent-child relationship decreases. This study was conducted in Kisumu County with a sample of 1000 students using random sampling and disproportionate stratified sampling. The design for the study was correlational survey. The findings for the study showed that authoritarian parenting was common among parents than any other method. The results of the study showed that authoritarian parents were extremely strict and highly controlling; they dictate how their children should behave without giving room for any dissenting opinion or behaviour from their children thereby creating little communication between parents and children. The study associated this type of parenting with low academic performance.

While the reviewed study above was conducted in Kisumu County, the current study was conducted in Makadara Sub County. In addition, the reviewed study was only focused on authoritarian parenting while the current study addressed all the parenting styles and how they correlate to girls' academic performance.

2.3 Authoritative Parenting Style and Academic Performance

Researchers have suggested that authoritativeness holds the central trio in good parenting – warmth, control and democracy (Steinberg, 2012), which explains why it is often deemed as the most successful parenting style for student achievement.

Cramer and Don (2012) conducted a study on the influences of parenting styles on children's classroom motivation in Louisiana State, USA. This study was part of a larger, longitudinal project investigating the relationships between family stress processes and children's development. The population of this study included 281 first and third grade students and their parents in a mid-sized Southern city. Parenting styles data for this study were collected via mailed questionnaires consisting of the Primary Caregivers Practices Report and questions used to obtain demographic information. Motivation data were collected via child interviews using the Self-Report Scale of Intrinsic versus Extrinsic Motivation in the Classroom and the Teacher-Report Scale of Intrinsic versus Extrinsic Motivation in the Classroom which was given to teachers to complete. The results of the study showed that mothers' authoritative parenting was positively related to first graders' mastery motivation, fathers' authoritarian parenting was negatively related to first graders' mastery motivation.

The reviewed study was focused on effect of parenting styles on students' class motivation and did not conclusively address the effect on academic performance which was the crux of the investigation in the current study. Further, the current study focused on adolescent girls to provide specific solutions that may not have been covered in the reviewed

study above. Moreover, the reviewed study above was done in the USA and differences in geographical contexts of the two studies may reveal different findings.

According to Rogers (2012), the success of authoritative parenting is most notable in the various behavioural indicators exhibited by their children in the United Kingdom. Students of authoritative parents have shown such values as a stronger work orientation, greater engagement in classroom activities, higher educational aspirations, more positive feelings about school, greater time spent on homework, more positive academic self-conceptions, and lower levels of school misconduct, such as cheating or copying. This study was conducted in Scotland on relationship between authoritative parenting and adolescent students' behaviours in school. A total sample of 312 students was drawn from 4 schools using simple and stratified random sampling techniques.

The findings of the study indicated that the supportiveness and encouragement employed within the authoritative parenting style eventually provides the children with a sense of initiative and confidence in relation to learning paving the way for academic success. The reviewed study was only quantitative in nature and may have left the in depth qualitative data which is required for details. Therefore, the current study adopted both quantitative and qualitative designs.

Steinberg and Mounts (2009) conducted a study over authoritative parenting in terms of psychosocial maturity and academic success among adolescents in the United Kingdom. The purpose of this study was to determine if authoritative parenting facilitates rather than just associates school success. One hundred and twenty families with children between the ages of 11 and 16 participated in this study. Data were collected on family relations and psychosocial maturity from the adolescent during school and home visits. School grades and standardized achievement scores were also gathered for each participant. Each participant completed a questionnaire over psychosocial maturity.

Results indicated that authoritative parenting does likely facilitate academic achievement as adolescents who described their parents as granting them greater psychological autonomy and high levels of involvement showed greater increases in grades over the one year period of this study. Authoritative parenting also has a positive impact on psychosocial maturity which in turn has a high impact on school achievement. It was also discovered that the three components of authoritative parenting examined in this study (parental acceptance, psychological autonomy, and behavioural control) each make individual positive contributions to school achievement. The reviewed study was limited to authoritative parenting. Therefore, the current study focused on all parenting styles and their influence on adolescent girls' academic performance.

Another study conducted in Egypt by Areepattamannil (2011) to find out the effect of authoritative parenting on students achievements revealed that authoritative parenting was positively associated with higher achievement because it uses encouragement and monitoring simultaneously to produce a more positive impact on children's achievement. The sample was drawn from 200 high school respondents in public schools using random and disproportionate stratified sampling. Results of the study showed a positive and significant relationship between authoritative parenting and academic achievement. Furthermore, the study reported that authoritative parenting involved rewarding learning-related behaviours with encouragement and praise but did not ignore punishment for doing otherwise. The study concluded that children of authoritative parents are more enthusiastic about school, they are often found engaging in more effective learning strategies and will thus more likely work toward higher academic results. Therefore, when compared with other styles, children of authoritative parents tend to be higher academic achievers.

While the reviewed study above was conducted in Egypt, scanty information is available in Kenya especially Makadara Sub County. In addition, it was not focused on all the

parenting styles and how they relate to girls' academic performance which the current study addressed.

Ndong'a (2012) carried out a study in Nakuru County on the impacts of parenting on children's schooling. He posited that being the backbone of every child, 'parenting style' is an intricate aspect to grasp despite the voluminous research that exists. The purpose of the study was to synthesize the various researches on theoretical findings, in relation to Diana Baumrind's parenting styles. The study used pre-set questionnaires to collect data which was analyzed using confirmatory factor analysis. Moreover, it examined the different ways in which parenting styles impact on children's behaviour, which, in turn, influences the predictive effects on their academic achievement. The study concluded that the gap between children's home and school environments should be bridged bringing together the key elements of children's lives, in order to form a more-informed approach toward their learning and academic achievement.

The reviewed study only used questionnaires to collect data while the current study employed triangulation in data collection. While the reviewed study above was conducted in Nakuru, scanty information is available in Makadara Sub County. In addition, it was not focused on all the parenting styles and how they correlate to girls' academic performance which the current study sought to address.

2.4 Permissive Parenting Style and Academic Performance

In a study conducted by Leiderman (2013), the relationship of permissive parenting style to adolescent school performance was analyzed. Participants were drawn from 7,836 high school students from New Zealand and most of the data were derived from a questionnaire completed by the adolescents. The questionnaire asked questions relating to background characteristics of the students, self-reported grades, perceptions of parental attitudes and behavior, and family communication patterns. Researcher then assigned a

permissive parenting style based on Baumrind's classification criteria to each participant's parents. He decided to use grades as a basis of academic performance because school officials felt that these were more representative than standardized test scores or intelligence tests. School grades and parenting style were then analyzed to determine if permissive parenting style influences academic success.

In relation to school performance and parenting style, results showed that permissive parenting style had a negative correlation with grades. These findings substantiate previous research showing that permissive and authoritarian parenting styles are associated with lower grades which is held true for students from a variety of different backgrounds. The reviewed study above was done in New Zealand and used several academic success correlates while the current study only focused on general academic performance. The study employed questionnaires only thus, may have been biased in its findings. To address this gap, the current study used correlational survey design and triangulation to avoid investigator or informant biases. As such, the findings of the current study are more reliable and could be generalized to a larger population under the same constructs.

Brown and Park (2013) studied the relationship between permissive parenting and adolescents' self-esteem and academic achievement in Denmark. The study employed correlational survey design and used a sample of 2000 respondents chosen randomly. Questionnaires were used to obtain data while GPAs were used to gauge academic performance and self-esteem respectively. The findings indicated that children raised by permissive parents are less likely to be intrinsically motivated, thus lacking persistence in approaching learning tasks leading to low academic performance.

The reviewed study used questionnaires to collect data. To close this gap, the current study employed triangulation to avoid investigator or informant bias. Moreover, the study

was limited to permissive parenting while the current study included authoritarian, authoritative and unresolved parenting styles in order to widen the scope of solutions concerning parenting styles.

Tilahun (2012) examined the interrelationships between permissive parenting style, psychosocial adjustment and academic achievement with a sample of 300 (147 females and 153 males) grades 9 and 10 high school students in Nigeria. He used questionnaires to collect data from parents and students who were in their last year of study. The study used random sampling to pick its respondents. The findings of the study showed that students who perceived their parents as permissive had significantly lower academic achievement and psychosocial adjustment compared to their counterparts who rated their parents as authoritative. Furthermore, this investigator reported that both dimensions of parenting (like parental acceptance and parental control) had significant and positive direct and indirect effects (via psychosocial adjustment, specifically, through self-reliance and work orientation) on the academic achievement of students.

The reviewed study above was conducted in Nigeria and took a wide intellectual boundary including students' (boys and girls) psychosocial adjustment. Further it was based on comparison of the influence of parenting styles on different constructs. However, the current study limited its intellectual boundary to adolescent girls' academic performance to reinforce accuracy of the findings. It used correlational design and triangulation through data source and instruments to avoid investigator bias. Finally, the reviewed study focused on both boys and girls while the current study focused on girls alone to be gender specific.

A study conducted in Addis Ababa, Ethiopia by Abesha (2010) with a sample of 335 (160 females and 175 males) high school students recruited from the Amhara and Wolayta ethnic groups also demonstrated that permissive parenting style had a negatively significant effect on academic achievement. The study was conducted to elucidate the relationship

between permissive parenting and students' academic achievements. The sample was chosen using random sampling and stratified sampling techniques. The study used survey design and questionnaires to elicit data. More specifically, the study reported that male students who characterized their parents as permissive had lower academic performance compared to their counterparts who described their parents as authoritative. Further, the study concluded that male students from authoritarian families performed better in academic achievement than their counterparts from indulgent and neglectful families. However, he found that the scholastic performance of female students was not significantly different as a function of the parenting styles in their families.

One of the gaps in the above reviewed study is that it drew its respondents from two ethnic groups. This may have caused bias since parenting is a construct applicable across all ethnic groups and races alike and could not scientifically be confined to specific ethnic groups. To address this gap, the current study drew its informants from all the ethnic groups using random and stratified sampling techniques. Further, the study used a general survey design without specificity. As such, the current study adopted correlational survey design and used parents, teachers and students to collect data. Unlike the reviewed study, the current one was gender oriented making objective inquiry into the phenomenon under scrutiny by using adolescent girls as respondents.

Fred (2008) examined the teacher relationship behavior and parenting style correlates of students' academic achievement in English language with a sample of 210 (120 females and 90 males) grade seven students in Uganda. He used a multiple-case study design to examine the learning experiences of students and English teachers in school/class work. To achieve this, he used interviews to collect data which were subjected to content analysis using thematic areas. This investigator found that students who perceived their parents as

permissive had negative and insecure relationships with their English language subject teachers and lower scholastic achievement in English language subject.

The intellectual context of the current study was based on the influence of parenting styles on adolescent girls' academic performance. Thus, the constructs under scrutiny differed from those used to underpin the reviewed study above. In addition, the current study used adolescent girls only in a bid to address gender specific issues concerning parenting style and academic performance. Further, the current study used a quantitative paradigm in order to reinforce objectivity of the findings. This was achieved through use of semi-structured questionnaires and interviews informed by a correlational survey design.

Studies conducted in Kenyan schools have also reported similar findings. For instance, Kambo's (2006) study that examined the relationship of parenting styles and academic performance in Bungoma County with a sample of 190 (111 females and 89 males) form three and four students found that students who rated their parents as permissive had significantly lower academic achievement as compared to their counterparts who perceived their parents as authoritative or authoritarians. The study employed random and stratified sampling to choose participants. He used descriptive survey design and employed surveys and interviews to collect data from students and teachers. This researcher also reported that permissive parenting has a tendency to lead children toward lower academic performances. The study found that permissive parenting was negatively associated with higher academic achievement, which is most likely the result of the parents' lack of control and discipline over their children. The majority of adolescents who were sampled in Bungoma indicated that if left to choose between work and play they were likely to choose play. Consequently, the permissive parent's non-punitive and accepting approach toward their children's desires did not assist the children in building appropriate educational foundation but, rather, harmed their potential for academic success.

The reviewed study above had notable gaps in the type of respondents: it elicited information from teachers and students leaving out key respondents who are parents. The results of the study may have fell short of being legitimate since students may have been biased. The current study addressed this gap by incorporating parents as key informants since parenting is done by them. The geographical context of the reviewed study was Bungoma County and the findings may not be generalized in Nairobi County, this informed the need to undertake the current study in order to bridge any gap due to demographical differences between the two counties.

2.5 Uninvolved Parenting Style and Academic Performance

The uninvolved style is predominantly characterized by low levels of both warmth and control. Garrison and Block (2013) conducted a study in Berlin on influence of uninvolved parenting style on students' academic performance. The study used a sample of 1000 students drawn from both gender using stratified random sampling. They asserted that this often reflects the parents' emotional detachment from the children as they are often seen responding only to their children's needs out of annoyance rather than compassion and would otherwise be completely unresponsive. Consequently, this led to low academic performance. style.

The current study focused on adolescent girls in order to provide solutions that are not general but specific to girls in Nairobi County. This addressed the gap left in the reviewed study above through general recommendations. In addition, the reviewed study was limited to uninvolved parenting style and did not investigate the other three parenting styles which were investigated in the current study. Moreover, the current study was carried out in Kenya which is a developing country in order to address the assumptions that may have been made in Germany which is a developed country with more open family systems.

In a study conducted on relationship between uninvolved parenting and academic

achievements by Glasgow and Ritter (2007) in Minnesota, data were collected and examined relating to parenting style, adolescent's causal attributions and four educational outcomes. The educational outcomes were classroom engagement, homework, academic achievement and educational expectations. Classroom engagement referred to the extent to which the adolescent was attentive and engaged in classroom instruction. Homework was measured in terms of the amount of time spent on homework each week. Academic achievement was measured through self-reported grades and was used as an indicator of school performance. Finally, educational expectations were assessed by asking participants how far they expected to go in school given their individual situation. Parenting styles were assigned according to questionnaires completed by each participant. The parenting style index developed by Steinberg, Lamborn, Darling, Mounts and Dornbusch (2012) was used and measures of parental responsiveness and demandingness were analyzed. After each participant completed the questionnaire, uninvolved parenting style was assigned.

Results of the study showed that adolescents from neglectful parents reported the highest proportion of dysfunctional attributions. High proportions of dysfunctional attributions were also linked with decreased classroom engagement, decline in the amount of time spent on homework, lower academic achievement and lower expectations for educational advancement.

The reviewed study above focused on educational outcomes, classroom engagement, homework, academic achievement and educational expectations but the current study delved into four parenting styles and academic performance.

According to Okoro (2013), children of uninvolved parents might be seen with a lack of direction in everyday life. He conducted a study in Okoyi, Upper Nile area of Nigeria on the impact of parenting styles on students' achievements. The design for the study was survey. The sample for the study was 118 secondary students selected through

simple random and stratified random sampling techniques. The findings of the study showed that uninvolved parenting style is less common among parents especially of black origin in Nigeria. Findings of the study revealed that uninvolved parenting negatively affected children's academic performance.

The current study employed correlational survey research design in order to illuminate the relationship between parenting styles and girls' academic performance. This was meant to address the inadequacy inherent in the survey design used in the reviewed study above. The current study was conducted in urban Nairobi County to address the differences in rural areas in Nigeria where the reviewed study was conducted.

Greenwood (2013) investigated the relationship between uninvolved parenting style and students' academic performance in South Africa. The design for this study was correlational survey. The samples were drawn from 6 secondary schools for both boys and girls. Questionnaires and document analysis were used to acquire data on parenting style and academic performance respectively. The researcher posited that since uninvolved parents do not provide the necessary attention for their children's needs, the children may likely engage in socially unacceptable behaviour within and outside of school, as they attempt to seek this attention. In addition the findings of the study showed that when students are engaged in such activities, and with the absence of expectations from others, they may not have the necessary motivation for educational pursuits. This would in turn lead to low academic performance.

As opposed to the reviewed study above, the current study employed triangulation via data collection instruments to obtain objective findings from the informants and address bias. In addition, the demographic dynamics in South Africa differ from those of Kenya. The current study also focused on girls because some research has proved that they are differently influenced by parenting styles. Therefore, it provided recommendations that

offer gender specific solutions as opposed to the reviewed study above.

Yamo (2012) investigated the influence of parenting styles on students' achievements in Embu County. The study used correlational survey design. Samples were drawn from 200 students, 50 teachers and 50 parents. The analysis showed that uninvolved parenting increases chances of academic failure or poor performance among students of all gender. Uninvolved parenting style where parents are disengaged and who are neither demanding nor responsive. These parents do not monitor their children's behaviour and also do not support them. An uninvolved parent is characterized by few demands, low responsiveness as well as little communication between parent and child. In extreme cases, uninvolved parenting may entail neglect and rejection of the child from the parents.

The reviewed study above focused on uninvolved parenting style and alienated other parenting styles which were addressed in the current study in Nairobi County. In addition, the current study used questionnaires and interviews to address any unknown influences that may have occurred in the reviewed study due to use of questionnaires only. Moreover, the reviewed study above was conducted on both genders with general recommendations thus the current study addressed this generality by focusing on adolescent girls alone.

2.6 Summary of Literature Review

The majority of reviewed studies were conducted outside Kenya. The differences between education, social and family systems in these countries and Kenya justify the need for the current study. Some of the studies also focused on motivation and other social attributions with limited inclination on academic performance which was widely and objectively explored as the outcome variable in the current study. In addition, some studies employed descriptive survey or cross sectional designs which could not plausibly shed light on the relationship between parenting styles and academic performance. To address this, the current study employed correlational survey design in order to explicate the relationship

between parenting styles and academic performance. All the studies used samples of both male and female students thereby making general recommendations from the findings. This approach may have blurred the conclusiveness of the findings. As such, the current study used female adolescent girls and gave recommendations that are specific to the gender.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents research design, target population, sample and sampling procedures, description of data collection instruments and procedures, description of data analysis procedures and ethical considerations.

3.2 Research Design

The study employed correlational survey design in order to measure the extent to which parenting styles are related to adolescent girls' academic performance (Field, 2014). Qualitative data was also collected by means of interviews. This design was appropriate in this study because it may have been scientifically difficult to control other factors that influence girls' academic performance. The objectivity of this design was achieved by measurement of two or more factors to determine or estimate the extent to which the values for the factors are related or change in an identifiable pattern (Leech, Barrett & Morgan, 2014).

3.3 Target Population

The target population of this study comprised of all the students, teacher counselors and parents in all the public girls' boarding secondary schools in Makadara Sub County. These schools were targeted because the study was conducted to investigate the influence of parenting styles on adolescent girls' academic performance. The target population of this study comprised of 13 public girls' boarding secondary schools in Makadara Sub County. All the targeted schools are fully authorized by the Ministry of Education to offer secondary education to girls. The target population of the students from these schools was 3,495 girls (Sub County Education Office, 2017). They were targeted because parenting styles are

perceived to affect their academic performance. On their part, the guidance and counseling teachers were targeted for the study because they have been trusted with the social, psychological and intellectual up-bringing of adolescent girls in schools. Parents were targeted because their parenting style was perceived to influence the academic performance of the adolescent girls.

3.4 Sample Size and Sampling Procedure

In this study the researcher employed both probability and non-probability sampling techniques to arrive at the desired sample size. According to Mugenda and Mugenda (2009) the sample size depends upon the purpose of the study and the nature of the population under scrutiny. They further propose that a sample size of between 10-20% is sufficient for a study.

3.4.1 Schools

Six public girls' secondary schools representing 46.2% of the 13 schools were selected using stratified random sampling technique. This percentage is enough for a small heterogeneous population (Richard, 2008). Further, McMillan and Schumacher (2006), state that a sample of 20-50% is sufficient for a smaller subgroup for a research to be credible. The researcher first stratified the schools into Extra County, County and District schools. By use of stratified random sampling, the researcher divided the schools into homogeneous subgroups before selecting the required number through simple random sampling in each subgroup. Using this method, the researcher chose two schools from each category of schools. The researcher used this technique in order to ensure that any "unknown influences" were distributed evenly within the sample. Further, the technique also negates chances of researcher bias in the selection of schools (Lincoln & Guba, 2007).

3.4.2 Teacher Counselors

Six teacher counselors representing 46.2% of the totals of 13 teacher counselors in the targeted schools were sampled for this study. Purposive sampling technique was used to

choose the teacher counselors from the selected schools. The technique allowed the researcher to choose guidance and counseling teachers who are considered to be resourceful because they are directly involved in the girls' academic and other instructional roles (Cresswell & Plano, 2011).

3.4.3 Students

A purposive sampling was used to select Form two students due to the characteristic of the group. Then 225 Form two girls representing 23.6% of all the 955 Form two girls from the 13 schools in the Sub County were selected using simple random sampling technique because the researcher needed to take control of the sample size. With this technique, the students had an equal opportunity of participating in the study. This technique therefore allowed the researcher to use a small sample to represent a large population of students in Makadara Sub County, Nairobi County (Kombo & Tromp, 2007).

3.4.4 Parents

The researcher used convenience sampling to select ten form two parents for the study. Since the study was carried out in boarding schools, the researcher accessed the parents through the teacher counselors. This is an adequate sample for qualitative data (Mason, 2010).

Table 1 Sampling Matrix

Target Group	Target Population	Sample Size	Sampling Technique	Percentage (%)
Schools	13	6	Stratified sampling	46%
G/T Teachers	13	6	Purposive	46%
Students	955	225	Simple random	23.6%
Parents	948	10	Convenience	1.1%

3.5 Description of Data Collection Instruments

The researcher used three instruments to solicit data from the respondents who included 6 guidance and counseling teachers, 10 parents and 225 students. Gall, Borg & Gall (2008) advised that it is helpful to vary in some way the approach used to generate the findings the researcher intends to corroborate. The use of multiple data collection methods (triangulation) contributes to the trustworthiness of the data (Gresne, 2005). The instruments were developed by examining the research questions, hypotheses and related literature. The study therefore made use of triangulation method of data collection (John & James, 2006). This method involves the use of two or more research instruments, informants or areas to collect the necessary data (Ogula, 2008). The three data collection instruments included the Students' Questionnaire (Appendix I), Teacher Counselors' Interview Guide (Appendix II), Parents' Interview Guide (Appendix III) and Document Analysis (Appendix III).

3.5.1 Students' Questionnaire

A self-administered questionnaire was used to collect the necessary quantitative data from the adolescent girls. Questionnaire is a research instrument that gathers data over a large sample while upholding confidentiality, saves on time and has no opportunity for interview bias since it is a written format (Kombo & Tromp, 2007). According to Cohen and Swerdlik (2007), one of the advantages of the questionnaire is that it tends to be more reliable because it is anonymous and it encourages honesty. However, the questions in the questionnaire can have different meanings for different people if the researcher is not around to provide clarity making it difficult for the respondents to provide the right answer. This was addressed by using a simple language that was easily understood and adopting a semi-structured questionnaire to enable informants to provide more independent and detailed responses.

The questionnaire was divided into three sections. Section A consisted of demographic information of respondents. Section B contained information on academic

performance. Section C contained 38 items developed to measure the authoritarian, permissive, authoritative and neglectful parenting types. Responses to each of these items were made on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

3.5.2 Interview Guides for Teacher Counselors and Parents

McMillan and Schumacher (2006) describe interviews as vocal questionnaires which involve the gathering of data through direct verbal interactions between the interviewer and the interviewee(s). The interview guide was employed in this study to allow for a greater depth of responses from guidance and counseling teachers and parents. Interview guides may be prone to subjectivity and bias on the part of the interviewer (Cohen & Swerdlik, 2007). This biasness was addressed via triangulation because the researcher involved questionnaires and different informants for data collection.

The study adopted unstructured interview guides developed to provide the necessary qualitative data from the guidance and counseling teachers and parents on the influence of parenting styles on adolescent girls' academic performance because qualitative data is necessary in a study (Cohen & Swerdlik, 2007). These were face to face and one to one interviews that stimulated discussions as well as probable explanations on the problem under scrutiny. Bell (2009) emphasizes that in adapting qualitative perspective, the researcher appears to be concerned with the wide understanding of the perceptions of the world and seeks insights into the area of study.

The guidance and counseling teachers' interview guide was divided into three sections. Section A consisted of demographic information of the respondents while items in section B will sought to establish the relationship between different parenting styles and adolescent girls' academic performance in public secondary schools in Makadara sub-county. Section C sought to establish ways in which parenting styles can be enhanced to improve adolescent girls' academic performance in public secondary schools in Makadara sub-county.

The parents' interview guide was also divided into three sections. Section A contained demographic information. Section B contained the academic performance of the child. Section C contained items developed to measure the respondent's parenting style. Each interview session lasted between 35-45 minutes.

3.6 Validity and Reliability of Data Collecting Instruments

3.6.1 Validity

Validity is essential to the effectiveness of any data-gathering procedure (Best & Kahn, 2008). Validity is defined as the appropriateness, meaningfulness, and usefulness of specific inferences made from the instrument or procedure results (Gall, Borg & Gall, 2008). The term validity, according to McMillan and Schumacher (2006), refers to the degree to which explanations of phenomena match realities of the world. This study incorporated the procedures of content validity. Content validity refers to the degree to which the scores yielded by a test adequately represent the content or conceptual domain that these scores purport to measure (Field, 2014). The claim for content validity was based on the examination of the instruments by researcher's supervisors, researcher's own reflective commentary, peer scrutiny, negative case analysis and pilot study.

3.6.2 Reliability

Reliability is the degree of consistency that the instrument or procedure demonstrates. As Best and Kahn (2008) stated, reliability is a necessary but not sufficient condition for validity. A test must be reliable for it to be valid, but a test can be reliable and still not be valid. Cohen and Swerdlik (2007) define reliability as consistency and replicability over time, over instruments and over groups of respondents. Creswell (2012) concurs and mentions that reliability means the stability and consistency of the instrument used. Mugenda and Mugenda (2009) defined reliability as a measure of the degree to which research

instruments give consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. However, reliability in research is affected by random errors. In this study, the researcher used inter-rater reliability in order to test two corresponding variables (Weiss, 2010). This reliability gives scores of how much homogeneity or consensus and is useful in determining if a particular scale is appropriate for measuring variables.

Cronbach's coefficient alpha was used to determine internal consistency of the items on the Likert Scale through IBM SPSS version 22. This method was appropriate owing to the fact that it required only one administration of the test (Cohen & Swerdlik, 2007). It was also appropriate where items had choices like in the Likert scale (Cozby, 2013). In this study, the items were considered reliable if they yielded a reliability coefficient of 0.70 and above. This figure is usually considered desirable for consistency levels (Field, 2014). The reliability coefficient of the items (on the Likert Scale) in the questionnaire regarding parenting styles and academic performance were computed and yielded figures 0.72 and was therefore considered reliable.

3.7 Trustworthiness of Qualitative Instruments

According to Lincoln and Guba (2007), trustworthiness replaces the views of reliability and validity and this notion is entrenched in issues of credibility, conformability, transferability and dependability. Cohen and Swerdlik (2007) suggest that to plan for trustworthiness, the researcher has to choose research questions in response to situations observed; seek informed consent; ensure confidentiality and anonymity; choose the sample for which the research questions are appropriate; seek permission from the 'gatekeepers'; build participants confidence and trust in the researcher; choose research techniques that are relevant; and analyze data in terms of the participants' definition of the situation and theme. Informed consent was obtained from the participants and it was made clear that they had the

right to withdraw from the study at any point, and they should not even disclose an explanation to the researcher.

Credibility is used in preference to internal validity and addresses the question of having confidence in the research findings (Lincoln & Guba, 2007). In this study, the researcher ensured credibility by adopting well established research methods, developing an early familiarity with the culture of participating schools before the first data collection, dialogues took place, iterative questioning, negative case analysis, frequent debriefing sessions, peer scrutiny of the research project, thick description of the phenomenon under scrutiny, examination of previous research findings to assess the degree to which the project's results would be congruent with those of past studies and finally, each participant who was approached was given opportunities to refuse to participate in the project so as to ensure that the data collection sessions involved only those who were genuinely willing to take part and were prepared to offer data freely.

Dependability is used in preference to reliability and refers to the replicability of the research findings (Lincoln & Guba, 2007). In this study, the researcher ensured dependability by the research design and its implementation; describing what was planned and executed on a strategic level, the operational detail of data gathering; addressing the minutiae of what was done in the field and reflective appraisal of the project; evaluating the effectiveness of the process of inquiry to be undertaken.

For the interview guides, the researcher ensured trustworthiness by using a simple language that was fully understood by the informants in order to allow them give their intended responses. Further, supporting data was obtained from other documents to provide a background to and help explain the attitudes and behaviour of those in the group under scrutiny, as well as to verify particular details that participants supplied. Moreover, during administration of interviews, the researcher used probes to elicit detailed data and iterative

questioning, in which the researcher returned to matters previously raised by an informant and extracted related data through rephrased questions (Farmer, Robinson, Elliott & Eyles, 2006).

3.8 Description of Data Collection Procedures

The researcher sought permission from the Catholic University of Eastern Africa and the Ministry of Education through National Commission for Science, Technology and Innovation (NACOSTI) to conduct the study. When the permission was granted, the researcher made an official application through writing to the schools through their principals to be allowed to use their institutions for the study and categorically stated the target respondents. After being granted permission by the authorities of various institutions, the researcher visited the schools and discussed a convenient day for distribution of questionnaires to the students.

During the first visit, the researcher explained to the respondents the purpose of the study and familiarized herself with the respondents. She then arranged for the best days to carry out the interviews as agreed upon by the respondents. After this, she distributed questionnaires and gave the respondents ample time to fill in. She then agreed on a convenient day to collect the filled questionnaires. This was done in order to build respondents' confidence and trustworthiness. All these activities took place in the selected schools compounds (Weiss, 2010).

The interviews were conducted by the researcher on teachers and parents in one on one basis when the respondents were reachable. Interview for each participant took between 35-45 minutes.

3.9 Description of Data Analysis Procedures

Both qualitative and quantitative analyses were employed for this study. This was salient

because the research design allowed the researcher to collect both quantitative and qualitative data. Kombo and Tromp (2007) assert that these two approaches are complementary as it is important to combine them in order to maximize their strengths and minimize the limitations of each.

3.9.1 Quantitative Data Analysis

According to Field (2014), some data are represented numerically (such as test scores, grades, and score on an attitude scale). As such, descriptive statistics describe what the data look like, without making any statements about relationships between phenomena. Descriptive analyses were important precursor to conducting inferential statistical analyses because they informed the researcher of the properties of the data and indicate the need for a particular variation of a statistical test. Descriptive and univariate (one variable) statistics that were computed include: sum, mean and standard deviation.

Inferential statistics enabled the researcher to look at two or more variables in relation to each other and with some degree of confidence, make statements about whether the relationship had occurred by chance or whether the observed relationship appeared to be “real.” Here, the “*p*-value” associated with the correlation helped the researcher to determine how likely the results were due to chance. Some of these tests included: correlation coefficient used to measure strength and magnitude of the relationship between two variables and regression analysis model which was used to measure ability of one or more variables to predict another variable (Field, 2014).

Even with this well-planned and executed design, sometimes the data would simply not want to cooperate and may exhibit characteristics that make inferential statistics less appropriate or desirable. For instance, the study may end up with far fewer participants in a particular sample than anticipated. Or the data may spread out all over with none in the middle. In cases like this, the evaluator will explore non-parametric statistics. These would be

a bit less fussy and will offer an excellent option for “uncooperative” data. Some of these tests will include: Spearman rank-order correlation coefficient (Leech, Barret and Morgan 2014). All the quantitative analyses were computed using IBM SPSS version 22. The output was presented in a table. Further, the null hypotheses were tested using appropriate inferential statistics. Since this is a correlational research, the associational null hypotheses were tested using Pearson correlation (r). This is presented in Table 2

Table 2: Quantitative Data Analysis Matrix

	Null Hypotheses	Independent variable	Dependent variable	Statistical test
H ₀₁	There is no statistically significant relationship between authoritarian parenting style and adolescent girls’ academic performance in public secondary schools in Makadara sub-county.	Authoritarian Parenting Style	Girls’ Academic performance	Pearson correlation
H ₀₂	There is no statistically significant relationship between authoritative parenting style and adolescent girls’ academic performance in public secondary schools in Makadara sub-county.	Authoritative Parenting Style	Girls’ Academic performance	Pearson correlation
H ₀₃	There is no statistically significant relationship between permissive parenting style and adolescent girls’ academic performance in public secondary schools in Makadara sub-county.	Permissive Parenting Style	Girls’ Academic performance	Pearson correlation
H ₀₄	There is no statistically significant relationship between uninvolved parenting style and adolescent girls’ academic performance in public secondary schools in Makadara sub-county.	Uninvolved Parenting Style	Girls’ Academic performance	Pearson correlation

3.9.2 Qualitative Data Analysis

Qualitative data analysis was done in this study because part of the research was based on an interpretive naturalistic approach as pointed out by Johnson & Christensen, 2008. The goal of qualitative analysis was to make sense of the collected data in ways that capitalized on continuing refinement and ensuring maximum understanding of the concepts

and relationships being studied. Themes were deduced from the excerpts of the interviews to corroborate findings from quantitative analyses, identify new leads, and provide close up examples of behaviour and practices pertinent to the study (Miles & Huberman, 2009).

Here, data was analyzed using thematic framework deduced from the guidance and counseling teachers' and parents' interview guides and presented in quotes and narratives. In this study, content analysis was employed for qualitative data in the interview guides. This is a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns (Hsieh & Shannon, 2007).

It involved a process designed to condense raw data into categories or themes based on valid inference and interpretation. This process used inductive reasoning, by which themes and categories emerged from the data through the researcher's careful examination and constant comparison. However, qualitative content analysis does not entirely use deductive reasoning as posited by (Patton, 2012) in order to generate concepts or variables from the Theory of Parenting Styles or previous studies in literature review was also very useful for qualitative analysis, especially at the inception of data analysis (Berg, 2011).

Hsieh and Shannon (2007) discussed three approaches to qualitative content analysis, based on the degree of involvement of inductive reasoning. As such, the research engaged conventional qualitative content analysis, in which coding categories were derived directly and inductively from the raw data. The second approach was directed content analysis, in which initial coding start with relevant research findings. Then, during data analysis, the researcher immersed herself in the data and allowed themes to emerge from it. This was done in order to validate or extend the conceptual framework. The third approach was summative content analysis, which started with the counting of words or manifest content, then extended

the analysis to include latent meanings and themes. The goal of this approach was to explore the usage of the words/indicators in an inductive manner.

Finally, after uncovering patterns, themes, and categories important to a social reality, the researcher used typical quotations to justify conclusions according to (Schilling, 2006). All these were done in order to allow replicability of the research.

3.10 Ethical Considerations

According to Mugenda and Mugenda (2009) an ethical study is one that allows for freedom of response from the participants as well as protects their rights. This study involved the acquisition of personal information, ethical principles were therefore considered during the data collection process. Before proceeding with data collection and analysis, the researcher sought approval from The Catholic University of Eastern Africa. The researcher also sought permit from all the relevant national, county and Sub County education offices before collection of data. The participants were informed of the nature and procedures of the study. Moreover, the researcher got consent from principals, teachers and students through Assent Forms (AF) to interview students who were under the age of eighteen (Creswell, 2012).

The participants were further informed that their participation was voluntary and they had the right to withdraw from the study at any time (Patton, 2012). This was stipulated in the Informed Consent Form (ICF) which was issued and read to all the selected participants who signed voluntarily after understanding the contents as stated by (Mugenda and Mugenda, 2009).

The confidentiality and anonymity of the participants was ensured by use of pseudonyms from quotes and descriptions that might reveal the identity of an individual, and by using numeric labels when quoting the participants' statements. After the completion of the interviews and administration of questionnaires, respondents were given opportunity to

review their responses and to make any changes to their previous statements (Preece, 2013). In addition, the researcher ensured ethical consideration by citation of all sources used in the study to negate charges of plagiarism in this study (Black, 2009).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The results of the study on influence of parenting styles on adolescent girls' academic performance: a case of selected public girls' secondary schools in Makadara Sub-county, Nairobi County, Kenya are presented in this chapter. Data was obtained using survey questionnaires and interviews from the informants. Quantitative data was analyzed using IBM SPSS version 22 while qualitative data was categorized into themes and integrated with quantitative data as quotes and narratives.

4.2 Return Rate of Questionnaires

The total number of questionnaires issued to students in May 2017 was 225. After four weeks which was the stipulated time-frame for data collection, a total of 221 completed questionnaires had been received by the researcher. This was an actual response rate of 98.2% (221 out of 225). According to Mugenda and Mugenda (2012) this was excellent since a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and above is excellent. Completed questionnaires only included those that were filled in at that time interval; therefore all incomplete (4) questionnaires were excluded prior to this analysis.

4.3 Demographic Information of the Respondents

Demographic information of the 221 girls was sought in order to explicate their characteristics. This information included, class level, category of school and age. In addition, the researcher also sought to establish gender, age, type of school and responsibility of parents who participated in the interviews. Further, professional experience of teacher

counselors was also established. The analysis of the demographic information of girls, parents and teacher counselor is presented in Tables 3, 4 and 5 respectively.

Table 3: Demographic Information of Girls

Demographic Information	Frequency	Percentage (%)
Class Level		
Form two	221	100
School Category		
Extra county	138	62.4
County	14	6.3
Sub county	69	31.2
Age		
Below 13 years	1	.5
14 - 15 years	79	35.7
16 - 17 years	137	62.0
18 - 19 years	2	.9
Above 19 years	2	.9

N = 221

The results in Table 3 indicate that all (n = 221, 100%) of the girls were in form two. This implies that they were at a class level where they could properly understand their parents/guardians' characteristics and parenting styles and were able to give reliable responses for this study.

In terms of school category, majority (n = 138, 62.4%) of the girls were in extra county schools while (n = 14, 6.3%) were in county schools. These findings imply that this

group of girls had done well in their last primary examination. Sixty nine (31.2%) of the girls were in sub county schools. In general, these findings show that the researcher reached out to girls from all public school categories in the county in order to establish authenticity and objectivity in the responses.

In consideration of age, the results in Table 3 indicate that majority (n = 137, 62%) of the girls were within the age bracket of 16 – 17 years. Seventy nine (n = 35.7%) of the girls were 14 – 15 years. This finding is concordant to the prior one about class levels of the girls. Two (0.9%) were within the age bracket of 18 – 19, (n = 2, 0.9%) were above 19 years while (n = 1, 0.5%) were below 13 years. These findings imply that the girls were undergoing normal learning and majority of them had not joined school late or repeated classes. After analysis of the demographic characteristics of the girls, it was also imperative to ascertain that of parents. This is presented in Table 4.

Table 4: Demographic information of parents

Demographic Information	Frequency	Percentage (%)
Gender		
Female	5	100
Age		
30 – 40 years	1	20
41 – 50 years	3	60
Above 50 years	1	20
Responsibility		
Mother	5	100
Type of school		
Public	5	100

$N = 5$

The results in Table 4 show that all the parents who participated in this study were females ($n = 5$, 100%). This means that the responses may lack objectivity because of bias that may be inherent in gender. Majority ($n = 3$, 60%) of the parents were within the age group of 41 – 50 years. One (20%) of the parents was above 50 years. In addition, ($n = 1$, 20%) of the parents were within the age bracket of 30 – 40 years. These findings mean that this group of respondents had offered parenthood for significant number of years and were best suited to give responses concerning parenting styles and their influence on academic performance of girls. In general, the researcher reached out to both young and old parents in order to capture responses from both spectrums.

In terms of responsibility, all the parents ($n = 5$, 100%) were mothers. This finding implies that the fathers' responsibility was missing. Therefore, the responses given may not be generalized to parenthood in general but would be specific to parenting styles as offered by mothers. Further, all parents ($n = 5$, 100%) also indicated that their girls were in public schools which means that responses of both parents and girls would not be affected by variances in types of schools. The researcher then analyzed demographic information of teacher counselors as presented in Table 5.

Table 5: Demographic Information of Teachers Counselors

Demographic Information	Frequency	Percentage (%)
Professional experience		
Below 5 years	2	50
Above 15 years	2	50

$N = 4$

It was important to establish the professional experience of teacher counselors in order to know if they are professionally equipped and experienced to counsel the girls whose

academic performance is poor due to effects of poor parenting. The results in Table 5 indicate that (n = 2, 50%) of the teacher counselors had professional experience of below five years. This implies that they may not have dealt with many cases of poor academic performance related to parenting styles. However, another 50% (n = 2) of the teacher counselors had worked in the same position for more than 15 years. This means that they had acquired adequate experience to be able to handle cases of poor academic performance related to parenting styles.

4.4 Exploratory Factor Analysis of Parenting Styles Using Principal Components

The researcher conducted an exploratory Factor Analysis using Principal Components to partition the parenting styles into (Authoritarian, Authoritative, Permissive and Uninvolved) in line with the themes derived from the 38- item Likert Scale. This was carried out by determining the dimensions and internal structures within the items in the Likert scale.

Exploratory factor analysis (EFA) and principal components analysis (PCA) both are methods that are used to help the researcher represent a large number of relationships among interval-level variables (parenting styles) in a more parsimonious way. In EFA, the researcher postulates that there is a smaller set of unobserved (latent) items or constructs that underlie the parenting styles that actually were observed or measured; whereas, in PCA, the researcher is mathematically deriving a relatively small number of items to use to convey as much of the information in the observed/measured parenting styles as possible. The analysis is presented in the next subsequent section.

4.4.1 Exploratory Factor Analysis on Parenting Styles

The determinant of the correlation matrix obtained from the analysis was 4.369E -006 (which is .000004369). This is smaller than the threshold value of 0.00001. Here, the underlying implication is that multicollinearity (variables that are correlated) could be a problem and may inflate the standard errors in the data and make some variables statistically

non-significant. This could be addressed by removing or combining the most inter-correlated variable(s) from the analysis. However, since Principal Components Analysis was applied, all the items were reserved for further analysis. The researcher then computed the Kaiser-Meyer-Olkin (KMO) to test whether or not enough items were predicted by each factor. This is presented in Table 6.

Table 6: Kaiser-Meyer-Olkin and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.687
	Approx. Chi-Square	2536.091
Bartlett's Test of Sphericity	df	703
	Sig.	.000

The analysis of all the communalities using principal component analysis as a method of extraction demonstrated that 2 communalities after extraction lay below .50, a sample size of between 100 - 200 informants is considered adequate for factor analysis. However, when communalities are below .50 a sample size of 500 should be sufficient. In this study, there is a sample size of 221 with 2 communalities falling below .50, thus the sample size may not be adequate. However, the KMO measure of sampling adequacy revealed a value of .687, which is above .50 (acceptable). As such, the results in Table 6 indicate that the sample size is adequate enough to yield distinct and reliable factors.

Further, Bartlett's test of Sphericity which tests whether the correlations between items are sufficiently large for factor analysis to be appropriate was used. Empirically, it tests whether the correlation matrix is sufficiently different from the identity matrix. Here, the results in Table 6 indicate that it is significant at 2536.091, $p = .000 < .001^*$ indicating that the correlations within the *R*-matrix were sufficiently different from zero to warrant factor analysis. After KMO and Bartlett's test, the researcher looked at the Total Variance Explained which shows how the variance is divided among the 38 possible items in the Likert scale as in Table 7.

Table 7 :Total Variance Explained

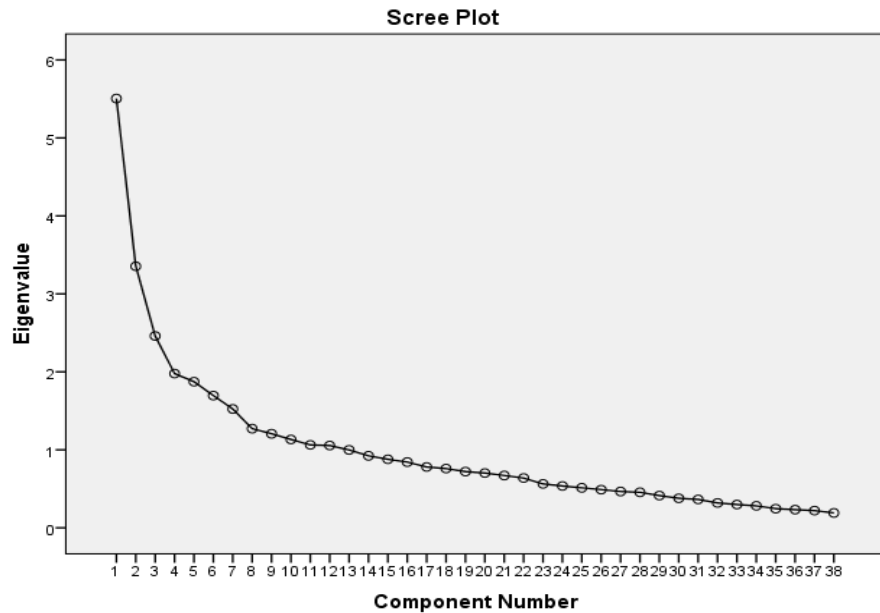
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.505	14.487	14.487	5.505	14.487	14.487	5.432	14.294	14.294
2	3.354	8.827	23.314	3.354	8.827	23.314	2.821	7.425	21.718
3	2.460	6.474	29.788	2.460	6.474	29.788	2.543	6.692	28.411
4	1.978	5.204	34.992	1.978	5.204	34.992	2.501	6.581	34.992
5	1.874	4.932	39.924						
6	1.695	4.462	44.385						
7	1.524	4.010	48.396						
8	1.272	3.347	51.743						
9	1.206	3.174	54.916						
10	1.133	2.982	57.898						
11	1.063	2.797	60.695						
12	1.056	2.778	63.473						
13	.999	2.628	66.101						
14	.923	2.428	68.529						
15	.879	2.312	70.841						
16	.843	2.219	73.059						
17	.780	2.052	75.111						
18	.759	1.998	77.110						
19	.721	1.897	79.007						
20	.702	1.848	80.855						
21	.671	1.766	82.620						
22	.638	1.679	84.300						
23	.563	1.480	85.780						
24	.536	1.412	87.192						
25	.512	1.349	88.541						
26	.490	1.289	89.829						
27	.465	1.225	91.054						
28	.456	1.199	92.253						
29	.413	1.088	93.341						
30	.379	.996	94.337						
31	.364	.959	95.296						
32	.319	.838	96.134						
33	.298	.784	96.918						
34	.281	.740	97.659						
35	.246	.646	98.305						
36	.233	.613	98.918						
37	.221	.581	99.498						
38	.191	.502	100.000						

Extraction Method: Principal Component Analysis.

After Bartlett's test of Sphericity, the analysis lists the eigenvalues associated with each linear component (factor) before extraction, after extraction and after rotation in the total

variance explained Table 7. Before extraction, analysis has identified 38 linear components within the data set (there are as many eigenvectors as there are variables and so there are as many factors as variables). The eigenvalues associated with each factor represent the variance explained by that particular linear component and output of the analysis also displays the eigenvalue in terms of the percentage of variance explained (so, factor 1 explains 14.487% of total variance, factor 2 explains 8.827% of total variance, factor 3 explains 6.474% of total variance, factor 4 explains 5.204% of total variance and decreases downwards). Here, the researcher was only interested in extraction of four parenting styles (factors): authoritarian, authoritative, permissive and uninvolved.

The results of extraction in Table 7 indicate that SPSS extracted 4 factors based on Kaiser's criterion of retaining factors with eigenvalues greater than 1.0. Invaluably, this data does not fully meet Kaiser's descriptions. Kaiser's criterion is accurate when there are less than 30 variables and the communalities after extraction are greater than .7, or when the sample size exceeds 250 and the average communality is greater than .6. For this data the sample size is 221, there are 38 variables and the mean communality of .634 therefore, extracting 4 factors was scientifically appropriate. Still, Kaiser's rule may not be accurate because the sample size is less than 250 ($221 < 250$) though the number of variables (38 items in the Likert scale) is of much significance in Factor Analysis than the sample size of the participants (221 respondents). At this point, the researcher was almost intellectually compelled to believe that Kaiser's rule is an illusory construct generated by his 'erroneous' belief in the mathematical world and that factor analysis does not exist, but thanks to the scree plot in Figure2.



The information presented in Figure 2 indicated notable inflexions at 2nd, 3rd, 4th, 6th, 7th, 8th and 22nd factors (component numbers). Kaiser's rule was not accurate; therefore, the researcher used the scree plot to justify the extracting of 4 factors. Logically, though there were 7 inflexion points on the scree plot, the researcher could not extract 7 factors since the original constructs of interest were only four parenting styles (authoritarian, authoritative, permissive and uninvolved). In order to establish the parenting styles, the researcher used rotated component matrix to be able thematically group related characteristics within the four factors. This is presented in Table 8.

Table 8: Rotated Component Matrix

Items	Component			
	1	2	3	4
My parent accepts me and likes me as I am.	.716			
I trust my parents/guardians to help me out, if I have any kind of problems.	.684			
My parent finds time to talk with me.	.654			
My parent clearly conveys her love for me.	.638			
When I get good grades in school my parents/ guardians praise me.	.578			
My parents/guardians allow me to tell them if I think my ideas are better than theirs.	.574			
As I was growing up, if my parents made a decision in the family that hurt me, they were willing to discuss that decision with me and to admit it if they had made a mistake.	.573			

My parents/guardians are involved in my education (e.g. helping with assignments when asked and helping me in selecting courses or fields of study).	.569	
When my parents/guardians want me to do something, they explain why.	.502	
As the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways.	.500	
My parents/guardians spend time talking with me when there is an issue (a case) of interest.	.507	
My parent doesn't seem to think of me often.		.425
My parent, whenever possible, allows me to choose what to do.		.521
As I was growing up my parents would get very upset if I tried to disagree with them.	.618	
My parents/guardians always speak to me with a warm and friendly voice (manner).	.567	
My parent feels that most problems in society would be solved if parents would restrict their children's activities, decisions, and desires as they are growing up.	.605	
As I was growing up my parent allowed me to decide most things for myself without a lot of direction from him/her.		.594
My parent has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.		.534
As I was growing up my parents allowed me to do whatever I liked without questioning me		.506
As I was growing up my parent did not direct the behavior, activities and desires of the children in the family.		.476
My parents don't encourage verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	.462	
My parents did not view themselves as responsible for directing and guiding my behavior as I was growing up.		.435
Most of the time as I was growing up my parent did what the children in the family wanted when making family decisions.	.431	
Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking questions.	.630	
Even if the children didn't agree with them, my parents felt that it was for our own good if we were forced to conform to what they thought was right.	.618	
My parent seems to know how I feel about things.	.560	
As I was growing up my parents did not allow me to question any decision they had made.	.507	

My parents felt that wise parents should teach their children early just who is boss in the family.	.535
As I was growing up my parent let me know what behavior he/she expected of me, and if I didn't meet those expectations, she/he punished me.	.612
As I was growing up I knew what my parents expected of me in the family and they insisted that I conform to those expectations simply out of respect for their authority.	.489
My parents/guardians know who my friends are.	.520
While I was growing up my parents felt that children should not be disturbed at any time.	.562
My parent tries to tell me how to run my life.	.557
As I was growing up, my parents never gave me stuff but only out of annoyance.	.503
As I was growing up, my parent seldom gave me expectations and guidelines for my behavior.	.457
As I was growing up, once family policy had been established, my parents discussed the reasoning behind the policy with the children in the family.	.453
While I was growing up my parents felt that in a well-run home the children should not be allowed to suggest anything	.456
My parents have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	.447

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

According to the items in Table 8, the constructs to be measured were not correlated thus; an orthogonal (Varimax) rotation was employed in this analysis. A cursory look at the pattern matrix in Table 8 (and using loadings greater than .40 revealed that the items were related to parenting styles). The researcher took the next step to look at the content of questions that load onto the same factor to try to identify common themes in Table 8. Here, the mathematical factor produced by the analysis represented some real-world construct. As such, common themes among highly loading questions helped the researcher identify what the constructs were. All the themes were adopted from Baumrid (1971). The items that load highly (.4 and above) on factor 1 seem to all relate to (warmth, involvement, induction,

reasoning, democratic participation, good natured, control, easy going). Therefore the researcher labeled this factor *Authoritative Parenting Style*.

The items that load highly on factor 2 all seem to relate to (verbal hostility, corporal punishment, non-reasoning, punitive strategies and directiveness); therefore, the researcher labeled this factor *Authoritarian Parenting Style*.

Similarly, the items that load highly on factor 3 all seem to relate to (lack of follow through, ignoring misbehavior and self-confidence). The researcher labeled this factor *Permissive Parenting Style*.

The items that load highly on factor 4 all seem to relate to (low levels of warmth and control, emotional detachment, annoyance and unresponsiveness). The researcher labeled this factor *Uninvolved Parenting Style*.

This analysis seems to reveal that the initial questionnaire, in reality, is composed of four subscales: Authoritative, Authoritarian, Permissive and Uninvolved parenting styles. There is a possibility that the questionnaire correctly measured what it set out to (namely parenting styles) because no items were left unplaced (unfactored). However, the factor analysis does not indicate whether this possibility is true but in conclusion, the analysis explicated four parenting styles. Because the researcher applied an orthogonal rotation, it is mathematically assumed that the information explained by one factor was independent from the information in the other factors. All the factors are listed below:

Factor 1: Authoritative Parenting Style

- a) My parent accepts me and likes me as I am.
- b) I trust my parents/guardians to help me out, if I have any kind of problems.
- c) My parent finds time to talk with me.
- d) My parent clearly conveys her love for me.
- e) When I get good grades in school my parents/ guardians praise me.

- f) My parents/guardians allow me to tell them if I think my ideas are better than theirs.
- g) As I was growing up, if my parents made a decision in the family that hurt me, they were willing to discuss that decision with me and to admit it if they had made a mistake.
- h) My parents/guardians are involved in my education (e.g. helping with assignments when asked and helping me in selecting courses or fields of study).
- i) When my parents/guardians want me to do something, they explain why.
- j) As the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways.
- k) My parents/guardians spend time talking with me when there is an issue (a case) of interest.
- l) My parents/guardians always speak to me with a warm and friendly voice (manner).
- m) Even if the children didn't agree with them, my parents felt that it was for our own good if we were forced to conform to what they thought was right.
- n) My parent seems to know how I feel about things.
- o) As I was growing up my parent let me know what behavior he/she expected of me, and if I didn't meet those expectations, she/he punished me
- p) My parents/guardians know who my friends are.
- q) As I was growing up, once family policy had been established, my parents discussed the reasoning behind the policy with the children in the family.

Factor 2: Authoritarian Parenting Style

- a) As I was growing up my parents would get very upset if I tried to disagree with them.
- b) My parent feels that most problems in society would be solved if parents would restrict their children's activities, decisions, and desires as they are growing up.

- c) My parents don't encourage verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.
- d) Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking questions.
- e) As I was growing up my parents did not allow me to question any decision they had made.
- f) My parents felt that wise parents should teach their children early just who is boss in the family.
- g) As I was growing up I knew what my parents expected of me in the family and they insisted that I conform to those expectations simply out of respect for their authority.
- h) My parent always tries to tell me how to run my life.
- i) While I was growing up my parents felt that in a well-run home the children should not be allowed to suggest anything
- j) My parents have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.

Factor 3: Permissive Parenting Style

- a) My parent, whenever possible, allows me to choose what to do.
- b) My parent has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.
- c) As I was growing up my parents allowed me to do whatever I liked without questioning me
- d) Most of the time as I was growing up my parent did what the children in the family wanted when making family decisions.

Factor 4: Uninvolved Parenting Style

- a) My parent doesn't seem to think of me often.
- b) As I was growing up my parent allowed me to decide most things for myself without a lot of direction from him/her.
- c) As I was growing up my parent did not direct the behavior, activities and desires of the children in the family.
- d) My parents did not view themselves as responsible for directing and guiding my behavior as I was growing up.
- e) While I was growing up my parents felt that children should not be disturbed at any time.
- f) As I was growing up, my parents never gave me stuff but only out of annoyance.
- g) As I was growing up, my parent seldom gave me expectations and guidelines for my behavior.

After identifying the four parenting styles using factor analysis, the researcher analyzed each research question using descriptive statistics (mean and standard deviation) to understand the characteristics of the data. This was followed by inferential statistics (Pearson correlation) to help elucidate the relationship between each parenting style and girls academic performance. This was also used to test the null hypothesis for each research question. The information is represented in the next subsequent sections.

4.4.2 Academic performance of Girls

The academic performance (grades) of the girls was acquired in the questionnaire through self-reporting. The grades were presented as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E and were weighted or coded as 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, and 1 respectively. This is presented in Table 9.

Table 9: Academic Performance of Girls

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Scale	12	11	10	9	8	7	6	5	4	3	2	1
Students	11	14	39	20	36	40	21	13	19	4	1	3

The information in Table 9 was computed against the four parenting styles in order to establish the relationship between parenting styles and girls' academic performance. This is done in line with the four research questions. This is presented in the next subsequent sections. The information is presented in the next subsequent sections.

4.5 How Authoritarian Parenting Style Influences Adolescent Girls' Academic Performance

The first research question sought to establish how authoritarian parenting style influences adolescent girls' academic performance in public secondary schools in Makadara sub county, Nairobi, Kenya. To establish this, the study used a five-point Likert scale with 10 items denoting authoritarian parenting style. The scale was weighted as follows: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2 and Strongly Disagree = 1. In addition, the measure of linearity of this scale revealed a Median of 3.0. The researchers then used frequency table to establish the responses concerning authoritarian parenting attributes. This analysis is presented in Table 10.

Table 10 :Authoritarian Parenting Style

Authoritarian Parenting Style	Frequency	Percentage (%)
--------------------------------------	------------------	-----------------------

Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking questions

Strongly Disagree	10	4.5
Disagree	37	16.7
Undecided	26	11.8
Agree	71	32.1
Strongly Agree	77	34.8

While I was growing up my parents felt that in a well-run home the children should have their way in the family as often as the parents do

Strongly Disagree	88	39.8
Disagree	65	29.4
Undecided	28	12.7
Agree	19	8.6
Strongly Agree	21	9.5

My parent has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable

Strongly Disagree	58	26.2
Disagree	29	13.1
Undecided	58	26.2
Agree	38	17.2
Strongly Agree	38	17.2

As I was growing up my parents did not allow me to question any decision they had made

Strongly Disagree	42	19.0
Disagree	55	24.9
Undecided	30	13.6
Agree	51	23.1
Strongly Agree	43	19.5

My parents felt that wise parents should teach their children early just who is boss in the family

Strongly Disagree	32	14.5
Disagree	30	13.6
Undecided	52	23.5
Agree	57	25.8
Strongly Agree	50	22.6

My parents have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to

Strongly Disagree	46	20.8
Disagree	44	19.9
Undecided	29	13.1
Agree	46	20.8
Strongly Agree	56	25.3

As I was growing up my parents would get very upset if I tried to disagree with them

Strongly Disagree	29	13.1
Disagree	38	17.2
Undecided	42	19.0
Agree	51	23.1
Strongly Agree	61	27.6

As I was growing up I knew what my parents expected of me in the family and they insisted that I conform to

those expectations simply out of respect for their authority

Strongly Disagree	34	15.4
Disagree	31	14.0
Undecided	55	24.9
Agree	56	25.3
Strongly Agree	45	20.4

My parent feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up

Strongly Disagree	42	19.0
Disagree	52	23.5
Undecided	52	23.5
Agree	28	12.7
Strongly Agree	47	21.3

My parent tries to tell me how to run my life

Strongly Disagree	32	14.5
Disagree	34	15.4
Undecided	35	15.8
Agree	40	18.1
Strongly Agree	79	35.7

The results of Table 10 indicate that majority (n = 77, 34.8%) of the girls strongly agreed that whenever their parents told them to do something as they were growing up, they expected them to do it immediately without asking questions. They strongly disagreed (n = 88, 38.9%) that while they were growing up their parents felt that in a well-run home the children should have their way in the family as often as the parents do. Similarly, majority of

the girls strongly indicated that their parents had always encouraged verbal give-and-take whenever they felt that family rules and restrictions were unreasonable (n = 58, 26.2%).

The girls also disagreed that as they were growing up their parents did not allow them to question any decision they had made (n = 55, 24.9%). These findings were also echoed in the interview by a parent who postulated that *“I use a cane or rod at times to punish them and deny them what they like because my NO is always final and I sometime use excessive force to scare them from doing wrong things”* [Female Parent 5, 16th May, 2017]. These findings are similar to those found out by Cherry (2013) who articulated that authoritarian parents are those who attempt to shape, control and evaluate the behavior of the child without considering the feelings of the child. They demand too much from their children while they seem to neglect their responsibility toward their children.

In addition, the girls (n = 57, 25.8%) also agreed that their parents felt that wise parents should teach their children early just who is boss in the family their parents felt that wise parents should teach their children early just who is boss in the family and my parents have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to (n = 56, 25.3%). This is symmetrical to the findings of Kang and Moore (2011), who established that authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of warmth in the These findings imply that the parents used punitive strategies and directiveness to rule their children. The information derived from the interview also supplemented this view as one teacher counselor indicated that:

“Most girls can do well though they are their parents’ puppets and do things to please them. Most of the girls have misunderstanding and they rebel to an extent that they don’t do well. They interpret rules as they are set without an option of flexibility to ideas whether wrong or right. This makes them go the paths set by people not

because they want but to follow rules” [Female Teacher Counselor 4, 19th May, 2017].

The girls also disagreed that their parents controlled them with hostility: as I was growing up my parents would get very upset if I tried to disagree with them (n = 61, 27.6%), as I was growing up I knew what my parents expected of me in the family and they insisted that I conform to those expectations simply out of respect for their authority (n= 56, 25.3%). This is similar to the findings established by Verenikina, Vialle and Lysaght (2011) who concluded in their study that authoritarian parenting had adverse effects on children’s psychological development and children with authoritarian parents tended to exhibit anxious and withdrawn behaviors, lack self-reliance and rely on authority figures to make decisions and have diminishing sense of personal value and responsibility.

Similarly, one of the interviewee indicated that *“girls from this background lack confidence and are very afraid to make mistakes”* [Female Teacher Counselor 2, 16th May, 2017]. These findings imply that the girls agreed that their parents assumed absolute power and authority over their lives. The parents possessed and operated with characteristics such as verbal hostility, corporal punishment and non-reasoning.

The girls strongly disagreed that their parents always encourage verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable (n = 58, 26.2%), as I was growing up my parents did not allow me to question any decision they had made the girls strongly agreed that their parents feel that most problems in society would be solved if parents would restrict their children’s activities, decisions, and desires as they are growing up (n = 79, 35.7%). These findings support those of Ambala (2010) who found out that authoritarian parenting leads to a competitive environment in which parents discourage spontaneity and support within the parent-child relationship decreases. These imply that some parents though are authoritarians, do not subject their children to this type of parenting. This

could partly be attributed to influence of a partner (father or mother) who may not necessarily be an authoritarian.

The above findings were corroborated by the interviewee who articulated that “*girls from authoritarian background have low self-esteem, socially withdrawn, rebellious and some of them even develop fear of failure*” [Female Teacher Counselor 3, 17th May, 2017]. After understanding the characteristics of the authoritarian data, the researcher employed inferential statistics to find out how it influences academic performance.

4.5.1 Correlation between Authoritarian Parenting Style and Adolescent Girls’ Academic Performance

It was important to investigate the inter-dependence between the variables using Pearson’s correlation analysis. This was because, correlation makes no prior assumption as to whether one variable is dependent on the other(s) and is not concerned with the relationship between variables; instead it gives an estimate as to the degree of association between the variables. As such, the researcher applied Pearson’s correlation (Bivariate) analysis to establish the inter-dependence between authoritarian parenting style and girls’ academic performance. The strength and direction of the relationship was presented as r - values (values between -1 and +1). The r -values were interpreted in line with recommendations provided by Cohen (2008). The effect size were rated as follows $r = .10$ denoted small effect, $r = .30$ denoted medium effect, and $r = .50$ denoted large effect. But it is important to note that r is not measured in a linear scale.

To achieve this, the researcher computed all the items denoting authoritarian parenting style against mean grade (academic performance) of the girls. The researcher also sought to test the null hypothesis by computing both p - value which is the probability of observing results as extreme (or more) as observed, if the null hypothesis (H_0) is true and effect size which is simply a measure of the magnitude of observed effect. This analysis is presented in Table 11.

Table 11: Correlation between Authoritarian Parenting Style and Adolescent Girls Academic performance

			Authoritarian Parenting Styles	Girls' Academic Performance
Authoritarian Parenting Styles	Pearson Correlation		1	.432
	Sig. (2-tailed)			.212
	N		10	10
Girls' Academic Performance	Pearson Correlation		.432	1
	Sig. (2-tailed)		.212	
	N		10	221

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

The analysis on Table 11 indicate that the correlation coefficient was non-significant at ($r = .432, p = .212$). This non-significant p -value implies that the relationship between authoritarian parenting style and girls' academic performance is not significant ($p = .212 > .05$) as such, the first null hypothesis stating that “there is no statistically significant relationship between authoritarian parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county” is retained.

However, this conclusion does not make the null hypothesis true because it can never be true! And merely retaining or rejecting it tells nothing about it. This is because p -value is based on probabilistic reasoning, depends on sample size and is purely arbitrary. This could invariably limit the conclusions and scientific search for knowledge in this study. To address this unsound and poor scientific strategy, the researcher made conclusions based on effect size using correlation coefficients (r – values). In consideration of this, the results in Table 11 indicate that $r = .432$ which means that there is a relationship of 43.2% ($.432 * 100$) between authoritarian parenting style and girls' academic performance.

In other words, authoritarian parents (those who are verbally hostile, give corporal punishment, non-reasoning, have punitive strategies and directiveness towards girls) affect their girls academic performance. This is similar to finding by Verenikina, Vialle and Lysaght (2011) who found out that in terms of academic performance, the high level of

parental pressure incorporated within the authoritarian style often reduced children's intrinsic motivation, causing them to be reliant on extrinsic sources, thus undermining the process of learning and academic performance. Ambala (2010) also articulated in his study that Authoritarian parents were extremely strict and highly controlling; they dictate how their children should behave without giving room for any dissenting opinion or behaviour from their children thereby creating little communication between parents and children. Adolescents of this type of parenting may become rebellious, or aggressive or dependent on their parents. Based on the findings, recommendations were made including that parents should be encouraged to adopt the best parenting practices in the upbringing of their children because it has been proven that authoritative parenting style is the method that yields the best result in child upbringing and academic performance.

After establishing this, the researcher analyzed the relationship between authoritative parenting style and girls' academic performance as presented in the next segment.

4.6 Relationship between Authoritative Parenting Style and Adolescent Girls' Academic Performance

The second research question sought to establish the relationship between authoritative parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub county, Nairobi, Kenya. The researcher applied a five-point Likert scale with 16 items denoting authoritative parenting style. The scale was rated as follows: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2 and Strongly Disagree = 1. The median was 3.0. This analysis is presented in Table 12.

Table 12: Authoritative Parenting Styles

Authoritative Parenting Styles	Frequency	Percentage (%)
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As I was growing up, once family policy had been established, my parents discussed the reasoning behind the policy with the children in the family

Strongly Disagree	37	16.7
Disagree	38	17.2
Undecided	45	20.4
Agree	54	24.4
Strongly Agree	47	21.3

My parents/guardians spend time talking with me when there is an issue (a case) of interest

Strongly Disagree	13	5.9
Disagree	35	15.8
Undecided	20	9.0
Agree	68	30.8
Strongly Agree	85	38.5

My parents/guardians know who my friends are

Strongly Disagree	21	9.5
Disagree	32	14.5
Undecided	36	16.3
Agree	58	26.2
Strongly Agree	74	33.5

When I get good grades in school my parents/ guardians praise me

Strongly Disagree	9	4.1
Disagree	25	11.3

Undecided	29	13.1
Agree	45	20.4
Strongly Agree	113	51.1

My parents/guardians allow me to tell them if I think my ideas are better than theirs

Strongly Disagree	48	21.7
Disagree	22	10.0
Undecided	34	15.4
Agree	57	25.8
Strongly Agree	60	27.1

I trust my parents/guardians to help me out, if I have any kind of problems

Strongly Disagree	30	13.6
Disagree	31	14.0
Undecided	41	18.6
Agree	43	19.5
Strongly Agree	76	34.4

My parents/guardians always speak to me with a warm and friendly voice (manner)

Strongly Disagree	19	8.6
Disagree	22	10.0
Undecided	58	26.2
Agree	50	22.6
Strongly Agree	71	32.1

When my parents/guardians want me to do something, they explain why

Strongly Disagree	29	13.1
Disagree	32	14.5

Undecided	43	19.5
Agree	61	27.6
Strongly Agree	56	25.3

As the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways

Strongly Disagree	17	7.7
Disagree	26	11.8
Undecided	21	9.5
Agree	67	30.3
Strongly Agree	90	40.7

As I was growing up, if my parents made a decision in the family that hurt me, they were willing to discuss that decision with me and to admit it if they had made a mistake

Strongly Disagree	38	17.2
Disagree	37	16.7
Undecided	44	19.9
Agree	44	19.9
Strongly Agree	58	26.2

As I was growing up my parent let me know what behavior he/she expected of me, and if I didn't meet those expectations, she/he punished me

Strongly Disagree	30	13.6
Disagree	29	13.1
Undecided	28	12.7
Agree	68	30.8
Strongly Agree	66	29.9

My parent seems to know how I feel about things

Strongly Disagree	30	13.6
Disagree	31	14.0
Undecided	49	22.2
Agree	63	28.5
Strongly Agree	48	21.7
My parent finds time to talk with me		
Strongly Disagree	20	9.0
Disagree	33	14.9
Undecided	19	8.6
Agree	42	19.0
Strongly Agree	107	48.4
My parent accepts me and likes me as I am		
Strongly Disagree	24	10.9
Disagree	26	11.8
Undecided	24	10.9
Agree	45	20.4
Strongly Agree	102	46.2
My parent clearly conveys her love for me		
Strongly Disagree	25	11.3
Disagree	25	11.3
Undecided	31	14.0
Agree	32	14.5
Strongly Agree	108	48.9
My parents/guardians are involved in my education (e.g. helping with assignments when asked and helping me in selecting courses or fields of study).		
Strongly Disagree	32	14.5

Disagree	26	11.8
Undecided	24	10.9
Agree	70	31.7
Strongly Agree	69	31.2

The results in Table 12 show that girls agreed that their parents inhibited authoritative parenting styles: as I was growing up, once family policy had been established, my parents discussed the reasoning behind the policy with the children in the family (n = 54, 24.4%), my parents/guardians spend time talking with me when there is an issue (a case) of interest (n = 85, 38.5%), as the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways (n = 90, 40.7%). This was corroborated by the views of a parent who articulated during the interview that:

“I talk to my daughter a lot about school because I want her to excel in academic, socially; morally and spiritually to become well-endowed individual those positively impact the society. I also check her homework and ensure that she maintains discipline everywhere” [Female Parent 1, May 13th, 2017].

These findings are similar to those of Rodgers (2012) who concluded that the supportiveness and encouragement employed within the authoritative parenting style eventually provides the children with a sense of initiative and confidence in relation to learning paving the way for academic success. These findings imply that the parents engaged in reasoning together with girls in making decisions.

The responses from girls also indicated that their parents had control of them: my parents/guardians know who my friends are (n = 74, 33.5%), as I was growing up my parent let me know what behavior he/she expected of me, and if I didn’t meet those expectations, she/he punished me (n = 66, 29.6%). One of the parents supported this during the interview *“financially, I have to know what their money is for while emotionally, I’m their friend so by*

the end of the day they are free to discuss their issues with me” [Female Parent 2, 14th May, 2017]. Another parent added *“it depends on age, while younger, I would withdraw some privileges and still care for her. When older we now discuss first before I withdraw the privileges because of not meeting certain agreed expectations”* [Female Parent 4, 16th May, 2017]. This is similar to that of Areepattamannil (2011) who found out that authoritative parenting involved rewarding learning-related behaviors with encouragement and praise but did not ignore punishment for doing otherwise. These findings mean that parents still had control over their children despite the high level of warmth, induction and freedom within the family.

The parents who inhibit authoritative parenting styles also were also involved in their girls’ school work or activities: my parents/guardians are involved in my education (e.g. helping with assignments when asked and helping me in selecting courses or fields of study) (n = 69, 31.2%), my parent seems to know how I feel about things (n = 63, 28.3%), I trust my parents/guardians to help me out, if I have any kind of problems (n = 76, 34.4%), my parent finds time to talk with me (n = 107, 48.4%). This was supplemented by the interviewee who said *“I try my level best to be with my kids and know what is happening in their lives. I check on their diary and homework daily, their school books and I’m always posted on what is happening in school. I also know their friends and monitor what they read and watch”*[Female parent 4, 17th October, 2016]. This is congruent to the findings of Areepattamannil (2011) which indicated that authoritative parenting was positively associated with higher achievement because it uses encouragement and monitoring simultaneously to produce a more positive impact on children’s achievement.

The girls also indicated that their parents were democratic and easy going: my parents/guardians allow me to tell them if I think my ideas are better than theirs (n = 60, 27.1%), as I was growing up, if my parents made a decision in the family that hurt me, they

were willing to discuss that decision with me and to admit it if they had made a mistake (n = 58, 26.2%), when my parents/guardians want me to do something, they explain why (n = 61, 27.6%). One of the parents indicated during the interview that:

“I always discuss with my kids major decisions that involve them and we agree. Sometimes I can make rush decisions but when they I approach me to change it, we sit down and talk about it at length then I include their ideas or even work with their suggestions only when they are good” [Female Parent 1, 13th May, 2017].

These findings support those of Steinberg and Mounts (2009) who found out that authoritative parenting also has a positive impact on psychosocial maturity which in turn has a high impact on school achievement. They also discovered that the three components of authoritative parenting examined in this study (parental acceptance, psychological autonomy, and behavioral control) each make individual positive contributions to school achievement. Thus, developing a healthy sense of autonomy leads to increased academic achievement and authoritative parenting fosters the development of a healthy sense of autonomy.

The girls articulated that their parents showed characteristics of warmth and induction towards them: when I get good grades in school my parents/ guardians praise me (n = 113, 51.1%), my parents/guardians always speak to me with a warm and friendly manner (n = 71, 32.1%), my parent accepts me and likes me as I am (n = 102, 46.2%), my parent clearly conveys her love for me (n = 108, 48.9%). During the interview, a parent said *“I share family values with my kids and talk about what I believe is right or wrong and tell them why I believe so”* [Female Parent 3, 15th May, 2017]. This is similar to findings of a study done by Cramer and Don (2012) who found out that parents’ authoritative parenting was positively related warmth in the family and led to first graders’ mastery motivation. Further findings by Tiller, Garrison and Block (2003) also indicated that democratic approach acknowledges the child’s need for both discipline and individuality, promoting an open relationship where

problems can be discussed and resolved together as a team. Authoritative parents often hold high expectations for their children but, unlike the authoritarian style, the children are consistently encouraged along the way.

4.6.1 Correlation between Authoritative Parenting Style and Adolescent Girls' Academic Performance

The researcher used Pearson's correlation analysis (Bivariate) to compute all the items denoting authoritative parenting style against mean grade (academic performance) of the girls. IBM SPSS marked the significant r -value (correlation coefficient) with asterisk. This analysis is presented in Table 13

Table 13: Correlation between Authoritative Parenting Style and Adolescent Girls' Academic Performance

		Authoritative Parenting Style	Girls' Academic Performance
Authoritative Parenting Style	Pearson Correlation	1	-.509*
	Sig. (2-tailed)		.044
	N	16	16
Girls' Academic Performance	Pearson Correlation	-.509*	1
	Sig. (2-tailed)	.044	
	N	16	221

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

The results of the analysis in Table 13 show that the correlation coefficient was significant at ($r = -.509, p = .044$). The negative r simply implies that the hypothesis or the research question should have been stated the other way round (though it seems to portend to a negative relationship). The significant p -value means that there exists a relationship between authoritative parenting style and girls' academic performance ($p = .044 > .05$) as such, the second null hypothesis stating that "there is no statistically significant relationship between authoritative parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county" is rejected.

Reading the effect size in Table 13, the analysis indicates that the correlation coefficient $r = -.509$ which means that there is a significant relationship of 50.9% between authoritative parenting style and girls' academic performance. In essence, authoritative parenting style has a large effect on girls' academic performance. This finding is coherent to that established by Steinberg and Mounts (2013) who indicated that authoritative parenting does likely facilitate academic achievement as adolescents who described their parents as granting them greater psychological autonomy and high levels of involvement showed greater increases in grades over the one year period of this study.

However, this effect size doesn't give indication of the direction of causality whether positive or negative.

4.7 How Permissive Parenting Style Influences Adolescent Girls' Academic Performance

The third research question sought to find out how permissive parenting style influenced adolescent girls' academic performance in public secondary schools in Makadara sub county, Nairobi, Kenya. The researcher used a five-point Likert scale with 4 items denoting authoritative parenting style. The scale was rated as: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2 and Strongly Disagree = 1. The median was established at 3.0. This analysis is presented in Table 14.

Table 14: Permissive Parenting Style

Permissive Parenting Style	Frequency	Percentage (%)
While I was growing up my parents felt that in a well-run home the children should have their way in the family as often as the parents do		
Strongly Disagree	85	38.5
Disagree	40	18.1
Undecided	35	15.8

Agree	29	13.1
Strongly Agree	32	14.5
My parent has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want		
Strongly Disagree	115	52.0
Disagree	42	19.0
Undecided	21	9.5
Agree	25	11.3
Strongly Agree	18	8.1
Most of the time as I was growing up my parent did what the children in the family wanted when making family decisions		
Strongly Disagree	68	30.8
Disagree	55	24.9
Undecided	23	10.4
Agree	44	19.9
Strongly Agree	31	14.0
My parent, whenever possible, allows me to choose what to do		
Strongly Disagree	36	16.3
Disagree	13	5.9
Undecided	20	9.0
Agree	72	32.6
Strongly Agree	80	36.2

The results in Table 14 indicate that permissive parenting style was practiced by several parents: My parent, whenever possible, allows me to choose what to do (n = 80,

36.2%). A parent articulated that “*there is no need of restricting a child from what they want. I always let them choose what they feel like doing*” [Female Parent 2, 14th May, 2016]. This is similar to finding by Kambo (2006) who found out that the permissive parent’s non-punitive and accepting approach toward their children’s desires did not assist the children in building appropriate educational foundation but, rather, harmed their potential for academic success. This finding means that parents in this group allowed their girls to choose what they wanted to do without guiding them. This is lack of follow through which is common among permissive parents.

Some of the parents in this group had low self-confidence about their guidance and allowed their girls to do whatever they feel good: while I was growing up my parents felt that in a well-run home the children should have their way in the family as often as the parents do (n = 85, 38.5%), my parent has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want (n = 115, 52%), most of the time as I was growing up my parent did what the children in the family wanted when making family decisions (n = 68, 30.8%). These findings imply that the girls operated under their own wills, their parents ignored misbehavior and did not guide them on what to do through school or life.

After establishing this parenting style, the researcher looked at the relationship between permissive parenting style and girls academic performance as presented in Table 15.

4.7.1 Correlation between Permissive Parenting Style Influences Adolescent Girls’ Academic Performance

Table 15: Correlation between Permissive Parenting Style Influences Adolescent Girls’ Academic Performance

		Permissive Parenting Style	Girls’ Academic Performance
Permissive Parenting Style	Pearson Correlation	1	-.944
	Sig. (2-tailed)		.056
	N	4	4

	Pearson Correlation	-.944	1
Girls' Academic Performance	Sig. (2-tailed)	.056	
	N	4	221

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

The results of the analysis in Table 15 show that the correlation coefficient was non-significant at ($r = -.944$, $p = .056$). This non-significant p -value implies that the relationship between permissive parenting style and girls' academic performance is not significant ($p = .056 > .05$) as such, the third null hypothesis stating that “there is no statistically significant relationship between permissive parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county” is retained.

The effect size in Table 15, indicates that the correlation coefficient $r = -.944$ which means that there is a large non-significant relationship of 94.4% between permissive parenting style and girls' academic performance. This finding is concordant to that of Leiderman (2013), who concluded that permissive parenting style had a negative correlation with grades. These findings were contrary to the view presented by teacher who indicated that “*permissive parents make relatively few demands on their kids and the outcome of their academic may be good since they choose subjects that they feel are good for them as opposed to when picked for by a parent*” [Female Teacher Counselor 1, 15th May, 2017].

4.8 Relationship between Uninvolved Parenting Style and Adolescent Girls' Academic Performance

The fourth research question sought to establish the relationship between uninvolved parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub county, Nairobi, Kenya. The researcher applied a five-point Likert scale with 8 items denoting uninvolved parenting style. The scale was rated as follows: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2 and Strongly Disagree = 1. The median was 3.0. This analysis is presented in Table 16.

Table 16: Uninvolved Parenting Style

Uninvolved Parenting Style	Frequency	Percentage (%)
Even if the children didn't agree with them, my parents felt that it was for our own good if we were forced to conform to what they thought was right		
Strongly Disagree	33	14.9
Disagree	17	7.7
Undecided	32	14.5
Agree	66	29.9
Strongly Agree	73	33.0
As I was growing up, my parent seldom gave me expectations and guidelines for my behavior		
Strongly Disagree	69	31.2
Disagree	39	17.6
Undecided	25	11.3
Agree	36	16.3
Strongly Agree	52	23.5
As I was growing up my parents allowed me to decide most things for myself without a lot of direction from them		
Strongly Disagree	78	35.3
Disagree	67	30.3
Undecided	25	11.3
Agree	31	14.0
Strongly Agree	20	9.0
My parents did not view themselves as responsible for directing and guiding my behavior as I was growing up		
Strongly Disagree	120	54.3

Disagree	48	21.7
Undecided	32	14.5
Agree	11	5.0
Strongly Agree	10	4.5

While I was growing up my parents felt that in a well-run home the children should have their way in the family as often as the parents do

Strongly Disagree	85	38.5
Disagree	40	18.1
Undecided	35	15.8
Agree	29	13.1
Strongly Agree	32	14.5

As I was growing up my parent did not direct the behavior, activities and desires of the children in the family

Strongly Disagree	86	38.9
Disagree	58	26.2
Undecided	45	20.4
Agree	19	8.6
Strongly Agree	13	5.9

My parent doesn't seem to think of me often

Strongly Disagree	80	36.2
Disagree	24	10.9
Undecided	27	12.2
Agree	32	14.5
Strongly Agree	58	26.2

The results in Table 16 indicate that majority of the girls strongly agreed that many parents were not involved in their girls' day to day lives: Even if the children didn't agree

with them, my parents felt that it was not their responsibility to conform us to what they thought was right (n = 73, 33.0%), and strongly disagreed that, as I was growing up, my parent seldom gave me expectations and guidelines for my behavior (n = 69, 31.2%), as I was growing up my parents allowed me to decide most things for myself without a lot of direction from them (n = 78, 35.3%), my parents did not view themselves as responsible for directing and guiding my behavior as I was growing up (n = 120, 54.3%). These findings are similar to those of Garrison and Block (2013) who reported that uninvolved parents reflect emotional detachment from the children as they are often seen responding only to their children's needs out of annoyance rather than compassion and would otherwise be completely unresponsive. Due to the lack of care and discipline for the child, as the name of the style suggests, parents are usually uninvolved in the child's life in general.

The girls also disagreed with more characteristics of their parents like: while I was growing up my parents felt that in a well-run home the children should have their way in the family as often as the parents do (n = 85, 38.5%), as I was growing up my parent did not direct the behavior, activities and desires of the children in the family (n = 86, 38.9%), as I was growing up my parent allowed me to decide most things for myself without a lot of direction from him/her (n = 78, 35.3%), and my parent doesn't seem to think of me often (n = 80, 36.2%). During the interview, a teacher counselor indicated that *"some girls have poor academic performance because some parents don't check assignments, don't come to school to discuss anything about the girls with teachers"* [Female Teacher Counselor 2, 16th May, 2017].

These reflects the information found by Greenwood (2013) who reported that since uninvolved parents do not provide the necessary attention for their children's needs, the children may likely engage in socially unacceptable behaviour within and outside of school, as they attempt to seek this attention. In addition the findings of the study showed that when

students are engaged in such activities, and with the absence of expectations from others, they may not have the necessary motivation for educational pursuits. These findings imply that the parents in this group had low levels of warmth and control, emotional detachment, annoyance and unresponsiveness.

4.8.1 Correlation between Uninvolved Parenting Style and Adolescent Girls' Academic Performance

Table 17: Correlation between uninvolved Parenting Style and Adolescent Girls' Academic Performance

		Uninvolved Parenting Style	Girls' Academic Performance
Uninvolved Parenting Style	Pearson Correlation	1	.559
	Sig. (2-tailed)		.150
	N	8	8
Girls' Academic Performance	Pearson Correlation	.559	1
	Sig. (2-tailed)	.150	
	N	8	221

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

The results of the correlation analysis in Table 35 show that the correlation coefficient was non-significant at ($r = -.559, p = .150$). This means that the relationship between uninvolved parenting style and girls' academic performance is not significant ($p = .150 > .05$) as such, the fourth null hypothesis stating that “there is no statistically significant relationship between uninvolved parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county” is retained. In conclusion, the r -value is ($r = .559$) which explains the effect size in this relationship. As such, uninvolved parenting style has a large effect of 55.9% on girls' academic performance.

The effect size in Table 35, indicates that the correlation coefficient $r = -.944$ which means that there is a large non-significant relationship of 94.4% between permissive parenting style and girls' academic performance. Teacher counselor remarked during the interview that “*permissive parenting leads to spoilt kids who cannot work hard in school and*

end up performing poorly in exams” [Female Teacher Counselor 2, 16th May, 2017]. This is similar to the findings of Yamo (2012) who reported that uninvolved parenting increases chances of academic failure or poor performance among students of all gender. This implies that parents do not monitor their children’s behavior and also do not support them. The parent is characterized by few demands, low responsiveness as well as little communication between parent and child. In extreme cases, uninvolved parenting may entail neglect and rejection of the child from the parents.

4.9 Summary

The return rate of the questionnaires for this study was excellent at 98.2% (221 out of 225) and was a reliable sample for the study. In terms of girls’ class level, majority 76% (168 out of 221) were in form two. Similarly, majority of the girls, 62.4% (138 out of 221) were in extra county schools while 62% (137 out of 221) were within the age bracket of 16 – 17 years. In addition, all the parents were female and majority of them (60%) were in the age bracket of 41 – 50 years. All their children were in public schools. Further, teacher counselors were well experienced in their roles and majority (50%) had worked in the same capacities for over 15 years while the rest had experience of below five years. Moreover, authoritative parenting style was characterized with warmth, involvement, induction, reasoning, democratic participation, good natured, control, easy going and leads to positive academic performance among girls. Authoritarian parenting style consists of verbal hostility, corporal punishment, non-reasoning, punitive strategies and directiveness and leads to negative academic performance. Similarly, permissive parenting style is associated with lack of follow through, ignoring misbehavior and self-confidence which lead to negative academic performance. Finally, uninvolved parenting style is characterized with low levels of warmth and control, emotional detachment, annoyance and unresponsiveness which lead to negative academic performance among girls.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study aimed at establishing influence of parenting styles on adolescent girls' academic performance: a case of selected of public girls' secondary schools in Makadara Sub-County, Nairobi County, Kenya. In this study, questionnaires were used to collect the quantitative data from the girls. In addition, interview guides were used to collect qualitative data from teacher counselors and parents to corroborate the quantitative data and maximize on the strengths of triangulation via data collection instrument and data sources. This chapter therefore presents the summary and conclusions reached as well as recommendations and areas that need further scientific inquiry.

5.2 Summary of Findings

The analysis of the first research question revealed that there was a non-significant relationship between authoritarian parenting style and girls' academic performance. Empirically, it pointed out to the fact that authoritarian parenting style negatively influenced the academic outcome (performance) of girls. Parents in this group were found to be verbally hostile towards the girls. They carried out corporal punishment and did not reason anything out with their girls. This led to a lot of punitive strategies and directiveness when dealing with their girls and eventually made the girls to be anxious, fearful, indecisive, parent reliant and resistant to new ideas. This led to low academic achievements under democratic school environments where they were given the autonomy to freely think and learn alongside other girls from different backgrounds. This means that authoritarian parents limit and are a psychological threat the academic potential of their children.

The analysis illuminated the relationship between authoritative parenting style and girls' academic performance. Here, the researcher established that authoritative parenting style had positive significant contribution to girls' academic performance. Indeed, parents under this category were associated with warmth, involvement, induction, reasoning, democratic participation, good natured, control, easy going when dealing with their girls. These parents actively participated in their girls' academic activities and wellbeing. They offered their girls freedom of thought and actions but still had control over them and corrected every mistake with show of care and love. As such, the girls developed great potential to think independently and responsibly, consult parents or significant others when making decisions of great importance to their lives. These girls also showed warmth and love toward others, and performed well in their academic work.

The analysis established that there was a non-significant relationship between permissive parenting style and girls' academic performance. Ideally, this type of parenting negatively influenced the girls' academic outcomes. Parents in this category were found to exhibit lack of follow through and did not care what their children were doing both in academic and social spectrums. They also tend to note but ignore misbehavior in their children because of lack of attachment and fear of disappointing them. These parents also possess low self-confidence in dealing with their daughters and allowed them to make their own decisions. The girls could therefore choose to go to school or stay home, respect or disrespect others. However, these characteristics made the girls to lack sense of direction and orientation in life which led to delusion and rebellion, eventually impacting their academic performance negatively.

The analysis of the fourth research question revealed that there was non-significant relationship between uninvolved parenting style and girls academic performance. It showed that this type of parenting negatively influence the girls' academic outcomes. Parents under

this style were characterized with low levels of warmth and control, emotional detachment, annoyance and unresponsiveness. Therefore, they were hostile towards their kids and did not show love or control of their daughters. They did not respond to the academic and social needs of their children and isolated themselves from parenthood. This led to unresponsiveness whenever the girls had needs and they only responded out of annoyance so that they dissociate themselves from the issues raised by the girls. This obstinate don't care attitude sometime led to rejection of the children by parents. The girls with this type of parents performed poorly in school because they lacked role models who could guide them through life.

5.3 Conclusions

The findings of the study concluded that authoritative parenting style positively contributed to the girls' academic performance. However, parents who exhibited authoritarian, permissive and uninvolved parenting styles negatively contributed to academic performance of their girls. This indicates that not all parenting styles positively influence students' academic outcomes. In essence, student with authoritative parents in some cases may not possess strong intellectual abilities but may perform well in other areas of their interests because of emotional and social support, warmth, love and attention given to them by parents. In addition, though students with authoritarian, permissive and uninvolved parents may be negatively affected in their academic performance, they can still perform well depending on their outlook and objectives in life. Further, they can still have people to look at as role models beyond parents. This may give them the impetus to work hard in school, display discipline and commitment, and eventually perform very well in academic work.

5.4 Recommendations

The following recommendations were derived from the analysis. The recommendations have been segmented to target key stakeholders as presented in the next subsequent section.

5.4.1 Parents

Parents should continually seek advice of professional counselors and evaluate themselves against guidelines given concerning desirable parenting. When they do this, they will be able to know if the parenting style they ascribe to is best for positive influence of their children's academic performance. This will make it easy to understand the other possible sources (causes) of low academic performance among children, isolate the problems and address them establish hence improving academic performance.

Parents should express love, democracy, open mind, show warmth and give their girls some level of freedom while still being in control. They should also allow the girls to have conversations with them and reason together when making certain decisions. This will give the girls autonomy to think independently and grow up as responsible individuals in the society.

Parents should also view themselves as important partners in the academic outcomes of their children and take responsibility. This will help them identify the best ways of dealing with children to enhance or boost their academic performance. It will also strengthen the relationship between parents and their children and help them grow up as responsible adults who are beneficial to the society. Most of the time, the parents have unceremoniously delegated this duty to teachers.

5.4.2 Teacher Counselors

Teacher counselors should continually assess students' academic performance against their backgrounds to establish the type of parenting they receive at home. They can then

involve the parents in improving academic performance of the students by counseling them (parents). To carry out this effectively, their counseling modules should be structured to include parents/guardians parenting assessments. This will help the parents to change their parenting skills towards their children in order to improve academic performance.

5.4.3 Girls

The girls should seek advice from teachers and significant other on how to succeed in academic work despite parenting styles their parents offer at home. This means that they should at least have personal ambitions and objectives that transcend the traits of their parents or guardians. They should try and exploit their full academic potential having other positive role models that will act as inspirations to succeed in education.

The girls should make hard work and discipline requisite determinants of academic success and strive to live by them despite parenting styles. This will give them the much needed impetus to prosper in intellectual work and help them improve their academic performance even in the face of poor parenting. Arguably, this may also act a reminder to authoritarian, permissive and uninvolved parents to fully and warmly begin supporting the girls in their paths of academic success.

5.4.4 School Administration

The school administrators should periodically organize short seminars for parents to teach them how to be good parents. They can liaise with spiritual leaders, counselors, psychologists among other professionals to address the gap existing in parenting. This will enable the parents to become warm, supportive and responsible people towards their children hence boosting girls' academic performance.

Schools can also publish short professional excerpts from researches such as this one and send to every parent to give them knowledge of parenting styles that favour good academic performance and otherwise. This will help them assess their characteristics when it

comes to parenting and hopefully adjust appropriately since the issue of god students' academic performance is always at the very interest of most parents.

5.4.5 Government

The government through the Ministry of Education should also come up with a short parenting style coursework to be taught in the final level of high school education. This will help equip the would-be parents with important parenting knowledge and can see them adopt very good parenting styles that are favourable to children's academic performance. Generally, from other studies, poor parenting skills have led to a lot of detriment in the society including drug abuse, promiscuity and general delinquencies experienced in the present times.

5.5 Limitations and Strengths of the Study

This study makes meaningful contributions to the establishment of the relationship between parenting styles and girls' academic performance. However, it was based on the use of self-report survey measures (survey of girls, teacher counselors and parents) which makes it vulnerable to the possible biasing impact of common methods.

This study also had several strengths. Several previous studies such as (Yamo, 2012; Greenwood, 2013; Kambo, 2006; Brown & Park, 2013) used single-item measures (questionnaires) to establish the relationship between personality subtypes and exam malpractice. However, this study has used both questionnaires and interviews and applied a validated approach to measuring parenting styles (correlational design). This allowed the researcher to gain valuable insight on influence of various parenting styles on girls' academic performance.

Second, this study addresses a gap in the literature by making inquiry into the relationship between girls' academic performance and authoritarian, authoritative, permissive and uninvolved parenting styles all at the same time. These aspects were not collectively

captured in the previously reviewed studies. By combining these research streams, the researcher was able to distinctly and clearly advance recommendations that need to be implemented.

5.6 Suggestions for Further Research

From the findings of the study, it is clear that not every concept about parenting styles and girls' academic performance has been addressed. This knowledge gap has therefore created a valid platform for further scientific inquiry related to this topic. As such, the following few areas of interest have been suggested for further research: A study to find out why authoritarian, permissive and uninvolved parenting styles negatively influence girls' academic performance; A study to establish why authoritative parenting style positively influences girls' academic performance; A study to investigate how the four parenting styles influences relationships at workplace.

In conclusion, this study underscores the significance of understanding parenting styles in relation to students' academic performance. The results of this study suggest key strengths and weaknesses of each parenting style which can help individuals to adjust appropriately and also understand each other's behavior and actions. Moreover, these results may offer counseling professional new insight on the strategies required to successfully develop counseling materials that take into consideration parenting styles and their antecedents.

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APPENDIX A

LETTER FROM RESEARCHER

Dear _____

I am Rosemary Wangechi Kiama a graduate student from The Catholic University of Eastern Africa. I am seeking your consent to be involved in the study that I will be conducting on “Influence of Parenting Styles on Adolescent Girls’ Academic Performance in Makadara Sub County, Nairobi County, Kenya”.

Your participation will be totally voluntary; your identity will be protected and I will not make direct reference to your name(s) when reporting on my data. You are free to refuse to answer any questions and you will be given the interview scripts or questionnaires to read through. You may also withdraw from the study if you feel you need to do so at any time. If you have any questions or wish to speak to me any further about the research, please reach me through the contacts below;

E-mail: wangechir@gmail.com

Phone: 072-261-5514

APPENDIX B

CONSENT FORM

I..... agree to participate in the study on “Influence of Parenting Styles on Adolescent Girls’ Academic Performance”, being conducted by Rosemary Wangechi Kiama.

As a participant, I will set aside time to fill in the questionnaires or to participate in the interviews which will be mostly audio and/or video recorded. However, I understand that my identity will remain confidential and I can withdraw from the study at any time.

Signed.....

Name.....

Date.....

APPENDIX C

STUDENTS' QUESTIONNAIRE

The objective of this study is to explore the influence of parenting styles on adolescent girls' academic performance in Makadara Sub County, Nairobi County, Kenya. As a student, you are kindly requested to willingly respond to all the multiple-choice questions in this questionnaire. If you do not live with any of your parents, mark appropriate answer in reference to your guardian(s).

Section A: Demographic Information

1. Indicate your gender.

Male [] Female []

2. What is your class level?

Form one [] Form two [] Form three [] Form four []

3. Indicate your school type.

National [] Extra-county [] County [] Sub county []

4. Indicate your age?

Below 13 years []

14 – 15 years []

16 – 17 years []

18 – 19 years []

Above 19 years []

Section B: Academic Performance

1. How would you rate your academic performance?

Above Average [] Average [] Below Average []

2. How would you rate your trend in academic performance?

Improving [] Stagnant [] Declining []

3. What grade did you attain in your last exams? _____

4. Was this an improvement from the previous one?

Yes [] No []

Section B: Parenting Styles Questionnaire

1. Kindly make your rating concerning the following items. Your answer represents the characteristics your parent(s) or guardian(s) exhibit towards you. The rating of the five-point scale is as follows, 1=Strongly Disagree, 2=Disagree, 3=Undecided 4=Agree and 5=Strongly Agree. Please circle the number in the 5-point scale that best describes how that statement relates to you and your parent.

S/N	Item	Rating
1	While I was growing up my parents felt that in a well-run home the children should have their way in the family as often as the parents do.	1 2 3 4 5
2	Even if the children didn't agree with them, my parents felt that it was for our own good if we were forced to conform to what they thought was right.	1 2 3 4 5
3	Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking questions.	1 2 3 4 5
4	As I was growing up, once family policy had been established, my parents discussed the reasoning behind the policy with the children in the family.	1 2 3 4 5
5	My parent has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1 2 3 4 5
6	My parent has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1 2 3 4 5
7	As I was growing up my parents did not allow me to question any decision they had made.	1 2 3 4 5
8	My parents/guardians spend time talking with me when there is an issue (a case) of interest.	1 2 3 4 5
9	My parents/guardians know who my friends are.	1 2 3 4 5
10	My parents felt that wise parents should teach their children early just who is boss in the family.	1 2 3 4 5
11	As I was growing up, my parent seldom gave me expectations and guidelines for my behavior.	1 2 3 4 5
12	Most of the time as I was growing up my parent did what the children in the family wanted when making family decisions.	1 2 3 4 5
13	As the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways.	1 2 3 4 5

14	As I was growing up my parents allowed me to decide most things for myself without a lot of direction from them.	1 2 3 4 5
15	My parents did not view themselves as responsible for directing and guiding my behavior as I was growing up.	1 2 3 4 5
16	While I was growing up my parents felt that in a well-run home the children should have their way in the family as often as the parents do.	1 2 3 4 5
17	My parents/guardians are involved in my education (e.g.,helping with assignments when asked and helping me in selecting courses or fields of study).	1 2 3 4 5
18	My parents have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1 2 3 4 5
19	When I get good grades in school my parents/ guardians praise me.	1 2 3 4 5
20	My parents/guardians allow me to tell them if I think my ideas are better than theirs.	1 2 3 4 5
21	I trust my parents/guardians to help me out, if I have any kind of problems.	1 2 3 4 5
22	As I was growing up my parents would get very upset if I tried to disagree with them.	1 2 3 4 5
23	My parents/guardians always speak to me with a warm and friendly voice (manner).	1 2 3 4 5
24	When my parents/guardians want me to do something, they explain why.	1 2 3 4 5
25	As I was growing up, if my parents made a decision in the family that hurt me, they were willing to discuss that decision with me and to admit it if they had made a mistake.	1 2 3 4 5
26	As I was growing up I knew what my parents expected of me in the family and they insisted that I conform to those expectations simply out of respect for their authority.	1 2 3 4 5
27	As I was growing up my parent did not direct the behavior, activities and desires of the children in the family.	1 2 3 4 5
28	As I was growing up my parent allowed me to decide most things for myself without a lot of direction from him/her.	1 2 3 4 5
29	As I was growing up my parent let me know what behavior he/she expected of me, and if I didn't meet those expectations, she/he punished me.	1 2 3 4 5
30	My parent feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.	1 2 3 4 5
31	As I was growing up, my parents often told me exactly what they wanted me to do and how they expected me to do it.	1 2 3 4 5
32	My parent seems to know how I feel about things.	1 2 3 4 5
33	My parent tries to tell me how to run my life.	1 2 3 4 5
34	My parent finds time to talk with me.	1 2 3 4 5
35	My parent accepts me and likes me as I am.	1 2 3 4 5
36	My parent, whenever possible, allows me to choose what to do.	1 2 3 4 5
37	My parent doesn't seem to think of me often.	1 2 3 4 5
38	My parent clearly conveys her love for me.	1 2 3 4 5

2. Do you think your parent is moderate on respect and responsibility?

Yes []

No []

3. Kindly give any of your personal suggestions concerning the influence of parenting styles on adolescent girls' academic performance.....

.....

.....

Thank you

APPENDIX D

TEACHER COUNSELORS' INTERVIEW GUIDE

Section A: Demographic Information

1. How long have you worked as a school counselor?

Less than 5 years []

5 – 10 years []

10 – 15 years []

Above 15 years []

Section B: Parenting Styles and Academic Performance

2. How do you identify girls who are brought up under authoritarian parenting?.....

.....
.....

3. How does this parenting influence girl's academic performance in your school?.....

.....
.....

4. How does authoritative parenting influence adolescent girls' academic performance in your school?.....

.....
.....

5. Does permissive parenting have influence on girls' academic performance? Explain.....

.....
.....
.....
6. Do you think uninvolved parenting styles exacerbate academic performance of adolescent girls?

.....
.....
.....

Section C: Enhancing Parenting styles to improve girls' academic performance.

7. How do you approach parents and help them improve their parenting styles for good performance of the girls?.....

.....
.....
.....

8. How has the use of data from scientific inquiries helped you to address parenting related problems among girls?.....

.....
.....
.....

9. Which strategies do you think can be used to enhance parenting styles?.....

.....
.....
.....

10. Kindly give your independent views and suggestions concerning influence of parenting styles on academic performance.....

.....

.....

.....

Thank you

APPENDIX E

PARENTS' INTERVIEW GUIDE

Section A: Demographic Information

1. What is your gender?

Male [] Female []

2. What is your age?

Below 30 [] 30-40 [] 41-50 [] Above 50 []

3. What is your responsibility?

Father [] Mother []

4. What kind of school does your child attend?

Section B: Academic Performance

1. How do you rate your child's academic performance?

Above Average [] Average [] Below average []

2. How would you rate the trend in your child's academic performance?

Improving [] Stagnant [] Declining []

Section C: Parenting Styles

1. What parenting goals and expectations do you have for your children?

.....
.....
.....

2. Do you let your children know these goals and expectations with them? How do you do so?

.....
.....
.....

3. How do you ensure that your children meet your expectations?

.....
.....
.....

4. What strategies do you use to discipline your children?

.....
.....
.....

5. Do you feel you are too strict, too lenient or well balanced?

.....
.....
.....

6. How do you take care of your children's needs i.e. financial, emotional and any other?

.....
.....
.....

7. Comment on your involvement in what is going on in your children's life.

.....
.....
.....

8. Do you feel you spend enough time with your children?

.....
.....
.....

9. What is your involvement in your children's schoolwork and activities?

.....

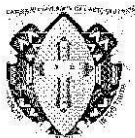
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.....

Thank you

APPENDIX F

INTRODUCTION LETTER



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Psychology

Date: 17th October, 2016

The Director,
National Commission for Science, Technology and Innovation,
NAIROBI.

Dear Sir/Madam,

RE: ROSEMARY WANGECHI KIAMA

MED/1019408

I am writing to introduce to you **Rosemary Wangechi Kiama** who is a final year Master of Education Degree student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Rosemary's Master of Education Degree specialization is Counseling Psychology. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct a research and write a report/thesis submitted during the final year of studies.

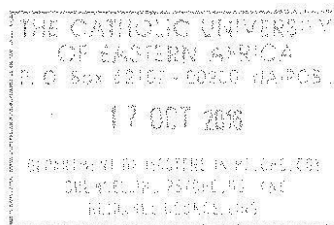
Accordingly, Rosemary's research topic has been approved. She will conduct a research on the following topic:

"Influence of Parenting Styles on Adolescent Girls' Academic Performance: A Case of selected Public Girls' Secondary Schools in Makadara Sub-county, Nairobi County, Kenya".

Thanking you in advance for any assistance you give to Rosemary.

Sincerely,

Sr. Dr. Sabina Mutisya
Head of Department
Psychology



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020 2525811-5, 8890023-4, Fax: 8891084, Email: pps@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

APPENDIX G

RESEARCH PERMIT


THIS IS TO CERTIFY THAT:

MISS. ROSEMARY WANGECHI KIAMA
of CATHOLIC UNIVERSITY OF EASTERN AFRICA, 71-521 Nairobi, has been permitted to conduct research in Nairobi County

on the topic: INFLUENCE OF PARENTING STYLES ON ADOLESCENT GIRLS ACADEMIC PERFORMANCE: A CASE OF SELECTED PUBLIC GIRLS SECONDARY SCHOOLS IN MAKADARA SUB-COUNTY, NAIROBI COUNTY, KENYA.

for the period ending: 17th August, 2018

Permit No. : NACOSTI/P/17/59569/18657
Date Of Issue : 17th August, 2017
Fee Received :Ksh 1000




Applicant's Signature


Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
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8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 15377

CONDITIONS: see back page



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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When replying please quote

Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No. **NACOSTI/P/17/59569/18657**

Date: **17th August, 2017**

Rosemary Wangechi Kiama
Catholic University of Eastern Africa
P.O. Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of parenting styles on adolescent girls academic performance: a case of selected public girls secondary schools in Makadara Sub-County, Nairobi County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **17th August, 2018.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

APPENDIX H

SIMILARITY REPORT

MASTERS OF EDUCATION IN COUNSELING
PSYCHOLOGY

ORIGINALITY REPORT

3%	2%	0%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Canterbury Christ Church University Turnitin Student Paper	1%
2	Submitted to Kenyatta University Student Paper	1%
3	oasis.col.org Internet Source	1%
4	digital.library.unt.edu Internet Source	<1%
5	digitaledition.nationmedia.com Internet Source	<1%
6	www.bv.transports.gouv.qc.ca Internet Source	<1%

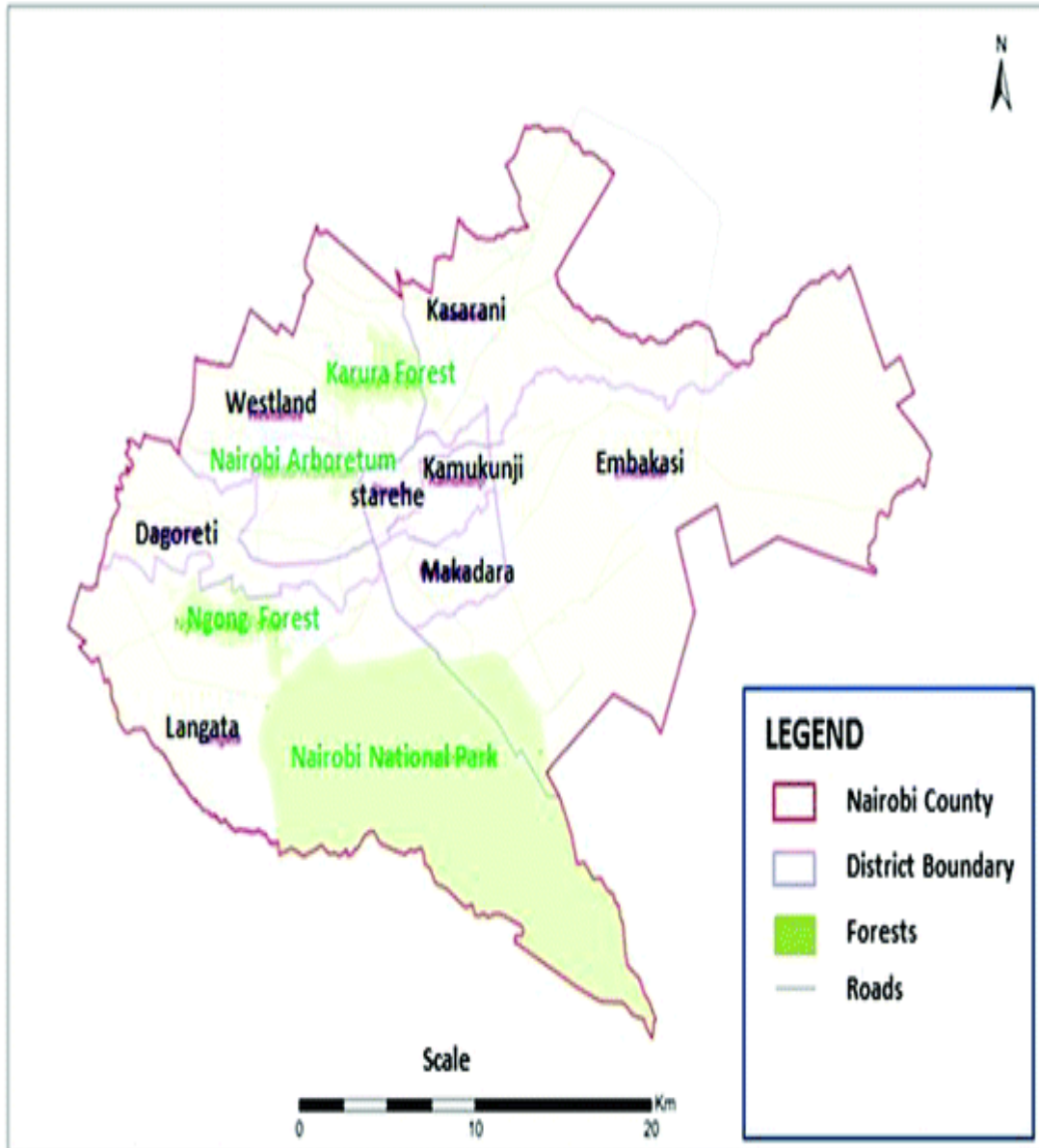
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APPENDIX I

MAP OF MAKADARA SUB-COUNTY



APPENDIX J

ACADEMIC JOURNAL

INFLUENCE OF PARENTING STYLES ON ADOLESCENT GIRLS' ACADEMIC PERFORMANCE: A CASE OF PUBLIC SECONDARY SCHOOLS IN MAKADARA SUB-COUNTY, NAIROBI KENYA

By

Rosemary Wangechi Kiama,

The Catholic University of Eastern Africa, Nairobi Kenya

E-mail: wangechir@gmail.com | Phone: +254-722 615 514

Peter Aloka, PhD

The Catholic University of Eastern Africa, Nairobi Kenya

E-mail: jairopeteraloka@yahoo.com | +254-726 742 892

Elizabeth Gumbi, PhD

The Catholic University of Eastern Africa, Nairobi Kenya

E-mail: engumbi@cuea.edu | Phone +254-713 900 331

ABSTRACT

This study investigated the influence of parenting styles on adolescent girls' academic performance in public secondary schools in Makadara Sub County, Nairobi County, Kenya. The study employed correlation survey design and was guided by two research objectives: To establish the relationship between authoritarian parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub-county; To examine the relationship between authoritative parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub-county. The study was informed by Baumrind's Theory of Parenting Styles (TPS). Thirteen secondary schools in Makadara Sub-County were randomly sampled. The target population of the study comprised form two students sampled through stratified sampling and counseling teachers were randomly sampled. Moreover, the study used questionnaire, interview guide and document analysis guide to collect data. The quantitative data was analyzed using descriptive (mean and standard deviations) and inferential statistics (Pearson correlation coefficients) on IBM SPSS version 22 while qualitative data was analyzed using quotes and narratives. The findings of the study revealed that authoritarian parenting style had a negative association of 43.2% on girls' academic performance while authoritative parenting style had a positive association of 50.9% on academic performance of girls.

Key Words: Parenting Styles, Adolescent Girls and Academic Performance

1.0 Introduction

The academic performance of adolescents is a central focal point for any society due to the idea that ensuring their education helps promote a more successful future (Boon, 2007). Students who have higher academic performance are at an advantage in terms of positive outcomes such as joy, pride and happiness (Elliot & Dweck, 2009). Having higher academic performance has been associated with positive characteristics, including self-esteem, self-efficacy, and motivation (Bandura, 2007). In the United States of America, academic success in terms of higher academic performance has long been thought to be the path to a stable livelihood and a successful future (Hyde & Kling, 2011). It may relate to having high academic achievement in childhood (Englund, Luckner, & Whaley, 2004). Low academic achievement may create many negative consequences for students. Students with low academic achievement may be more vulnerable to problems such as stress, hopelessness, delinquency, psychopathology, and substance abuse (Assarian, & Asqarnejad, 2006).

Therefore, it is essential to investigate factors that may influence academic achievement amongst school going adolescent girls in public secondary schools in Makadara Sub County in Nairobi County. Although there are many factors that influence academic success such as peer relationships and school environments, parenting styles may be especially an important influence on academic success (Eccles, 2010). In assessing parenting styles and adolescent girls' academic performance, various factors are examined in relation to students' academic achievements. These factors range from family socioeconomic status, family structure, family functioning, peer association, school and educational environment (Olige, 2008).

Researchers such as Chao and Querido (2012) have shown that parents, through their parenting styles built critical foundations for various aspects of children's development and achievement. Moreover, Jacobs and Harvey (2005) indicated that parenting style is one of the significant contributors to student's academic achievement in school in Iowa State. Further, Spera (2005) postulated that parenting styles emphasize on the response parents provide to their children and the method which they use to demand compliance from their children. Baumrind (2005) categorized types of parenting style based on two dimensions which are responsiveness and demandingness. According to Baumrind, responsiveness refers to the degree that parents promote self-assertion and individuality by showing care and acceptance to children's desires. Care and acceptance includes kindness, support for independence, and logical contact. Demandingness refers to demands that parents make on children to be included into society (Baumrind, 2005). The demands are imposed through monitoring and

controlling of children's behaviors, as well as communicating the demands directly to the children.

The combination of the levels of responsiveness and demandingness creates three types of parenting styles: authoritarian, authoritative and permissive (Baumrind, 2005). Authoritarian parents are highly demanding and unresponsive, and tend to emphasize obedience and respect for authority. Permissive parents have low levels of demandingness and high levels of responsiveness, and moderately imbalance in leniency. In contrast, authoritative parents show a sense of balance between high levels of demandingness and high levels of responsiveness. Parents who are authoritative will communicate with their children, monitor their children's behaviors and express warmth and support their children's needs and challenges. According to (Attaway & Bry, 2006) authoritarian parenting is related low academic achievement and higher levels of school problem (Roche, Ensminger, & Cherlin, 2007). Permissive parenting is also found to significantly correlate with academic achievement (Lee, 2007). This means that parents with too high or too low demandingness and responsiveness have children with low academic achievement. Past studies conducted in South Africa and Nigeria established a positive correlation between authoritative parenting style and academic achievement (Slaten & Roche, 2009). As such, students with better academic achievement have parents who are more authoritative.

In Kenya like many other African countries, parenting style is an issue of concern when considering adolescents' academic performance especially girls. In Makadara Sub County, the mean score from Kenya Certificate of Secondary Education (KCSE) revealed poor performance especially in girls' public secondary schools (KNBS, 2012). This was attributed to various factors but parenting styles was left out. Out of 10 school adolescent girls in the Sub County, 50 percent had poor academic performance which could be directly linked to home environment (Makini, 2012). Most of the girls who participated in the above study had low self esteem, low self efficacy and behavioral problems arising from their home environment. It is therefore requisite to undertake a scientific inquiry in an attempt to avert the negative experiences affiliated to poor parenting styles and enhance the adolescent girls' academic performance.

While considerable research has been conducted internationally to examine the potential factors accounting for academic achievement of secondary school girls, there have been relatively few empirical studies on this topic in the Kenyan context. In essence, those studies that have been conducted are not comprehensive enough in illuminating which factors are potentially strong in affecting girls' academic performance as they focused on few factors

and it is evident that academic achievement is a product of multifaceted factors (Makini, 2012). Therefore, the present research extends on this work by examining the influence of parenting styles which is non-cognitive factor on secondary school girls' academic performance. This may help to comprehensively explicate and understand the potential influence of parenting styles which account for academic performance of girls in public secondary schools of Makadara Sub County and to develop and employ the possible and timely strategies for intervention.

1.2 Research Objectives

The research was guided by the following objectives:

- v. To establish the relationship between authoritarian parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub-county.
- vi. To examine the relationship between authoritative parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub-county.

1.3 Research Hypotheses

The following research hypotheses were tested:

H0₁: There is no statistically significant relationship between authoritarian parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub-county.

H0₂: There is no statistically significant relationship between authoritative parenting style and adolescent girls' academic performance in public secondary schools in Makadara sub-county.

2.0 Literature Review

2.1 Influence of Authoritarian Parenting Style on Girls Academic Performance

According to Kang and Moore (2011), authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of warmth in the United Kingdom. The sample of this study was drawn from 900 parents and 400 students in third and fourth grades in elementary schools. Questionnaires were used to obtain data from the above respondents and GPA (Grade Point Average) was used to explicate academic achievements. The study found out that parents who adopt such styles expect strong obedience from their children and favour punitive discipline in response to acts of rebellion leading to poor performance in school. Here, the statistics elucidated that authoritarian parenting had a mean of 15.74; while permissive parenting and uninvolved parenting had means of 11.14 and 7.52 respectively indicating that majority of parents used it. Further, they found out that parents are usually found setting strict rules to abide by and monitoring their child's time as well as their activities during the day and night and

concluded that the use of this authoritarian style precludes effective discussion, of any sort, between parents and children, which places more pressure on the children than any other parenting style.

The reviewed study above was limited in context of authoritarian parenting. As such, the current study captured two parenting styles and addressed the existing gaps in literature. Further, the current study was done in secondary schools while the reviewed study was carried out in primary schools. The reviewed study was carried out in the United Kingdom and due to geographical variances with Kenya where the current study was done; the findings may not be expressly transferable.

Cherry (2013) conducted a study in South Africa on authoritarian parenting style and students academic performance. She used a sample of 300 students from both private and public schools in Johannesburg area and found out that authoritarian parents as those who attempt to shape, control and evaluate the behaviour of the child without considering the feelings of the child. Questionnaires were used to collect data using descriptive survey design. He results of the regression model for academic performance was significant, $F(12, 10361) = 148.14, p < .001$, and with a medium effect size ($R^2 = .146$). The most important dimensions were parental care, $F(3, 10361) = 191.40, p < .001, \eta^2 \text{ Parcial} = .053$, parental promotion of autonomy, $F(3, 10361) = 70.72, p < .001, \eta^2 \text{ Parcial} = .020$, and adolescent disclosure, $F(3, 10361) = 51.92, p < .001, \eta^2 \text{ Parcial} = .015$. In this style of parenting, the children are required to follow rules without any explanations from the parents. The study concluded that parents practicing this style of parenting demand too much from their children while they seem to neglect their responsibility toward their children. Whereas the above reviewed study was carried out in South Africa, little literature is available on Kenyan context. Therefore, the present study aimed to address gaps in literature.

Ambala (2010) found that authoritarian parenting leads to a competitive environment in which parents discourage spontaneity and support within the parent-child relationship decreases. This study was conducted in Kisumu County with a sample of 1000 students using random sampling and disproportionate stratified sampling. The design for the study was correlational survey. The findings for the study showed that authoritarian parenting was common among parent than any other method. The results of the correlation analysis indicated a non-significant relation between parenting style and academic performance ($r = -0.14, p = .061$). Authoritarian parents were extremely strict and highly controlling; they dictate how their children should behave without giving room for any dissenting opinion or behaviour from their children thereby creating little communication between parents and

children. Adolescents of this type of parenting may become rebellious, or aggressive or dependent on their parents. Based on the findings, recommendations were made including that parents should be encouraged to adopt the best parenting practices in the upbringing of their children because it has been proven that authoritative parenting style is the method that yields the best result in child upbringing and academic performance.

While the reviewed study above was conducted in Kisumu County, scanty information is available in Makadara. Therefore, the current study filled in the gaps in literature. In addition, it was not focused on all the parenting styles and how they correlate to girls' academic performance which the current study addressed.

2.2 Influence of Authoritative Parenting Style on Girls Academic Performance

Researchers have suggested that authoritativeness holds the central trio in good parenting – warmth, control and democracy (Steinberg, 2012), which explains why it is often deemed as the most successful parenting style for student achievement.

Cramer and Don (2012) conducted a study on the influences of parenting styles on children's classroom motivation in Louisiana State, USA. This study was part of a larger, longitudinal project investigating the relationships between family stress processes and children's development. The population of this study included 281 first and third grade students and their parents in a mid-sized Southern city. Parenting styles data for this study were collected via mailed questionnaires consisting of the Primary Caregivers Practices Report and questions used to obtain demographic information. Motivation data were collected via child interviews using the Self-Report Scale of Intrinsic versus Extrinsic Motivation in the Classroom and the Teacher-Report Scale of Intrinsic versus Extrinsic Motivation in the Classroom which was given to teachers to complete. Correlation analyses were performed to determine which demographic characteristics should be used as control variables ($r = .35$, $p = 0.000$). Regression analyses were performed to examine the relationship between parenting styles and children's classroom motivation ($B = .08$, $p < .05$). In general, the results of the study showed that mothers' authoritative parenting was positively related to first graders' mastery motivation, fathers' authoritarian parenting was negatively related to first graders' mastery motivation.

The reviewed study was focused on effect of parenting styles on students' class motivation and did not conclusively address the effect on academic performance which was the crux of the investigation in the current study. Further, the current study focused on adolescent girls to provide specific solutions that may not have been covered in the reviewed

study above. Moreover, the reviewed study above was done in the USA and differences in geographical contexts of the two studies may reveal different findings.

A study was conducted by Efobil and Nwokolo (2014) on relationship between parenting styles and tendency to bullying behaviour among adolescents. This study assessed the relationship between parenting styles and tendency to bullying behaviour among adolescents in Awka, Nigeria. The design for the study was correlational survey. The sample for the study was 1000 senior secondary students selected through simple random and disproportionate stratified random sampling techniques. Three research questions guided the study. Two questionnaires termed 'Modified Parenting Style Questionnaire' (MPSQ) and 'Adolescents Tendency to Bullying Questionnaire' (ATBQ) were used for data collection. Mean and Pearson r coefficients were used for analyses of data. The findings of the study showed that authoritative parenting style is more common among parents than other methods of parenting. Correlation analysis results showed that authoritative parenting had a mean of 16.92; authoritarian parenting had a mean of 15.74; while permissive parenting and uninvolved parenting had means of 11.14 and 7.52 respectively. Only two of the four parenting style were above the acceptance point of 12.50.

In addition, the study indicated that there is a moderate tendency to bullying among adolescents. Also the study revealed that there is a moderate positive relationship between parenting style and adolescents' tendency to bullying behaviour. The study also recommended that parents should be encouraged to adopt authoritative parenting in order to enable students to achieve higher grades in academic work. The reviewed study was focused on influence of parents on bullying not on academic performance which the current study addressed.

Ndong'a (2012) carried out a study in Nakuru County on the impacts of parenting on children's schooling. He posited that being the backbone of every child, 'parenting style' is an intricate aspect to grasp despite the voluminous research that exists. The purpose of the study was to synthesize the various researches on theoretical findings, in relation to Diana Baumrind's parenting styles. The study used pre-set questionnaires to collect data which was analyzed using confirmatory factor analysis. Moreover, it examined the different ways in which parenting styles impact on children's behaviour, which, in turn, influences the predictive effects on their academic achievement. The findings of the study revealed significant Bartlett's test at ($\chi^2 (378) = 3043.364, p < .001$). The study concluded that the gap between children's home and school environments should be bridged bringing together the

key elements of children's lives, in order to form a more-informed approach toward their learning.

The reviewed study above investigated schools in general but did not address academic achievement which is the context of the current study. While the reviewed study above was conducted in Nakuru, scanty information is available in Makadara Sub County. Therefore, the current study filled in the gaps in literature. In addition, it was not focused on all the parenting styles and how they correlate to girls' academic performance which the current study addressed.

3.0 Methodology

This section describes the research design, population and sample size, research instruments, validity, reliability and data analysis procedures.

3.1 Research Design

The study employed correlational survey design in order to measure the extent to which parenting styles were related to adolescent girls' academic performance (Field, 2014). However, qualitative data was also collected by means of interviews. This design was appropriate in this study because it might be scientifically difficult to control for other factors that influence girls' academic performance. The objectivity of this design was achieved by measurement of two or more factors to determine or estimate the extent to which the values for the factors were related or changed in an identifiable pattern (Leech, Barrett & Morgan, 2014).

3.2 Population and Sample

Out of sixteen boarding schools in Makadara Sub-County, the target population of this study comprised 13 public girls' boarding secondary schools. Two of these were Extra-County schools with 600 girls while the remaining 11 schools were sub-county category with 4,900 girls. These schools were chosen in order to find out if parenting styles influence girls' academic performance. Further, the study also targeted all the adolescent girls in public boarding schools and teachers. Girls were key informants of this study because they explicate any relationship between parenting styles and their academic performance while teachers participated because they had been trusted with the social, psychological and intellectual upbringing of adolescent girls in schools. The sample included 6 schools, 50 teachers and 600 adolescent girls.

Table 1: Sampling Matrix

Target Group	Target Population	Sample Size	Sampling Technique	Percentage (%)
Schools	13	6	Stratified sampling	46%
Teachers	325	50	Simple random	15%
Students	5,500	600	Simple random	11%

3.3 Research Instruments

Questionnaires, interviews and document analysis guide were used to collect participants' views concerning the relationship between parenting styles and adolescent girls' academic performance.

3.4 Validity and Reliability

Content validity of this study was based on the examination of the instruments by researcher's supervisors, researcher's own reflective commentary, peer scrutiny, negative case analysis and pilot study.

Cronbach's coefficient alpha method was used to determine internal consistency (reliability) of the items on the Likert Scale through IBM SPSS version 22. This method was appropriate owing to the fact that it required only one administration of the test (Cohen & Swerdlik, 2007). The reliability test yielded a value of .81 indicating that the questionnaire had met its conceptual fit.

3.5 Trustworthiness

Credibility and dependability were used in preference to reliability and validity of the qualitative data respectively (Lincoln & Guba, 2007). The researcher ensured credibility by the adoption of well established research methods, developing an early familiarity with the culture of participating schools before the first data collection dialogues took place, iterative questioning, negative case analysis, frequent debriefing sessions, peer scrutiny of the research project, thick description of the phenomenon under scrutiny, examination of previous research findings to assess the degree to which the project's results would be congruent with those of past studies.

Dependability was ensured by the research design and its implementation; describing what was planned and executed on a strategic level, the operational detail of data gathering; addressing the minutiae of what would be done in the field and reflective appraisal of the project; evaluating the effectiveness of the process of inquiry to be undertaken.

3.6 Data Analysis Procedures

First, exploratory data analysis was conducted to establish if the data met all assumptions of each statistical procedure. Descriptive statistics (means and standard deviation) were applied in each research objective to find out the characteristics of quantitative data and point to an appropriate inferential statistic to use. Each objective was then analyzed using parametric test (Pearsons Correlation Coefficient) using effect sizes to establish the degree of association between parenting styles and adolescent girls' academic performance. The null hypotheses were tested and retained or rejected based on the significance level, *p*- value at 0.05 as the threshold. Finally, qualitative data was subjected to thematic analysis and integrated with the quantitative component based on similarity of themes and categories.

4.0 Findings

The major findings of this research are summarized based on two objectives: To establish the relationship between authoritarian parenting style and adolescent girls' academic performance, and to examine the relationship between authoritative parenting style and adolescent girls' academic performance.

4.1 Demographic Information of the Respondents

The results of demographic characteristics on category of school and age were reported. The participants comprised 221 form two girls. In terms of school category, majority (n = 138, 62.4%) of the girls were in extra county schools while (n = 10, 4.5%) were in county schools. These findings imply that this group of girls had done well in their last primary examination. Sixty nine (31.2%) of the girls were in sub county schools while (n = 4, 1.8%) were in national schools implying that they had good academic performance in primary school. In consideration of age, the results indicated that majority (n = 137, 62%) of the girls were within the age bracket of 16 – 17 years. Seventy nine (n = 35.7%) of the girls were 14 – 15 years. Two (0.9%) were within the age bracket of 18 – 19, (n = 2, 0.9%) were above 19 years while (n = 1, 0.5%) were below 13 years.

4.2 Correlation between Authoritarian Parenting Style and Adolescent Girls' Academic Performance

Pearson's correlation (Bivariate) analysis was applied to establish the interdependence between authoritarian parenting style and girls' academic performance. The strength and direction of the relationship was presented as *r* - values (values between -1 and +1). The *r* -values were interpreted in line with recommendations provided by Cohen (2008). The effect size were rated as follows *r* = .10 denoted small effect, *r* =.30 denoted medium

effect, and $r = .50$ denoted large effect. But it is important to note that r is not measured in a linear scale.

Table 2: *Correlation between Authoritarian Parenting Style and Adolescent Girls' Academic Performance*

		Authoritarian Parenting Styles	Girls' Academic Performance
Authoritarian Parenting Styles	Pearson Correlation	1	.432
	Sig. (2-tailed)		.212
	N	10	10
Girls' Academic Performance	Pearson Correlation	.432	1
	Sig. (2-tailed)	.212	
	N	10	221

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

The analysis on Table 2 indicate that the correlation coefficient was non-significant at ($r = .432$, $p = .212$). This non-significant p -value implies that the relationship between authoritarian parenting style and girls' academic performance is not significant ($p = .212 > .05$) as such, the first null hypothesis stating that “there is no statistically significant relationship between authoritarian parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county” is retained.

However, this conclusion does not make the null hypothesis true because it can never be true! And merely retaining or rejecting it tells nothing about it. This is because p -value is based on probabilistic reasoning, depends on sample size and is purely arbitrary. This could invariably limit the conclusions and scientific search for knowledge in this study. To address this unsound and poor scientific strategy, the researcher made conclusions based on effect size using correlation coefficients (r – values). In consideration of this, the results in Table 2 indicate that $r = .432$ which means that there is a relationship of 43.2% ($.432 * 100$) between authoritarian parenting style and girls' academic performance.

In other words, authoritarian parents (verbally hostile, give corporal punishment, non-reasoning, have punitive strategies and directiveness towards girls) negatively affect their girls' academic performance by 43.2%. This is similar to finding by Verenikina, Vialle and Lysaght (2011) who found out that in terms of academic performance, the high level of parental pressure incorporated within the authoritarian style often reduced children's intrinsic motivation, causing them to be reliant on extrinsic sources, thus undermining the process of learning and academic performance. Ambala (2010) also articulated in his study that Authoritarian parents were extremely strict and highly controlling; they dictate how their children should behave without giving room for any dissenting opinion or behaviour from their children thereby creating little communication between parents and children.

Adolescents of this type of parenting may become rebellious, or aggressive or dependent on their parents. Based on the findings, recommendations were made including that parents should be encouraged to adopt the best parenting practices in the upbringing of their children because it has been proven that authoritative parenting style is the method that yields the best result in child upbringing and academic performance.

4.3 Correlation between Authoritarian Parenting Style and Adolescent Girls' Academic Performance

Table 3: *Correlation between Authoritative Parenting Style and Adolescent Girls' Academic Performance*

		Authoritative Parenting Style	Girls' Academic Performance
Authoritative Parenting Style	Pearson Correlation	1	-.509*
	Sig. (2-tailed)		.044
	N	16	16
Girls' Academic Performance	Pearson Correlation	-.509*	1
	Sig. (2-tailed)	.044	
	N	16	221

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

The results of the analysis in Table 3 show that the correlation coefficient was significant at ($r = -.509$, $p = .044$). The negative r simply implies that the hypothesis or the research question should have been stated the other way round (though it seems to portend to a negative relationship). The significant p -value means that there exists a relationship between authoritative parenting style and girls' academic performance ($p = .044 > .05$) as such, the second null hypothesis stating that "there is no statistically significant relationship between authoritative parenting style and adolescent girls' academic performance in public secondary schools in Makadara Sub-county" is rejected.

Reading the effect size in Table 3, the analysis indicates that the correlation coefficient $r = -.509$ which means that there is a significant relationship of 50.9% between authoritative parenting style and girls' academic performance. In essence, authoritative parenting style has a large effect on girls' academic performance. This finding is coherent to that established by Steinberg and Mounts (2013) who indicated that authoritative parenting does likely facilitate academic achievement as adolescents who described their parents as granting them greater psychological autonomy and high levels of involvement showed greater increases in grades over the one year period of this study. However, this effect size doesn't give indication of the direction of causality whether positive or negative.

5.0 Discussion of Findings

The analysis of the first research question revealed that there was a non-significant relationship between authoritarian parenting style and girls' academic performance.

Empirically, it pointed out to the fact that authoritarian parenting style negatively influenced the academic outcome (performance) of girls. Parents in this group were found to be verbally hostile towards the girls. They carried out corporal punishment and did not reason anything out with their girls. This led to a lot of punitive strategies and directiveness when dealing with their girls and eventually made the girls to be anxious, fearful, indecisive, parent reliant and resistant to new ideas. This led to low academic achievements under democratic school environments where they were given the autonomy to freely think and learn alongside other girls from different backgrounds. This means that authoritarian parents limit and are a psychological threat to the academic potential of their children.

The analysis illuminated the relationship between authoritative parenting style and girls' academic performance. Here, the researcher established that authoritative parenting style had a positive significant contribution to girls' academic performance. Indeed, parents under this category were associated with warmth, involvement, induction, reasoning, democratic participation, good natured, control, easy going when dealing with their girls. These parents actively participated in their girls' academic activities and wellbeing. They offered their girls freedom of thought and actions but still had control over them and corrected every mistake with show of care and love. As such, the girls developed great potential to think independently and responsibly, consult parents or significant others when making decisions of great importance to their lives. These girls also showed warmth and love toward others, and performed well in their academic work.

6.0 Recommendations

Parents should continually seek advice of professional counselors and evaluate themselves against guidelines given concerning desirable parenting. When they do this, they may be able to know if the parenting style they ascribe to is best for positive influence of their children's academic performance. This would make it easy to understand the other possible sources (causes) of low academic performance among children, isolate the problems and address them to establish hence improving academic performance.

Parents should express love, democracy, open mind, show warmth and give their girls some level of freedom while still being in control. They should also allow the girls to have conversations with them and reason together when making certain decisions. This would give the girls autonomy to think independently and grow up as responsible individuals in the society.

Parents should also view themselves as important partners in the academic outcomes of their children and take responsibility. This may help them identify the best ways of dealing with children to enhance or boost their academic performance. It would also strengthen the relationship between parents and their children and help them grow up as responsible adults who are beneficial to the society. Most of the time, the parents have unceremoniously delegated this duty to teachers.

Teacher counselors should continually assess students' academic performance against their backgrounds to establish the type of parenting they receive at home. They can then involve the parents in improving academic performance of the students by counseling them (parents). To carry out this effectively, their counseling modules should be structured to include parents/guardians parenting assessments. This may help the parents to change their parenting skills towards their children in order to improve academic performance.

The girls should seek advice from teachers and significant other on how to succeed in academic work despite parenting styles their parents offer at home. This means that they should at least have personal ambitions and objectives that transcend the traits of their parents or guardians. They should try and exploit their full academic potential having other positive role models that may act as inspirations to succeed in education.

The school administrators should periodically organize short seminars for parents to teach them how to be good parents. They can liaise with spiritual leaders, counselors, psychologists among other professionals to address the gap existing in parenting. This could enable the parents to become warm, supportive and responsible people towards their children hence boosting girls' academic performance.

The government through the Ministry of Education should also come up with a short parenting style coursework to be taught in the final level of high school education. This may help equip the would-be parents with important parenting knowledge and can see them adopt very good parenting styles that are favourable to children's academic performance. Generally, from other studies, poor parenting skills have led to a lot of detriment in the society including drug abuse, promiscuity and general delinquencies experienced in the present times.

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