THE RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN PUBLIC AND PRIVATE SCHOOLS IN LAMU COUNTY, KENYA

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A Thesis Submitted to the Faculty of Education in Partial Fulfillment of the Requirements for the Award of Master of Education Degree in Educational Psychology at the Catholic University of Eastern Africa.

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DECLARATION

I declare that this research is my original work and has never been presented to any other university or institution for academic credit. All the information from other sources have been acknowledged.

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DEDICATION

To the Sacred Heart of Jesus and my beloved parents, Daniel Mumina and Monica Mumbua for their passion for education.

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I am most grateful to God for blessing me with the gift of knowledge, for without Him, this work would not have been accomplished. His grace has sustained my pursuit for education in the Catholic University of Eastern Africa.

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ABSTRACT

This study aimed at investigating the relationship between parenting styles and academic performance of secondary school students in public and private schools in Lamu County, Kenya. The study employed an embedded mixed method study design by combining correlational survey and phenomenological research designs. It was guided by four research questions namely: How does authoritarian parenting style relate to academic performance of secondary school students in Lamu County? To what extent does authoritative parenting style relate to academic performance of secondary schools students In Lamu County? What is the relationship between permissive parenting style and academic performance of secondary school students in Lamu County? What is the relationship between uninvolved parenting style and academic performance of secondary school students in Lamu County? The study was informed by Diana Baumrind's Theory of parenting styles. This study adopted a mixed methods embedded design by combining correlational survey and phenomenological research designs. The target population was 648 Form two students and 25 Head teachers in Lamu County. Eight secondary schools were sampled for the study using both stratified and simple random sampling methods. Head teachers of the selected schools were automatically included in the study. A sample of 247 students was selected using simple random sampling. The study used questionnaires, interview schedule and document analysis to collect data. To ensure validity of the data collection instruments, the questionnaire, document analysis guide and interview guide were subjected to content and face validity. A test-retest technique was used to check the reliability of the research instruments. Quantitative data obtained from questionnaires was analyzed with the help of Statistical Package for Social Sciences (SPSS) version 23 software. Descriptive statistics generated in form of frequencies, percentages and means summarized data that were presented in frequency distribution tables. Qualitative data obtained from interview schedules and document analysis was paraphrased and thematically analysed. Inferential statistics in particular Pearson's product moment correlation tested the hypothesis. The study adhered to all research ethics during the entire process. Key findings revealed that there is a negative relationship between authoritarian parenting style and academic performance, a positive significant relationship between authoritative parenting and academic performance, a negative significant relationship between permissive parenting and academic performance and a negative significant relationship between uninvolved parenting and academic performance. The study concluded that authoritative parenting was the best method of parenting style in relation to academic performance and that the academic performance of secondary school students in Lamu County was greatly related to the type of parenting styles exercised in the family. The study recommended that schools should organize forums for parents to enlighten them on good parenting, policy makers to develop policies that encourage parents to adopt appropriate parenting styles, parents to participate in parenting education programs and the use of authoritative parenting style as the best parental practice for it yields good academic performance of students.

TABLE OF CONTENTS

DECLARATION i
DEDICATION ii
ACKNOWLEDGEMENTS iii
ABSTRACT iv
LIST OF TABLES viii
LIST OF FIGURES ix
LIST OF ACRONYMS AND ABBREVIATIONS x
CHAPTER ONE 1
INTRODUCTION 1
1.1 Background to the Study 1
1.2 Statement of the problem 13
1.3 Research Questions 14
1.4 Research Hypotheses 15
1.5 Significance of the Study 15
1.6 Scope and Delimitations 17
1.7 Theoretical Framework 17
1.7.1 Baumrind's Theory of Parenting Styles 18
1.7.2 Strengths of Baumrind's theory of parenting styles 19
1.7.3 Weaknesses of Baumrind's theory of parenting Styles 20
1.9 Operational Definition of Key Terms 22
CHAPTER TWO 24
REVIEW OF RELATED LITERATURE 24
2.1 Introduction 24
2.2 Critical Review of Theories 24
2.3 Review of Empirical and Conceptual Studies 32
2.3.1 Authoritarian Parenting and Academic Performance 32
2.3.2 Authoritative Parenting and Academic Performance 44
2.3.3 Permissive Parenting and Academic Performance 58
2.3.4 Uninvolved Parenting and Academic Performance 72
2.3.5 Summary of Gaps in Literature Review 82
CHAPTER THREE 84
RESEARCH DESIGN AND METHODOLOGY 84

3.1 Introduction 84
3.2 Locale of research 84
3.3 Research Design 84
3.4 Target Population 85
3.5 Sample Size 86
3.5.1 Sampling Procedures 87
3.6 Data Collection Instruments 89
3.6.1 Questionnaires for students 89
3.6.2 Document Analysis Guide 90
3.6.3 Interview guides 90
3.7 Validity and Reliability of Instruments 91
3.7.1 Validity of Research Instruments 91
3.7.2 Reliability of Research Instruments 92
3.7.3 Piloting of Research Instruments 93
3.8 Data Collection Procedures 94
3.9 Data Analysis Procedures 94
3.10 Ethical considerations 95
CHAPTER FOUR 97
DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS 97
4.1 Introduction 97
4.2 Instruments Response rate 97
4.3 Demographic Characteristics of the Respondents 98
4.3.1 Students demographic Information 99
4.3.2 Demographic Information of Head teachers 101
4.4 Descriptive Analysis of Demographic Factors 102
4.4.1 Level of academic performance 103
4.4.2 Overall mean grade in the previous term 104
4.4.3 Academic performance in Mathematics 104
4.4.4 Academic performance in Languages 105
4.4.5 Academic performance in Sciences 106
4.4.6 Academic performance in Humanities 107
4.5 Demographic differences in Academic Performance 107
4.5.1 Demographic differences of Academic performance according to Gender 108

4.5.2 Demographic differences of Academic performance according to School type 109
4.5.3 Demographic differences of Academic performance according to School Status ... 110
4.5.4 Demographic differences of Academic performance according to Age 111
4.5.5 Demographic differences of Academic performance according to Birth position 112
4.6 PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS 114
4.6.1 Relationship between Authoritarian parenting style relate to academic performance. 114
4.6.2 Relationship between Authoritative parenting style relate to academic performance. . 124
4.6.3 Relationship between Permissive parenting style and academic performance 135
4.6.4 Relationship between Uninvolved parenting style and academic performance. 145
CHAPTER FIVE 156
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 156
5.1 Introduction 156
5.2 Summary of findings 156
5.3 Conclusions 159
5.4 Recommendations 161
5.4.1 Schools 161
5.4.2 The Ministry of Education 161
5.4.3 Parents 162
5.4.4 Head teachers and Teachers 162
5.4.5 Students 163
5.5 Recommendations for Further Research 163
REFERENCES 164
APPENDIX 1: STUDENTS' QUESTIONNAIRE 173
APPENDIX 2: INTERVIEW GUIDE FOR HEAD TEACHERS 179
APPENDIX 3: DOCUMENT ANALYSIS GUIDE 180
APPENDIX 4: LETTER FROM THE CATHOLIC UNIVERSITY OF EASTERN AFRICA 181
APPENDIX 5: LETTER FROM THE NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION 182
APPENDIX 6: ASSENT LETTER FOR PARTICIPANTS 183
APPENDIX 7: PLAGIARISM REPORT 184
APPENDIX 8: MAP OF LAMU COUNTY 185

LIST OF TABLES

Table 1: Lamu County KCSE performance from 2015- 2019……12

Table 2: Sampling matrix……...88

Table 3: Instrument Response rate……..98

Table 4: Distribution of students demographic information……...99

Table 5: Distribution of Heat teachers demographic information……102

Table 6: Level of Academic performance……..……..103

Table 7: Overall mean grade previous term…….....104

Table 8: Academic performance in Mathematics……..105

Table 9: Academic performance in Languages……..……..106

Table 10: Academic performance in Sciences……106

Table 11: Academic Performance in Humanities……107

Table 12: Differences in academic performance according to gender……108

Table 13: Differences in academic performance according to school type……109

Table 14: Differences in academic performance according to school status……...110

Table 15: Academic performance according to age…….....111

Table 16: Academic performance according to birth position……113

Table 17: Authoritarian parenting style.....114

Table 18: Correlation between Authoritarian parenting and academic performance….....121

Table 19: Authoritative parenting style.....125

Table 20: Correlation between Authoritative parenting and academic performance……..132

Table 21: Permissive parenting style……...…….……...…136

Table 22: Correlation between Permissive parenting and academic performance……143

Table 23: Uninvolved Parenting style……145

Table 24: Correlation between Uninvolved parenting and academic performance…….152

LIST OF FIGURES

Figure 1: Relationship between parenting styles and academic performance……22

LIST OF ACRONYMS AND ABBREVIATIONS

ASEC	- African Sisters Education Collaborative
CUEA	- Catholic University of Eastern Africa
ECDE	- Early childhood development education
GPA	- Grade point average
HESA	- Higher Education for sisters in Africa
MKO	- More knowledgeable other
NACOSTI	- National Commission for Science, Technology and Innovation
SDG	- Sustainable development goals
SPSS	- Statistical Package for Social Sciences
UNESCO	- United Nations Educational, Scientific and Cultural Organization
ZPD	- Zone of proximal development

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

For any society, good academic performance of students is significant for it predicts a successful future. On the contrary low academic outcome forecasts negative consequences. Available evidence suggests that poor academic performance of students is a major factor that is likely to limit the development and progress of a country (Ampofo, 2020). The demand for high-quality education has ascended in recent years following the adoption of goal four of the Sustainable Development Goals which is at the heart of Agenda 2030 for sustainable development goals around the world (Wang, 2021). As a result, there have been massive reforms in education systems around the world with the hope of changing classrooms from passive to active learning environments while preparing students with lifetime cognitive abilities such as critical thinking and problem solving (Gelmez-Burakgazi, 2020). Good academic achievement increases the chances for a successful future for both individuals and societies and therefore, addressing key factors that influence academic performance would help in creating better opportunities for youth and securing a better future and a higher quality of life (Tope 2012). According to Baumrind (2012) Children's behavior and outcomes are influenced by various levels of environment. The immediate environment in which they live, such as the school or home is considered to have the strongest impact on a child's development and thus, parents who are part of the home environment may have a direct influence on their children's outcomes through their parenting styles.

Relatedly, evidence in literature has validated the view that education is the pillar on which a nation's progress is anchored. Scholars like Townsend (2019) indicated that education is a cornerstone and an agent of national development. Understandably, the socio-economic and political progress of a nation will go down if the existing system of education is inappropriate. Committed to the central role of education in realizing the Sustainable Development Goals, successive world governments have always implemented various interventions with the aim of giving the right to education to all their citizens. Despite these efforts, education stakeholders believe that the real test of education comes in the learning outcomes of students which is critical in determining what the students become after school. It could be interpreted that educational stakeholders hold that students' academic performance remains the core of every educational initiative and that without good academic realizations amongst students, all innovations and inventions in education would be a failure.

In their investigation of variables that predict students' academic performance, Mushtag and Khan (2012) discovered that there are internal and external classroom characteristics that strongly predict students' academic performance such as class timetables, class size, textbooks, learning facilities, homework, the environment of the class, the complexity of the subject, quality of the teachers, the technology used in class and examination systems. External classroom variables include extracurricular activities, family background and social problems. Similarly, evidence from Dampson, Kwaku, and Mensah (2020) also uncovered that persistent parental courage and determination to persevere and overcome all obstacles influence students' attitudes toward education and performance. The preceding argument implies that the variables that predict students' academic performance are many and diverse. Scholars like Shahzadi and Malik (2022) theorized that parenting styles that students experience have a strong influence on their social,

emotional and educational development. These scholars allude to the claim that one of the variables that greatly affect students' academic performance is the parenting style adopted in their family. Imran, Kakar and Yousaf (2020) emphasize that students' academic competence is dependent on the warmth, compassion and love that students receive from parents. The viewpoint of these scholars' shows that even though other variables play a role in students' success, it centers on the love, care, emotional and psychological support parents render to their children which motivates them to work hard in order to succeed in their studies. Thus, the parenting styles adopted by parents in their day-to-day caring of their children could have a paralyzing effect on their social adjustment as well as on their academic achievement.

Parenting, which includes all the activities and responsibilities involved in nurturing a child, is a challenging action that captures the different approaches used to socialize and to control children by parents (Durisic & Bunijevac 2017). Theorized as the broad patterns of childrearing practices, values, and behaviors, parenting styles also relate to the way parents take care of their children which can have an impact on the children's personality development and the ways of interacting with social and close relations. Every parent or guardian enrolls his or her child in school with the anticipation that the child will perform exceptionally well at the end of his or her period of study. Nonetheless, the expectation of good academic performance most often remains an ideal wish of the parents and not the reality, because several factors influence academic performance. Additional factors known to have an influence on the academic performance of students include; student engagement (Dogan 2015); motivation of teachers (Asiamah 2013); the academic and professional qualification of the teachers (Agyeman 2016); student-teacher relationship (Toma 2020); and the teacher's knowledge of the subject. Apart from these and many other factors, parenting styles have also featured greatly in many other studies to be a major

contributor to students' academic achievement (Boateng et.al 2020; Attiya et.al 2016); Chery 2019; Dagnew 2015).

In the accounts of Yang and Zhao (2020), parenting style is an important factor which contributes to students' academic performance. Hence, if parents fail to apply the suitable parenting style, if they fail to prepare the child adequately and lack sufficient parental involvement, the child is likely to achieve poor academic results in school. Undeniably, parents have crucial responsibilities in the development of the intellectual abilities of their kids by enrolling them into schools to receive quality education. Apart from enrolling their children in schools, parents have a role to play in the academic achievement of their children through the kind of parenting style they adopt. The spread of COVID-19 worldwide forced many governments to suspend in-person schooling. According to UNESCO (2020), more than 100 countries temporarily closed schools, which has affected 91% of students. Homeschooling emerged as the primary substitute format, putting extra pressure on parents. According to Garbe et al. (2020), some parents struggled with distance learning as it placed more pressure on them, while others felt more connected to their children's educational progress. In so doing, parents took on new responsibilities in distance learning as they became more engaged in their children's learning experiences. From the afore said, it is clear that parental involvement is essential in children's learning experiences.

On the other hand, academic performance is the measurement of students' achievement across various academic subjects. In a worldwide perspective, poor academic performance has been attributed to both social and cultural factors. For instance, Kiama (2018) views parenting as one of the social factors that affect the academic outcome of students. Thus from Kiama (2018), we infer that parenting is very crucial in enhancing academic performance. The immediate environment in which adolescents live is considered to have the strongest impact

on adolescent development (Baumrind 2012). Parents form that immediate environment and therefore have a direct influence on their children's academic outcomes through the parenting styles that they embrace.

Baumrind (2012) in her study emphasized that student's academic performance is thus likely to be affected by the upbringing that the child has experienced. Guarian (2012) further adds that parenting styles are primarily characterized by combinations of warmth, responsiveness and demandingness which affects the child's academic outcomes. Categorizing parents on whether they are high or low on responsiveness or demandingness creates a classification of four parenting styles; Authoritarian, authoritative, permissive and uninvolved (Asiamah 2013). These parenting styles are likely to have various influences on the child socially, emotionally and academically. Parents are the most influential teachers for children to learn different academic skills and thus, the family becomes the first school for every child. The presence of the parent in the academic pursuit of their children goes a long way in boosting what the teachers give in school.

Authoritarian parenting style is where parents demand that children obey orders given without questioning and failure to follow such rules usually results in punishment (Nnani, Enemuo & Onwuka 2020; Munyi 2013). Authoritarian parenting which is also described as "strict parenting", is characterized by high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between parent and child. Authoritarian parents constrain their children's independence and they want their children to follow strict parental rules and orders without any question by threatening severe punishment if children violate these rules and orders. As postulated by Baumrind (2012), children with authoritarian parents tend to be anxious, socially withdrawn, and unhappy. Researchers (Imran et al., 2020; McKinney et al., 2016) have observed that children of authoritarian parents tend to associate

obedience and success with love, some children display more aggressive behavior outside the home, and others may act fearfully or overly shy and often have low self-esteem. At other times they have difficulty in social situations.

Authoritative parenting style on the other hand establishes rules and guidelines but they are flexible in examining and amending these guidelines by engaging in an open discussion with the children (Changalwa, Ndurumo and Poipoi 2012). According to Baumrind (2012), the authoritative parenting style is often referred to as the assertive democratic parenting style or the balanced parenting style which is characterized by a child-centered approach that holds high expectations of maturity pigeon-holed by high responsiveness and demandingness. It is a parenting style where parents often enforce rules and regulations as well as prescribe limits on certain behavioural characteristics such as consulting the opinions of children before arriving at a decision (Shahzadi & Malik, 2022). In this style of parenting, children are allowed to make their decisions but these decisions are however to be done along with their parents' consent and guidelines, hence, parents can punish their children either verbally or physically for deviating from procedures. Therefore, those who meet standards are rewarded whilst those whose performance is judged as undesirable are sanctioned. Children of authoritative parents have happier dispositions, good emotional control and regulation, develop good social skills, and are self-confident in their abilities to learn new skills. Because children are taught to follow rules, ask questions, and have their own opinions, the authoritative parenting style, more than any other, aids in ensuring healthy development. In the authoritative parenting style, parents exhibit a high level of demandingness and a low level of responsiveness. This style of parenting is marked by

highly restrictive and demanding parental behaviours that demonstrate a high level of control and maturity, but a low level of nurturance and bi-directional communication between parents and children (McKinney et al., 2016; Nunes & Mota, 2017).

Permissive parenting style on the contrary, offers a lot of freedom to the child and does not demand conformity to the rules in case they hurt the child. Such parents allow children to make their own decisions in life (Morawska (2017). Permissive parents demonstrate affection and exert indirect control over their children. As a result, they impose fewer rules and stricter limits on their children (Shahzadi & Malik, 2022). These scholars further noted that permissive parents are very polite and stoic, they meet the needs of their children, demonstrate good behavior towards their children as mature individuals and can direct their children's behavior. Such parents are uninterested in their children's activities and allow their children to be self-sufficient, however, they tend to strengthen their children's needs more. The permissive parenting style is known for providing too little advice and too much freedom with little control over the children, and this results in extremely low self-esteem in children. As a result, such children exhibit greater reliance on others, uncontrollable impulses, and an inability to show courage and accept challenges when necessary (Shahzadi & Malik, 2022).

Uninvolved parenting is characterized by neglect of the child's needs. Uninvolved parents have little or no communication at all with their children (Nnani, Enemuo & Onwuka 2020). The latter further suggest that, sometimes uninvolved parents provide for the child's basic needs even though they are generally detached from their child's life while in extreme cases, these parents are likely to neglect the needs of their children. Uninvolved parents give very few rules if any to their children and put no limits on their children (Shahzadi & Malik, 2022). Such parents are

uninterested in their children and allow their children to be self-sufficient. Children with uninvolved parents may eventually become anxious or stressed due to the lack of family support and are emotionally withdrawn.

Students who come from families where parents provide guidance by engaging with the child's school activities are likely to achieve higher grades. Thus, the academic performance of students depends much on the parenting in the family among other conditions. According to Vygotsky (1978), the more significant others parents included, play the most influential role in the education of their children. Parents provide education when their children are in early development before entering kindergarten. The parents' responsibility does not stop after their children have joined school but should continue through life. Therefore, when parents do not play their role in supporting the child's education, the academic performance will definitely be poor. On the other hand, when parents reinforce what teachers do, students tend to achieve higher academically. Parenting styles could therefore be an influential factor in the academic performance of a student for they play a vital role in helping or hindering academic success.

Studies have shown that although other factors influence academic performance parenting is deemed to have a more lasting impact and the success of parenting can be reflected in a child's academic outcome (Checa & Gutierrez 2018). From the aforementioned, we presume that a student's academic outcome does not only depend on what is happening in the school but also has a lot to do with the kind of parenting exercised in their family. Irrespective of strategies such as academic clinics, parents' meetings, holiday assignments, parents' workshops and seminars that have been put in place to help parents take up their role in the academic growth of their children, parenting styles still pause a threat to academic performance that needs to be addressed.

In a global perspective, In Latin America, a region-wide assessment showed that more than one quarter of third-grade students were unable to recognize basic phrases or locate information in a simple text (UNICEF 2016). In India's rural schools, a 2014 study showed that just under half of children in fifth grade were able to read a basic second-grade text. In arithmetic, half of fifth graders could not subtract two-digit numbers, and only about one quarter could do basic division (UNICEF 2016). In Netherlands there is a clear decline in overall performance in secondary school students especially in the core subjects; Dutch, English and Mathematics (Wijsman, Warrens & Saab 2016). This study by Wijsman et.al (2016) indicated that students with authoritative parents showed higher academic competence as compared to those with authoritarian and permissive parents. Learning involves more than the teacher. Students whose parents engage in activities that are supportive to their educational process will add value to their academic performance and widen their zone of proximal development.

African countries have exhibited a similar trend of low academic performance. Chimbandulla (2016) noted that schools in Zambia are under performing. This unsatisfactory performance from most schools was attributed to a number of factors in the Zambia education system such as parenting. It is worth noting that parents have a role to play in the academic achievement of their children, and if they take up the challenge, it is presumed that it will add credit to the academic performance of their children. The process of education requires both trained experts and non- experts of the family and other groups in the community. It is from this argument that we infer that it is not just the school that influences the academic performance of a student but also the parents have a role to play in contributing to academic success. According to Appiah (2022), in Ghana, the average pass rate of students in the Basic Education Certificate Examination for the municipality from 2016 to 2019 was 70% (Asokore-Mampong Municipal Education

Examination Unit, Ghana Education Service, 2020). In 2016, the municipality recorded 83% pass while the failure rate was 17%. Performance in 2017 took a nosedive as 57% of the students passed while 43% failed. There was a slight improvement in performance in 2018 over that of the previous year with 68% pass and 38% failure. The 2019 academic year noticed an improvement in performance with 76% passes and 24% failure. These results have proven that in recent times, the academic performance of the public Junior High School students has been inconsistent and that about 30% of the students in the municipality were unable to pass and enter second-cycle institutions. Appiah (2022) adds that, based on the evidence that there is a relationship between parenting styles and students' academic performance (Ahmed, et al., 2019; Ibukunolue, 2013), one is likely to attribute the inconsistent and the seemingly inconsistent and undesirable academic performance of the students in the Asokore Mampong Municipality Ghana to inappropriate parenting styles experienced by the students.

In East African countries, the demand for secondary education has been on the rise due to the increased enrollment of pupils in primary schools. This has led to increase of the number of secondary schools to meet the demand. However the performance has been below average. In Tanzania, the performance of secondary school students drop every year mainly due to both school and home based factors. Some of the home based factors like low parents' income, education of parents as well as parenting styles were found to have significant influence on the poor academic performances of the students (Nyandwi, 2014). The Ministry of Education and Vocational training (2012) reports that in Tanzania, the academic performance has been deteriorating. At national level, the trend of pass rate for division 1 to III was; 11.59% in 2010 and 10.05% in 2011. This is a clear indication that academic achievement is descending.

In Kenya, the trend is not different, according to the Report on Education Access and Quality in Kenya (2018), the overall students' performance in KCSE is poor among secondary school students. In 2017 only 15% of students scored the minimum university entry grade of C+ in KCSE. The performance was weakest in county public schools where only 11% of the students scored a C+ compared to National schools with 43% scoring a C+ and above. This dismal performance was attributed to several factors among them parental laxity. In addition, a study by Munyua & Disiye (2020) in Kenya showed that when the parenting exercised in the family was authoritarian, the academic performance of the students was low. That was to say that authoritarian parenting was inversely proportional to low academic performance of the students. Therefore students from families with authoritarian parenting were disadvantaged in relation to academic performance. Students who experienced authoritative parenting had high scores in academics while students who scored high in authoritarian parenting scored low in academics. The finding was also consistent with results of Musyoka (2018) who established that circumstances like parenting within families had relationship with academic performance.

In Lamu County, Only 13% of the residents have secondary level of education or above and 67.3 % of its residents have the ability to read and write (Lamu county Integrated development plan 2018 - 2022). This means that the level of illiteracy in Lamu stands at 32.7 %. Among these residents are the parents of the secondary school students. Parents are the ones expected to impart in their children the value for hard work and love for learning which eventually translates to good academic results. If the parent is not educated, it will be difficult for the same parent to sphere head hard work and higher academic achievement for their children. When parents in Lamu do not engage in their children's schooling, they create a gap in learning that causes poor performance in the region.

Lamu County KCSE results for the last five years shows that the county's mean score has remained below average. This poor academic performance in Lamu County is a critical problem and has been attributed to various factors like some religious practices, educational level of parents, poverty, lack of enough resources, cultural practices, sex tourism but parenting style has been left out (Murage & Mohamed 2019). Poor performance in KCSE means that the student cannot go to higher institutions of learning. This is very true of Lamu County. Academic performance in KCSE has for a long time been poor for it has either taken a downward trend or stagnated. Various studies on the relationship between parenting styles and academic performance have posted a positive relationship (Yasmin 2015; Shinali 2016) while other studies have shown a negative relationship between parenting styles and academic performance (Ashiono 2013; Muzaki 2018). Therefore, there have been inconsistencies and lack of consensus in research findings on the relationship between parenting styles and academic performance. This study filled this gap by investigating the relationship between parenting styles and academic performance of secondary school students in Lamu County.

Table 1

Lamu County KCSE Performance for 2017- 2021

Year	**County mean score**	**County mean grade**
2017	2.76	D
2018	2.948	D
2019	3.64	D +
2020	3.469	D
2021	3.093	D

Source: Lamu County Director of Education KCSE analysis file

1.2 Statement of the problem

This study was conducted in Lamu County, Kenya. Lamu County is one among the coastal regions in Kenya which received western and Islamic education from the missionaries and the Arabs in earlier years. The region is therefore expected to have advanced to greater heights in academic performance. In recent times, stakeholders in Lamu County are worried about the decline in the learning outcomes of students in external examinations especially in the Kenya Certificate of Secondary Education (KCSE). There has been a heated debate between the Ministry of Education, parents, teachers, students and within the public circles in Lamu County Kenya, trying to establish the root cause of the poor academic performance of KCSE in the county. Lamu county development plan (2018 -2022) reports that, the county has continuously recorded unsatisfactory results in the national examination for very long time. The problem of poor academic performance among secondary school students in Lamu is thus a painful evident phenomenon.

Strategies such as remedial lessons, Early syllabus coverage, subject symposiums, workshops and seminars for teachers and parents, administration of external examinations in order to boost academic performance have been put in place to remedy the problem but, Lamu county has continued to perform poorly in KCSE examination. In the past years, Lamu has been among the bottom ten counties in the KCSE results. In addition, for the last five years, the county mean grade has remained at D+ and below in KCSE as indicated in table 1 (KNEC 2019). This has put all stakeholders and the entire community in Lamu into wondering what is ailing the education sector. In order to help mitigate poor academic performance among secondary school students in Lamu, it is inevitable to work on improving parenting strategies. Thus the interest of the researcher was to investigate the contribution of parenting styles to this phenomenon in Lamu County.

Studies done have sought to find the relationship between parenting and academic performance in other places (Wijsman, Warrens & Saab 2016; Checa & Gutierrez 2018; Shinali 2016; Ashiono 2013; Pamela 2016; Migosi, Joash, Mwania & Jonathan 2014; Nzau 2015). However, none of them has been done in Lamu County. This study therefore examined the relationship between parenting styles and academic performance of secondary school students in both public and private schools in Lamu County.

1.3 Research Questions

The study was guided by the following questions:

i. How does authoritarian parenting style relate to academic performance of secondary school students in Lamu County?

ii. To what extent does authoritative parenting style relate to academic performance of secondary schools students In Lamu County?

iii. What is the relationship between permissive parenting style and academic performance of secondary school students in Lamu County?

iv. What is the relationship between uninvolved parenting style and academic performance of secondary school students in Lamu County?

1.4 Research Hypotheses

H_{01}: There is no relationship between authoritarian parenting style and academic performance of secondary school students in Lamu County.

H_{02}: There is no relationship between authoritative parenting and academic performance of secondary schools students In Lamu County.

H_{03}: There is no relationship between permissive parenting style and academic performance of secondary school students in Lamu County.

H_{04}: There is no relationship between uninvolved parenting style and academic performance of secondary school students in Lamu County.

1.5 Significance of the Study

The study was meant to inform the government through the Ministry of Education at national and county level on formulating policies that may be used in educational programmes. The findings were to highlight to them the influence of different parenting styles on academic performance of secondary school students in Lamu County. The study findings and recommendations were to play an important role in creating awareness among parents to enable them acquire knowledge on parenting and parenting styles that support the academic wellbeing of their children.

The study findings are also useful to the head teachers. They can use the study findings and recommendations in directing parents on parenting styles that lead to improved academic

performance of students, because head teachers directly deal with parents in their administration roles. The study also provided the head teachers with knowledge on parenting styles in their supervisory role in the school.

Teachers are the custodians of education. Findings of this study were to make teachers aware of the importance of learning the parenting styles that their students go through in order to avoid undesirable academic performance. It was to further inform teachers on the role they need to play in advising parents on the benefits of embracing positive parenting and the value of being co-teachers with them.

The findings were also useful to the parents. The study enlightened them on how their parenting styles influence their children's performance in school, beside providing insights to parents to enable them nurture their children well by exercising helpful parenting styles that support academic performance of their children. The study findings also provided recommendations on how parents can assist in improving academic performance of their children in secondary school.

The study benefited students too. It brought to them an awareness on the challenges they go through as a result of the parenting styles they have experienced. This awareness was to help them in developing coping strategies that safeguard their academic performance from being affected negatively. The schools also benefited from this study. When students excel in examinations, they give the school a good name. Their academic success will make the school to grow both in quantity and quality.

Consequently, the community at large also benefited from the study findings because education enhances development of a community. When the students perform well, the community

develops because at the end the community gets quality citizens who contribute greatly to the growth and development of the society.

The study played a great role by adding to the body of knowledge particularly in the field of education besides providing additional knowledge in parenting and family life. On the same note scholars and researchers are hoped to find the study an important source of reference for their academic works and stimulate further research in this area.

1.6 Scope and Delimitations

The study delimited itself to selected secondary schools in Lamu County. It focused on selected public and private secondary schools. The justification for choosing Lamu County was informed by the long history of poor academic performance in KCSE examinations in Lamu County (KNEC 2019). The scope of the study was the relationship between parenting and academic performance of secondary school students in public and private schools in Lamu County. There are other factors that can contribute to the poor academic performance in Lamu County which could have been explored but because of limited time and resources, they could not all be tackled in this study.

1.7 Theoretical Framework

A theory as defined by Chunk (2012) is a scientifically acceptable set of principles offered to explain a phenomenon. A theory provides frameworks for interpreting environmental observation and serves as a bridge between research and education. This study was anchored on Baumrind's theory of parenting styles.

1.7.1 Baumrind's Theory of Parenting Styles

Baumrind's theory was developed by psychologist Diana Baumrind in the 1960s. Baumrind noticed that children exhibited uniquely different types of behaviour and each type of behaviour was related to a particular kind of parenting. This theory emphasize that there is a close relationship between parenting styles and children's behaviour which leads to different outcomes in their life. As noted by Lindsay et al. (2018) differences in parenting account for the way children functioned socially, emotionally and cognitively. Parenting styles differ in standards and values which children are expected to embrace. How these values are transmitted to the children also vary from parent to parent. This is in agreement with the main objective of the current study which is an attempt to ascertain whether parenting styles and academic performance have possible associations.

Baumrind groups parenting styles based on two characteristics. First is the level of demandingness which refers to the extend parents control their children or demand maturity from them (Baumrind 2012). The second is responsiveness which is the degree to which parents accept and are sensitive to the children's emotional and developmental needs. Baumrind (2012) presents four types of parenting styles, which are the key tenets of her theory: Authoritarian, Authoritative, Permissive and Uninvolved parenting styles.

Authoritarian Parenting: According to Lindsay et al. (2018) authoritarian parenting is characterized by high demandingness or parental control and low responsiveness. Authoritarian parents demand blind obedience from the children without any explanations. The reason they give for their demandingness is "because I said so". These parents are naturally not nurturing because they do not respond to their children's needs. Children from such families are likely to be unhappy,

possess behaviour problems, have low self-esteem, they are insecure, have poor social skills and are low achievers academically.

Authoritative parenting: This parenting style is characterized by high demandingness and high responsiveness. These parents have high expectations of their children but they are affectionate and supportive to the needs of the children (Nyarko 2011). They set rules and discuss them with their children to provide guidance and set boundaries. Children who are brought up by such parents are happy, they develop high self-esteem, have better mental health, good social skills, achieve higher academically (Nyarko 2011).

Permissive parenting: Permissive parents have low demandingness and high responsiveness. They have very few rules and do not enforce them at any time (Baumrind 2012). They work to please their children and as such they never say no to their children in case they disappoint them. Children from this parenting style cannot follow rules, are selfish and have problems in social interactions.

Uninvolved parenting: Uninvolved parenting also called neglectful possess low demandingness and low responsiveness. These parents do not set any standards for their children and are thus uninvolved in the life of their children. Their children tend to be irresponsible, are not able to manage their emotions and are likely to enter into addictions.

1.7.2 Strengths of Baumrind's theory of parenting styles

Studies have found that the strength of this theory is that it provides a parent with strategies, limits and a guide to parenting (Yasmeen 2013; Muzaki 2018). No individual is self-sufficient and therefore we need to be directed on the best approach to build ourselves and others. All parents need to be helped on the best way of bringing up their children, and Baumrind provides this

guideline by presenting the various parenting styles, hence making Baumrind's theory of parenting styles relevant for this study.

1.7.3 Weaknesses of Baumrind's theory of parenting Styles

Research has identified the weakness of Baumrind's theory. In view of a study by Shinali (2016), it restricts parents to a certain way of parenting, depriving them autonomy and pulling them away from concentrating on each child as a unique individual. Parents need to realize that each child is different and as a result, mold their parenting techniques to suit each individual child. To counteract the highlighted weaknesses of this theory, the researcher reviewed other two theories; Vygotsky's theory of cognitive development and Bandura's social learning theory, which highlights the significant role played by parents in the academic progress of a student.

Justification of the theory

Baumrind's theory (Baumrind 2012) propose that parenting styles influence a child's development which leads to different outcomes in their life. She adds that a child's behaviour closely relates to a unique parenting. A student's academic performance is part of a child's outcome in their academic development, therefore this theory is considered suitable in assessing the relationship between parenting styles and academic performance of secondary school students.

1.8 Conceptual Framework

Conceptual framework is a hypothesized graphical model illustrating the relationship between the independent and dependent variables (Orodho, 2012). The study places parenting styles as the independent variable which include; authoritarian, authoritative, permissive and uninvolved parenting styles. Students' academic performance is the dependent variable measured from the scores obtained in termly examinations in various subjects. It is believed that, the type of family, education of the parent, parent's occupation, their age and spirituality are likely to

influence the academic performance and are thus included as intervening variables. The parenting style that is exercised in the family affect the student's academic outcome positively or negatively. According to Vygotsky's theory of cognitive development (1978), children learn more when their learning is best supported at opportune moments by the more knowledgeable others. When the parent is supportive to the education process of their children and assists in the learning activities like helping in home works and following up with school activities, such participation supports the teachers' input and enhances what is taught in school, hence the zone of proximal development (ZPD) increases. In so doing, the students learn better and are likely to score higher academically. On the other hand, if the parent is absent, detached and does not help the child in any way with the school activities, home works and assignments, they compromise the children's academic progress and as such the children are likely to score low academically, thus the zone of proximal development is likely to remain static. Figure 1 is a representation of the interaction of the variables involved in this study.

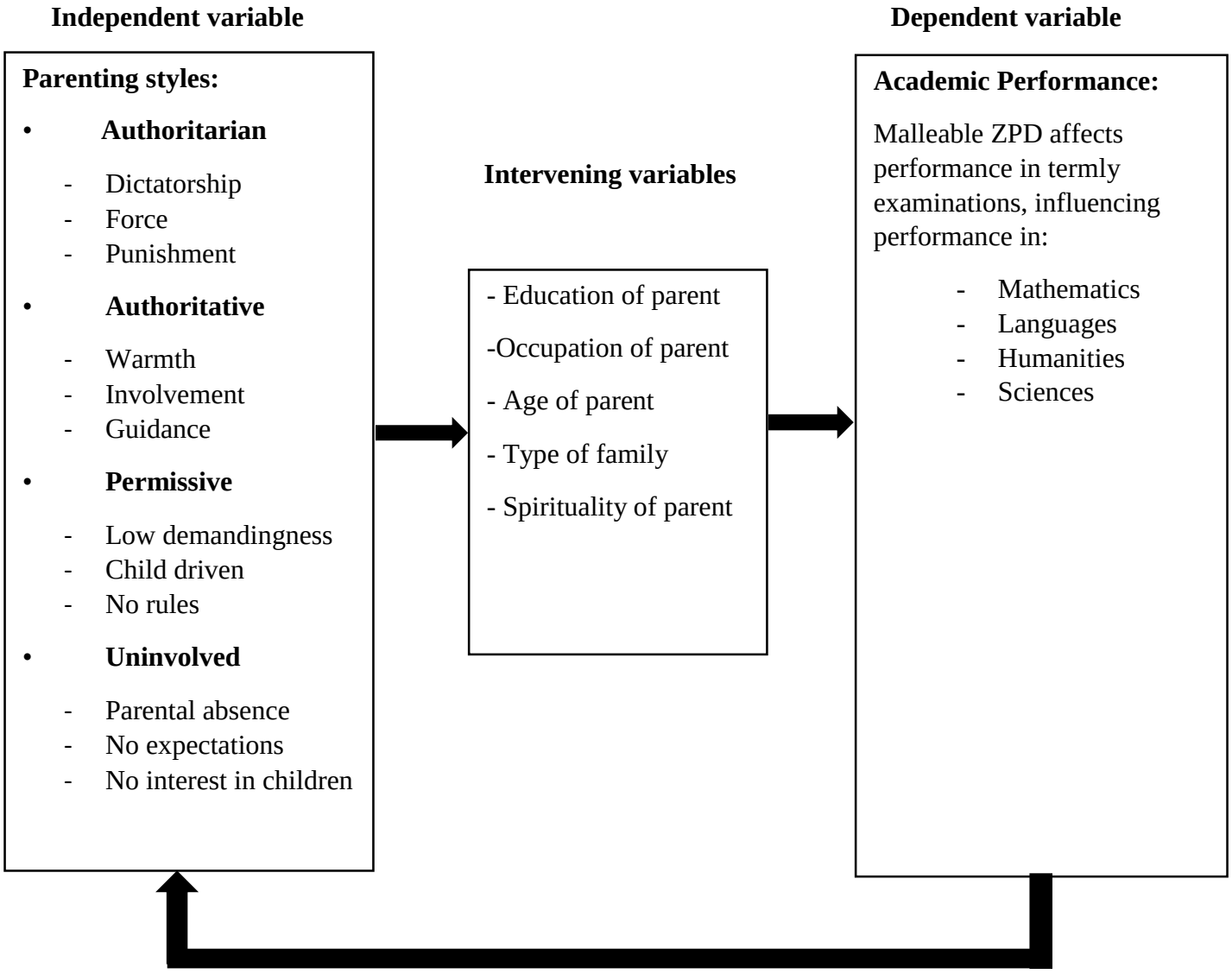


Figure 1. Relationship between parenting styles and academic performance

1.9 Operational Definition of Key Terms

Academic performance: A student's academic achievement in end of term internal examinations.

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

Authoritative parenting style: parenting behavior characterized by a parent being firm, but affectionate, attentive and responsive to the needs of the child.

Cognitive development: an individual's development of intellectual processes.

Education: Process of acquiring desirable knowledge, skills, values and attitudes.

Parent: a child's mother, father**,** guardian or any other person the child lives with who is legally responsible for the child's welfare.

Parental involvement: Refers to a wide range of activities a parent engages in while interacting with their children including; helping with homework, analyzing progress reports, communicating with and providing for the child,.

Parenting Style: the strategies that parents use in bringing up their children.

Permissive parenting style: parenting behavior characterized by a parent being lenient, passive and without much control of their children's behavior.

Poor Performance: a score that does not meet the minimum entry to the University in Kenya (C+)

Private school: A school established and managed by an individual or organization in Kenya.

Progress reports: documents showing student's achievement record including; report cards, progress records and any other document that show performance of children.

Public school: A school managed and maintained by the government of Kenya.

Scaffolding: activities provided by a more knowledgeable person to support students through the zone of proximal development.

Student: A person studying in a secondary school.

Uninvolved parenting: is a style of parenting where parents don't respond to their child's needs.

Zone of proximal development (ZPD): the difference between what a student can achieve independently and what a child can achieve with guidance from a more skilled person.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a critical review of related theories that guide the study, review of empirical studies in line with the research questions and a summary of reviewed literature.

2.2 Critical Review of Theories

This section presents a critical review of Vygotsky's Theory of cognitive development and Social Learning theory and the strength and weaknesses of the reviewed theories.

Vygotsky's Theory of cognitive development

Vygotsky's theory of cognitive development was developed by a Russian psychologist Lev Vygotsky (1978). According to this proponent, cognitive development refers to an individual's development of thought processes, problem solving and decision making. As the child moves through different levels of education, the thought processes become more complex and at each stage they need the support of other significant people apart from their teachers. In this study parents will be treated as the significant persons in the life of the students. The researcher believes that parenting is a complex subject involving many activities that influence a child's academic outcome.

It is important to note that the education system influences the thoughts and belief systems of the children within. One's teachers, parents and peers directly affect cognitive development by the language they use and the interpretations they offer. Vygotsky suggested that others within a

child's social circle influence their perspectives, values, and attitudes. Individuals are actively engaging within their learning environments, continuously analyzing the reactions of others and modifying their responses as they adopt or reject accepted standards as their own. Both learning and culture are depended on the other: individuals are constantly determining what is acceptable in society, and the environment is continuously confirming what would be considered appropriate behavior.

Salking (2013) explains that cognitive development stems from social interactions to guided learning, as children and their parents co-construct knowledge. Salking further expounds that the process of learning requires a child to work closely with other people besides their teachers, such as parents. He believed there were certain higher functions developed through direct interaction with significant people in a child's life. From this assertion, the researcher holds that if parents do not play their role to guide, direct, discipline and teach the children, could be one of the reasons why students from some of the parenting styles like authoritarian, permissive and uninvolved will not perform at their full potential academically because such parents are not much involved in supporting the child academically. On the other hand, if parents are fully present in the academic life of the children as with authoritative parenting, they are likely to yield good results. As described by Paris, Rymond & Johnson (2020) Vygotsky believed that children learn more when their learning is best supported at opportune moment when parents assist them in learning new tasks. When children are brought up by uninvolved parents, their academic skills are not supported hence their academic performance goes down. Vygotsky's theory presents three key tenets of this theory. These are; social interaction, the more knowledgeable other and the zone of proximal development.

Social Interaction: The theory states that social interaction plays a fundamental role in the process of cognitive development. For Vygotsky, knowledge is not so much constructed as co-constructed; learning always involves more than one person. Interaction with parents and teachers is capable of setting up a situation that can aid the child towards a higher level of academic excellence. This is what Vygotsky called imitative learning; when the child tries to copy or imitate another individual within the social context. According to Vygotsky, social interactions among children in the social context lead not only to enhanced levels of knowledge but also to a complete transformation of their thoughts. This transformation thus flows out and is reflected in their academic outcomes. Social interaction will inform the study on the role parents play in the academic success or failure of their children depending on the quality of time they create to interact with their children. Vygotsky pointed further that development cannot be separated from its social context thus, social interaction plays a key role in the process of cognitive development. The latter believed that social learning precedes development. He explained that every function in the child's cultural development appears twice; first, on the social level, and later, on the individual level; first, between people and then inside the child. Vygotsky proposed that children are born with elementary mental abilities such as memory and perception and that higher mental functions develop from these through the influence of social interactions.

The More Knowledgeable Other (MKO): According to Vygotsky as exhorted by Paris et al. (2020) the more knowledgeable other refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process or concept. The MKO include a teacher, older adult or peers. This theory points to the MKO in demonstrating values and ideas from which the child learns and internalizes using it to guide or regulate their own performance. Although the implication is that the MKO is a teacher, this is not necessarily the

case. Many times parents may be the individuals with more knowledge or experience in a particular area. This study evaluated whether parents in Lamu County play their role as the MKOs to their children in secondary school. According to Vygotsky, adults in society foster children's cognitive development by engaging them in challenging and meaningful activities. They show the meaning they attach to objects, events and experiences. They provide the child with what to think which he called the knowledge, and how to think which is the process. The interactions with significant others increases not only the quantity of information and the number of skills a child develops, it also affects the development of higher order mental functions such as formal reasoning. Vygotsky argued that higher mental abilities could only develop through the interaction with more advanced others. Vygotsky also viewed cognitive development as a social process where children learn from experienced adults.

Zone of Proximal development (ZPD): Vygotsky (1978) points this to be the difference between what a child can achieve independently and what a child can achieve with guidance from a skilled person. He adds that The Zone of Proximal Development is the gap between the level of actual development, what the child can do on his own and the level of potential development, what a child can do with the assistance of more advanced and competent individuals. Vygotsky relates the ZPD with scaffolding. Scaffolding refers to activities provided by a more knowledgeable person to support students as they are led through the zone of proximal development (Paris et al. 2020)). Vygotsky believed that children who worked with their MKOs parents included, show greater achievement at various tasks than those who work alone. Therefore guided learning within the zone of proximal development (ZPD) leads to greater performance than working alone. This zone is not static. It shifts as a child could aggressively attain a higher level. With each shift, the child is capable of learning more complex concepts and

skills. This tenet is relevant for this study for it recognizes that children can perform on a higher level with the help of their parents. This can be possible for those parenting styles that are more involved in the academic world of the child. Social interaction, supports the child's cognitive development in the ZPD, leading to a higher level of reasoning. ZPD is the zone where instruction is the most beneficial when the task is beyond the individual's capabilities. To learn we must be presented with tasks that are out of our ability range. Challenging tasks promote the maximum cognitive growth. As a result of shared dialogues with more knowledgeable others, who provide clues and instructions as well as encouragement, the child is able to internalize the how to do the task and manage to go through the task successfully. This can then be used by the child on later occasions when they tackle a similar task on their own.

Vygotsky (1978) sees the zone of proximal development as the area where the most sensitive instruction or guidance should be given, allowing the child to develop skills they will then use on their own thus developing higher mental functions. Vygotsky also views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers and the more knowledgeable others use cooperative learning exercises where less competent children develop with help from more skillful peers within the zone of proximal development.

Strengths of Vygotsky's theory of cognitive development

Vygotsky's theory of cognitive development emphasizes on social interaction as an essential element in cognitive development as well as in learning. It stresses that when children work with others, they are able to produce better results in school than when they work alone and that, children learn from more than just the teacher. Owano (2010) in his study on parenting supports this theory by highlighting that, significant others in the life of a student should tutor and guide them for good academic outcomes. Students who have parents who engage in

scaffolding with them are likely to attain high grades in high school than those parents who do not. Mady (2019) also supports this theory by acknowledging that all the surroundings of a student such as parents are responsible for developing higher order functions like academic achievement. Vygotsky's theory therefore supports the main objective of this study which was to investigate the relationship between parenting styles and academic performance of secondary school students.

Weaknesses of Vygotsky's theory of cognitive development

Critics of the theory of cognitive development such as Ashiono (2013) in his study argue that it does not offer explanation for individual differences. Some students regardless of the assistance given by other significant people, they are still slow in thought processes hence may not get good grades in class. In addition, Mihret, Dilgasa & Mamo (2019) also suggests that there are other factors involved in learning like genetics that Vygotsky does not put in consideration. To overcome this limitation, the study used a Likert scale to determine the students' perception on the parenting styles used by their parents. The study also used both qualitative and quantitative data collection instruments in order to validate and compare the data generated by the research instruments.

Justification of the Theory

This study found the application of Vygotsky's theory relevant. This is in line with its concepts which state that children can achieve higher grades to any type of social interaction, interaction with peers as equals, with parents, or with children of other developmental levels. The theory places parents as key partners in the academic success of their children. Thus, children who

have cooperative and assisting parents rather than punitive and neglectful parenting will quickly increase cognitive skills and eventually yield good academic results. Thus, the theory helped in providing solid information on parenting styles and academic performance of secondary school students in Lamu County.

Social Learning Theory

Social Learning theory was developed by psychologist Albert Bandura (1986). His theory focuses on how we learn from our social experiences. The emphasis of this theory is that people learn from observing others. Bandura believed that people are influenced by the world around them either positively or negatively. Social learning theory is based on the idea that we learn from our interactions with others in a social context (Nabavi 2014). After the interactions, people assimilate and imitate the behaviour demonstrated. According to the proponent of this theory, people can learn new information and behaviours by watching other people. Based on this assertion, it can be inferred that the significant others who are parents in this study, act as a template and children imitate the values they observe from them (McLeod 2016). The tenets of this theory include: Modelling, Imitation and reinforcement.

Modelling: As evident in their study, Edinyang & Effiom (2016) opinioned that children are surrounded by many influential people in the society such as parents and members of the school community whom they look up to as models per excellence. They pay attention to some of these agents of socialization and copy the behaviours exhibited. At a later time they may imitate the behavior they have observed regardless of whether the behavior is appropriate or not. Bandura posits that learning occurs in a social context with a dynamic and reciprocal interaction of the persons who surround them. If students observe successful demonstration from their parents, they reproduce those actions successfully (McLeod 2016).

Imitation: This theory states that children encounter interaction on a daily basis and use them in future similar situations. In his theory therefore, Bandura offers understanding of children's learning skills through experiences to which they are exposed. Children learn in the company of many significant models parents included. These models provide examples of behavior to observe and imitate (McLeod 2016).

Reinforcement: According to Munyi (2013) children's academic capabilities are modeled from the positive and negative responses children get from parents and other adults. When a parent offers reinforcement for positive behaviour, a child is more likely to continue exhibiting the same behaviour due to rewards received. If student perform well academically and they are rewarded, they will ensure to maintain the good performance for future rewards. People learn to reciprocate behaviour that believe will lead to positive reinforcement. Based on this assumption, parenting styles are believed to be the central mechanisms that shape the outcomes of a child's academic achievement.

Strengths of Social Learning theory

Researchers such as McLeod 2016 and Nabavi 2014 have proposed that this theory is useful in explaining how students learn through interaction with their role models. This theory emphasizes the importance of our environment and in particular role models who play a significant role in determining our future outcomes. A person's upbringing has a profound effect on how they see the world and how they process information. Parents are key players in the academic outcome of their children. Students who have parents who guide and support their studies are likely to achieve good grades. The researcher found this theory suitable in this study because of its emphasis on social influence that affects learning and eventually academic performance.

Weaknesses of Social Learning Theory

McLeod (2016) in his critique of social learning theory states that it is limiting to describe learning solely in terms of observing others and attempts to do this underestimate the complexity of human behavior. It also ignores nature and biological factors that are likely to influence our learning outcomes. Therefore Social learning theory is not a full explanation for all learning. This is particularly the case when there is no apparent role model in the person's life to imitate.

Munyi (2013) in her study suggests that although social learning can explain some quite complex behavior, it cannot adequately account for how we develop all out thought processes. We have a lot of cognitive control over what we learn from imitation. Social learning theory is believed to ignore genetic differences that could lead to disparities between people's cognitive development as posted by Nabavi (2014).

2.3 Review of Empirical and Conceptual Studies

This section presents a review of related literature in a global, regional and local perspective in line with the research questions and identifies the research gaps of the reviewed literature. It further gives a summary of the literature review.

2.3.1 Authoritarian Parenting and Academic Performance

Authoritarian parenting follows a rather dictatorial style. It involves the highest degree of control on children and very low levels of warmth (Raburu 2016). Authoritarian parents are high on demandingness and low in responsiveness. Such parents do not encourage dialogue and they exercise absolute control over their children following a set of rigid set of standards. Authoritarian parents usually set strict rules and monitor their children day and night, they demand obedience and are punitive and forceful (Baumrind, 2012). Even though they demand obedience without

question, they do not show much warmth towards their children. When the children misbehave, these parents assert power. They set rules and orders and do not communicate to the children the reasons behind these rules which places more pressure on the children than any other parenting style. The use of authoritarian style prevents effective discussion of any sort, between parents and children. Authoritarian parenting is believed to have adverse effects on children's psychological development as well as academic achievement (Kang & Moore, 2011). Numerous studies have found authoritarian parenting style to be negatively associated with academic achievement (David 2020; Kostereliogl u 2018).

Mohammed, Koorosh and Hamid (2011) conducted a study on the relationship between parenting styles and children's academic achievement in Iran. The study used 371 Iranian high school students with their parents. This study used descriptive research design. Questionnaires were used to collect data. Students' grade point average (GPA) was calculated for the students' academic achievement. The study established that authoritarian parenting was negatively associated with academic achievement of students. A few gaps were identified in the reviewed study. It was descriptive in nature which limited the researcher to quantitative data only which can be biased leaving out a research design gap. The current study used a mixed method approach which enabled the researcher to compare and contrast quantitative data with qualitative data. The geographical and cultural differences exist between the area of the reviewed study and where the current research was based. The reviewed study used questionnaires which do not offer the researcher the opportunity to clarify issues. To fill this gap, the current study used questionnaires, interviews and document analysis for data collection to allow in depth and wide assessment of the problem under study. The current study collected data from students and head teachers leaving out parents who were used in the reviewed study. Findings of the cited study which established that

authoritarian parenting style was negatively associated with children's academic achievement, are of great significance to the current researcher except that it left out uninvolved parenting style as opposed to this research which included uninvolved parenting style in the study. The reviewed study did not explain which methods were used to validate the instruments and how reliability was determined. The current study used test re- test method to check instruments reliability and subjected the research instruments to face and content validity in order to validate the research tools.

Similarly, a study was done by Mohanan & George (2022) in India. They attempted to examine the mediating effects of adolescent attachment, emotional regulation and academic self-efficacy between parenting styles, academic achievement, and school adjustment among high school students in Nagaland, India. Furthermore, it investigated whether the structure of direct and indirect structural relationships hypothesized varies as a function of their parents' genders. The participants of this study were high school students from Nagaland, India. The questionnaire consisted of the following scales: Parenting Authority Scale, Adolescent Attachment Questionnaire, Academic Self-efficacy Scale, Difficulties in Emotion Regulation Scale, College Adjustment Test and GPA. In order to meet the study's objectives, three studies were designed with the purpose to investigate the direct and indirect effects of parenting styles on academic achievement and school adjustment among high school students in Nagaland, India: the mediating effects of attachment dimensions, academic self-efficacy, and emotional regulation. The results revealed that authoritarian parenting style had direct correlation with academic achievement and that authoritarian and permissive parenting styles had indirectly effect on school adjustment mediated by adolescent attachment and emotional regulation. The pattern of structural relationships hypothesized for the proposed model of parenting styles. The result found it operates

differently for fathers and mothers. There were neither direct nor indirect correlation between the predictor and the outcome in the case of the fathers parenting style in this sample group. But in the case of the mother, authoritarian parenting style had direct significant correlation with academic achievement and significant correlation between school adjustment and lack of angry distress, goal-corrected partnership, and emotional regulation. The study's limitations, implications and future avenues were also discussed. Gaps identified in the reviewed study include; it was not clear what research design, sampling methods and how data was analysed for the reviewed study, gaps which were filled in by the current study. The reviewed study did not specify which high school students were sampled for the study. The current study targeted Form 2 students who were believed to be still young and needed parental support in their studies.

Contrast was brought in by a study by Dehyadegary et.al (2011). The purpose of the study was to determine the relationship between authoritarian parenting style and academic achievement among adolescents in Iran. The respondents were 382 high school adolescent in the age range of 15 to 18 years from selected high schools through stratified sampling. The instrument used to measure parenting style was the parenting style scale by Baumrind (1991). Findings claimed that there is no significant relationship between authoritarian parenting style and academic achievement among adolescents in Sirjan Iran. The study highlighted that the location, the culture, type of school and disciplinary measures put in place by parents, have the capacity of influencing the response of children to their parent's instructions. Based on the findings of the reviewed study, the current researcher included the other parenting styles namely authoritative, permissive and uninvolved parenting in order to get a wider view of the problem under study. The author of the reviewed study targeted secondary school students only but it was not explained why head teachers who are custodians of academic performance in schools were left out, therefore prompting the

current study to target head teachers. Questionnaires were the only instruments used to collect data. Incorrectly or illegibly filled out questionnaires, or even missing answers, will inevitably influence the quality of the data obtained. The current study filled this gap by using questionnaires, interview schedules and document analysis to counter any weaknesses of using one tool in collecting data. The outcome of the reviewed study creates disagreement in research outcomes hence generates a need to investigate how authoritarian parenting style relates to students' academic performance.

A similar study by Radhika & Rosna (2011) in India indicated that children whose parents are authoritarian get lower grades compared to those from authoritative parenting. A descriptive-cross sectional study design was used. The sample size was 60 mothers and school going children and simple random sampling technique was used. Parenting style questionnaire was used to assess the parenting styles and academic performance records were also reviewed. The current study used a mixed method design by gathering both quantitative and qualitative data. Mixed method design enabled the researcher to capture the subjective view of the respondents but also test the objectivity of the findings with view of generalizing them to other similar populations. The reviewed study sampled school going children but did not specify whether it was primary or secondary school students who provided information, thus prompting the current study to clearly target form 2 secondary school students. The current study included head teachers in the target population who were left out in the reviewed study. Simple random sampling which used in the reviewed study at times may not be a representation of the target population when the sample is not inclusive enough. The current study used stratified and simple random sampling procedures to fill in the gap. The reviewed study used only questionnaires to collect data but the current study used questionnaires, interviews and document analysis to allow comparison of data collected through a variety of tools.

Data analysis was done using descriptive statistics and inferential statistics for the reviewed study. This guided the current researcher to use the same methods for data analysis.

Another study was done by Zahed et.al (2016) with the purpose of investigating the relationship between parenting styles, academic achievement and career path of students at Shiraz University of Medical Sciences in Iraq. This was a correlation study carried out among 1600 students. About 310 students were selected randomly as the sample. Baumrind's Parenting Style and Moqimi's Career Path questionnaires were used and the obtained scores were correlated with the students' transcripts. To study the relation between variables Pearson correlation coefficient was used. Results showed there was a significant relationship between authoritarian parenting style and educational success. In addition, findings showed a significant relationship between authoritarian parenting style and career path as well as the educational success of the students. The study concluded that parents have an important role in identifying children's talent and guiding them in their studies. Mutual understanding and close relationship between parents and children was recommended. The use of Baumrind's parenting styles in the reviewed study was useful for the current study. The use of questionnaires only left some gap in the reviewed study in cases where some questions were not clear to the respondents which could have compromised the study findings. The reviewed study was quantitative in nature and thus lacked in depth information which was filled in by the current study which adopted both quantitative and qualitative study methods.

Nyarko (2011) carried a study in Ghana to establish the relationship between parental involvement and academic performance of senior high schools. The descriptive correlational research design was used to conduct the study. Stratified random sampling procedure was employed. Questionnaire and test items on Mathematics and English Language were the research instruments used to collect data for the study. Data analysis was conducted by employing

descriptive statistical tools. The study argued that the high control involved in authoritarian parenting was found to be negatively associated with academic achievement of the students. The study recommended that parents should provide a democratic atmosphere at home which could be an opportunity to share their views on important issues with their children. The sample used was selected from three senior high schools in the central region of Ghana. Samples were drawn from second and third year students. Few limitations were noted in the cited study. The study focused on authoritative parenting only leaving a knowledge gap on the other parenting styles. The current study addressed the four parenting styles and their relationship with students' academic performance in order to facilitate generalization on the four main parenting styles and academic achievement. Another weakness of the study was that the researcher did not elaborate the methods used to obtain validity and reliability. Hence, the findings may not have been realistic. The Pearson moment of correlation used for analysis was ideal and related with the current study. The current study determined validity of instrument results as well as reliability. In addition, the reviewed study used only three schools which are rather few and is likely to threaten the generalization of the study results, the current study filled in this gap by collecting data from eight schools.

Additionally, a similar study was done by Mensah (2018) to examine the impact of parenting styles on the academic performance of adolescents in the senior high school of Birim Central Municipality in Ghana. To accomplish this, a descriptive survey research design procedure using a quantitative approach was employed. A sample size of 317 respondents were used for the study. Questionnaire was used to obtain data from the respondents. The data was analysed using inferential statistics including multiple regression and Pearson Product Moment Correlation. The study revealed that generally, the academic performance of adolescents in the third year in the Senior High School of Birim Central Municipality in Ghana was greatly influenced by the type of

parenting style the parents adopt. However, the findings from study suggest that differences in academic performances of students in the study area were as a result of the variations in parenting styles used by parents. Overall, authoritarian parenting style was found to have a more significant effect on students' academic performance than other parenting styles. Additionally, students from authoritarian homes were found to perform better than the others from other parenting homes. It was therefore, recommended that there should be awareness of parenting styles and their dimensions of parenting by the Municipal Assembly, Ghana Education Service, the Parent Teacher Associations within the Senior High Schools, the Clergy and the Media within the Birim Central Municipality in Ghana. This will help parents to adopt the right parenting style and its dimensions. These findings were useful to the current study whose aim was to establish whether this was the case in Kenya. The study used questionnaires only hence the findings could have been compromised in cases where the respondents are not truthful or the respondents get different understanding of the questions. Though the study gives a sample size, the reviewed study did not show how the sample size was calculated. The current study filled in this gap by using Yamane's sampling formula to calculate the sample size.

Still in an African context, a study by Gota (2012) examined the effects of parenting styles, academic self-efficacy, and achievement motivation on academic achievement in Ethiopia. The researcher used Ex-post facto research design and data were collected through self-reported questionnaires from a sample of undergraduate first year students selected by multi-stage, cluster and random sampling techniques from Ethiopia universities and teacher colleges. Samples of the current study were drawn from secondary school students who are believed to be still young and in a greater percentage under the arms of their parents than their colleagues in colleges and universities who were used in the reviewed study. The reviewed study was carried out in Ethiopia

but there is scanty literature in Kenya. Findings of the reviewed study demonstrated that students who are raised by authoritarian parents did not perform well academically compared to those from authoritative families in Ethiopia hence motivating the current study to establish whether that was the case in Lamu County, Kenya.

Similarly, Nicolette (2015) et.al did a study to examine the role of parenting styles and basic psychological needs in the adoption of goals and aspirations of learners, as well as for their psychological wellbeing in South Africa. A cross-sectional design was used to conduct this study with a sample of 853 learners at public schools in the Western Cape of South Africa. Data were collected using the Parenting Style and Dimensions Questionnaire, Psychological Needs Scale, Aspiration Index and the Positive and Negative Affect Schedule. The results suggest that authoritative and authoritarian parenting styles influence the adoption of life goals and psychological wellbeing of adolescents with fathers' negative parenting possibly reducing adolescent wellbeing. Extrinsic life goals was a significant predictor of positive affect, while need frustration was a significant predictor of negative affect. These findings suggest parenting styles and basic psychological needs influence life aspirations and psychological wellbeing of learners in a developing country context. The reviewed study differed from the current study in that it considered students aspirations among them educational aspirations in a general view point. The current study narrowed down its focus to students educational aspirations by focusing solely on how parenting associates with the students' academic performance thus filling in a knowledge gap.

In Kenya, a study by (Odongo 2016) in Rachuonyo Sub County sought to establish the influence of parenting styles on adolescent academic achievement in day secondary schools in Rachuonyo Sub-County, Kenya. Baumrind's theory of parenting style informed the study. Concurrent triangulation design was used. The target population was secondary school students in

Rachuonyo Sub-County. The sample size comprised 263 students drawn from Sub-County day secondary schools. Ten Principals were randomly selected for interviews. Baumrid's parenting styles questionnaire and interview schedule were used to collect the data from the students and principals respectively. Validity of the questionnaire was ensured by expertise judgement from university lecturers while reliability was determined by internal consistency. Quantitative data was analysed using Regression analysis while qualitative data was analysed using Thematic Analysis. The study found that parenting styles among them authoritarian parenting account for 63% of failure in academic performance of secondary school students. Gaps identified in the reviewed study included; the study involved 263 students drawn from day secondary schools only leaving a gap in boarding schools. The current study filled this gap taking a holistic approach by involving both day and boarding schools because focusing on day schools only limit the scope and leaves out important details that are characteristic of boarding schools. Samples of the reviewed study were selected by random sampling only which may not be a full representation when the population is diverse in nature. The current study employed a mixture of probability and non-probability sampling methods which provides a comprehensive way of understanding the research problem than when either quantitative or qualitative approaches is used alone. Similarity with the current study was in the theory used and thematic analysis of qualitative data.

Another study by Kemunto (2016) was conducted to determine the relationship among parenting styles, learners' involvement in problem behaviour and academic performance in Nairobi County, Kenya. This research study used mixed method involving descriptive and correlational research designs. Quantitative data was collected from learners using questionnaires while qualitative data was collected from parents using interviews. The population of study was drawn from three randomly selected sub-counties of Nairobi County namely: Dagoretti, Lang'ata

and Starehe. Fifteen schools were randomly selected from the three sub-counties. A total of 400 learners from regular public secondary schools and 40 parents were randomly selected for the study. This study sought to find out factors that influence parenting styles, establish the influence of parenting styles on learners' involvement in behaviour problems, determine the influence of involvement in behaviour problems on learners' academic performance and find out the relationship between parenting styles and learners' academic performance. The theoretical model by Diana Baumrind, (1966) on parenting styles formed the basis of this study. Research instruments were piloted prior to the study in Kasarani Sub-County, Nairobi County using 13 respondents comprising of 10 learners and 3 parents. Reliability was tested using internal-consistency method. Research data was collected through questionnaires and interviews. Statistical Package for Social Sciences (SPSS) software was used to analyse quantitative data. Qualitative data was organized and analysed by themes. Descriptive and inferential statistics was used to summarize and describe the sample. Findings of the study revealed that learners of authoritative parents have low involvement in problem behaviour and perform better academically as compared to learners of authoritarian, permissive and uninvolved parents. It also revealed that involvement in problem behaviour is negatively correlated with academic performance and learners of uninvolved parents rank low in academic performance as compared to learners of parents using other parenting styles. It is recommended that parents should strive to understand their children, know their friends, engage them with constructive activities and seek better ways of controlling what they access through media. Further, parents should purpose and dedicate quality time with their children, dialogue with them, listen to their concerns and address them effectively. The reviewed study differed with the current study in some ways. It was conducted across three

Counties. But the current study narrowed down its research to one County, which was Lamu. Secondly, it was conducted in public schools leaving a gap in private schools. The current study filled the gap by focusing on both private and public schools.

On the same line, Munyi (2013) conducted a study in Kenya to investigate the influence of parenting styles on academic performance of adolescents in secondary schools in Manyatta constituency in Embu County. The objectives of the study were to determine how authoritative parenting styles, authoritarian parenting styles, indulgent parenting styles and neglectful parenting styles affect academic performance of adolescents in secondary schools. The study employed a descriptive research design. The target population under study was all the students in secondary schools in Manyatta Constituency. A stratified random sampling method was applied to select the sample. This study used questionnaires for data collection and data was analyzed using descriptive analysis to establish the influence of parenting style on academic performance. The researcher found that the students who performed best experienced authoritative parenting style and therefore it was the best method of parenting style in relation to academic performance. Study results showed that students who came from authoritarian parents got poor grades in relation to those of authoritative parenting. The reviewed study was limited in that, it employed a descriptive research design only. A descriptive research design used alone creates a gap if the questions are not well formulated. The answers obtained may not be entirely reliable, which makes it difficult to carry out a credible investigation. The current study deviated from the commonly used research design by adopting a mixed method research design and a mixture of stratified and simple random sampling methods to allow in depth analysis of the problem under study. In addition, the current study was conducted in Lamu County unlike the reviewed study which was carried out in Embu County, because there is no such study that has been carried out in Lamu.

Most of the reviewed studies showed that there is a significant relationship between authoritarian parenting style and academic achievement and that students from such families, register in most cases a declining performance. However, Dehyadegary et.al (2011) showed contrary findings. Their study found that there is no significant relationship between authoritarian parenting style and academic achievement creating an inconsistency in knowledge which was addressed by the current study. In addition the studies reviewed used mostly questionnaires leaving out progress records of the students. Progress records are key documents which ascertain the academic graph of each individual student, hence they provided key information which was instrumental for the current study. The researcher therefore deviated from the common tools by bringing in document analysis.

2.3.2 Authoritative Parenting and Academic Performance

Authoritative parents are warm, responsive and involved with their children. They set clear limits for their children but they also respect their children and give a degree of freedom (Baumrind 2012). Authoritative parents set realistic goals and support their children in realizing those goals. According to Baumrind (2012), authoritative parents are warm, attentive and sensitive. They set rules and explain them to their children. Ishak, Low & Lau (2012) indicated that parenting styles moderate the effect of academic self-concept on academic achievement which was found to be greater for authoritative than for authoritarian parenting style. This concurs with Nnani, Enemuo & Onwuka (2020) who asserts that the use of authoritative parenting style influence academic excellence in mathematics while uninvolved parenting led to failure in mathematics. This explains why it is often deemed as the most successful parenting style for student achievement.

A study was carried out by Duan, Guan and He Bu (2018) in China to elucidate the moderating role of socioeconomic status in the relationship between parental involvement and

junior school students' performance in school. The data included a sample of 19,487 junior high school students in China. Multi-stage probability sampling method was used. Data for the reviewed study was adopted from the Chinese Educational panel survey which was conducted by the national survey research centre at Ren-min University of China which according to the current study did not guarantee getting correct information. The reviewed study revealed that academic socialization is generally associated with academic success and home based involvement. The study further discovered that parenting styles may be different between the United States of America and China.

The reviewed study was short of a clear explanation of the research design as well as theories that guided the study. The current study filled this gap by bringing in a mixed method research design and reviewing Baumrind's theory to guide the study. The large sample size in the cited study was considered rather large, time consuming and expensive to work with. The current study used a smaller sample of secondary school students in Kenya to fill in the contextual gap. The current study obtained data from self-administered questionnaires to secondary school students to enable the researcher to get first-hand information on the problem under study unlike the cited study which adopted data from a panel survey. The use of multi-stage probability sampling only was likely to cut out portions of the population from the study, hence the study's findings can never be 100 percent representative of the population. To fill this gap, the current study employed a variety of methods including; simple random and stratified sampling methods. The reviewed study focused on academic socialization and academic success and did not conclusively address how parenting styles relate to academic outcome of students which was the interest of the current study. Close monitoring of students not only fosters improvement of students' academic performance, but also improves the other social skills. When parents take

children to school and follow up is key issues, the students do not relax and will eventually yield good results. Therefore the reviewed study qualified authoritative parenting as one that can foster academic success because parents set the phase with their children and they follow up to ensure implementation.

Additionally, a study by Pinquart & Kauser (2018) tested whether associations of parenting styles with internalizing problems, externalizing problems, and academic achievement vary between ethnic groups in western countries, between different regions of the globe, and by level of collectivism/individualism of individual countries. A systematic search in electronic databases and cross referencing identified 428 studies that were included in the random-effects meta-analysis. Results indicated that more ethnic and regional similarities than differences were identified. In western countries, associations of authoritative parenting with academic achievement were stronger in non-Hispanic, White families than in Asian minorities. In these countries, associations of authoritarian parenting with academic achievement were less negative in Hispanic families than in non-Hispanic, White families. Authoritative parenting was associated with at least 1 positive child outcome and authoritarian parenting was associated with at least 1 negative outcome in all regions of the globe, with some regional variation. Finally, associations of authoritarian parenting with child outcomes were weaker in countries with a higher individualism score, as were associations of authoritative parenting with academic performance. The study concluded that parents across the globe could be recommended to behave authoritatively, although authoritarian and permissive parenting is, to some extent, tolerable in a few cultural contexts. The reviewed study varied from the current study in that; it was conducted across ethnic groups in western countries and cannot be generalized since the ethnic groups in Kenya and particularly in Lamu county are different from those of the western countries. The reviewed study collected its

data from electronic data base only. The current study filled this gap by collecting data from the respondents manually. The reviewed study focused on the relationship between parenting style with internalizing problems, externalizing problems and academic achievement but the current study considered only parenting styles in relation to academic performance. The reviewed study did not explain the research design used, the target population as well as the sample that was used for the study. The current study filled in this gap by targeting form 2 secondary students and their Head teachers because these are the key persons as far as academic performance is concerned.

Likewise, Shaw (2019) examined the relationships between perceived parenting styles, academic self-efficacy, and college adjustment among a sample of 31 freshman engineering students in Texas City. The research methodology employed in this study is a quantitative methodology of survey research. The survey research included three standardized self-report questionnaires as well as a demographics survey created by this researcher. Subjects Participants included 31 English-speaking, freshman students recruited from a large public Southwestern university in a metropolitan area. The sample consisted of 27 male and 4 female freshman engineering students. Thirteen participants were 18 years of age, 14 were 19 years of age, 2 were 20 years of age, and 2 were 21 years of age. Twenty-nine participants were full-time students and 2 participants were part-time students. Through the administration of self-report surveys and chi-square analyses, strong academic self-efficacy was demonstrated in students who reported authoritative maternal parenting. These findings support previous research on the relationship between academic self-efficacy and parenting styles. The reviewed study differed from the current one in a number of ways; first, it was quantitative while the current took a mixed method approach which enabled the researcher to benefit from both the detailed, contextualized insights of quantitative and qualitative data and the strengths of one type of data was used to mitigate the

weaknesses of the other. Secondly, the target population in the reviewed study was university students which left a gap on the secondary school students hence prompting the current study to target secondary school students. In addition, the study left out fathers and focused on the mothers but the current study focused on both parents.

Study after study confirms that the authoritative parenting style correlates positively with academic performance of children but a disparity was brought in by Yasmin (2015) who carried out a study designed to identify parenting styles based on parents' perception and to examine the relationship of parenting styles with students' academic performance in Pakistan. Baumrind's (1971) theoretical model of parenting styles was used. The Parental Authority Questionnaire (Buri, 1991) was used and modified in order to assess the parenting styles based on parents' perception. After consultation with experts, the researcher developed the academic performance questionnaire, which was used to assess the students' performance. Correlational study design was used. Questionnaires were developed on five point Likert scale. The target population of the study comprised of students of higher secondary level along with their parents studying at 17 Islamabad Model Colleges of both boys and girls. The sample was drawn from 10 Islamabad Model Colleges. The total number of respondents comprising the sample was 350 students 17-20 years old. Stratified random sampling was used to represent both genders equally. The correlation between parenting styles and academic performance was computed through Pearson's correlation coefficient. The results of study showed that authoritative parenting had a negative relationship with academic performance in the cultural context of Islamabad. Children raised by authoritative and permissive parents are exceptionally good at following rules. They are not encouraged to explore and act independently; as a result they are unable to set their own limits and personal standards. So with such deficiencies these children find it hard to become thriving students. A few

gaps were identified in the reviewed study. The study sampled high school students and their parents leaving out head teachers who are believed to have expertise in dealing with both students and parents. The current study sampled secondary school students and head teachers who are the custodians of academic performance to fill in the gap. The reviewed study used questionnaires alone as a tool for collecting data which may not provide accurate, honest answers especially when the questions are not clear. The current study used more tools including questionnaires, interviews and document analysis to gather information. The context of the reviewed study was Pakistan and differences in geographical contexts of the two studies may bring forth different findings.

Areepattamannil (2011) conducted a study in Egypt to find out the effect of authoritative parenting on students achievement in public schools. Sample was drawn from 200 high school learners in public schools using random and stratified sampling. This raised a question that was of interest in the current research; could parents who take their children to private schools also have a contributing aspect to academic failure? To address this gap, the current study drew samples from both private and public secondary schools. While the reviewed study was conducted in Egypt, little information is available in Kenya and more particularly in Lamu County. The reviewed study left some knowledge gap because it did not focus on all the parenting styles and how they relate to students' academic performance. The gap was addressed by the current study by including all parenting styles according to Baumrind's theory of parenting styles in order to give a holistic view of all parenting styles in relation to academic performance. The study discovered that authoritative parenting was positively associated with higher achievement because it uses encouragement and monitoring concurrently to produce a positive impact on children's achievement. 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 likely work toward higher academic results. Therefore, when compared with other styles, children of authoritative parents tend to be high academic achievers.

Another study by Ibukunolu (2014) investigated the influence of parenting styles on the students' academic achievement in Junior Secondary Schools in Ogun state, Nigeria. The study adopted descriptive survey with the sample comprising three hundred and ninety (390) Junior Secondary Students. This was selected through random sampling technique from thirteen junior secondary schools in Abeokuta South Local Government Area of Ogun State. Two null hypothesis were formulated and tested at 0.05 alpha to guide the study. A questionnaire titled "Parenting Styles and students' academic achievement questionnaire was used as the instrument for data collection. Data collected were analyzed using t-test. Study results indicated that there was a significant difference between the academic achievement of students from authoritative and authoritarian parenting homes in Ugun - Nigeria. Further the study reported that it is not the parent alone who determines the academic outcome of a student but it's rather a collaboration between home and school. The study was limited for using a descriptive survey design which could be inadequate. The current study adopted a mixed method design to enable the researcher to explain some patterns that arise from either of the designs used alone. The reviewed study sampled junior high school students, but the current study sampled form two students who are deemed to be in the adolescent stage, which is a time of crisis as they strive to find their identity.

Igbo, Ihejiene & Anselm (2014) investigated the influence of parenting styles on deviant behavior and academic achievement of secondary school students. The study was carried out in three local government education authorities in Garoua, Northern Province of Cameroon. Two

research questions and two null hypotheses tested at 0.05 level of significance guided the study. Ex-post-facto design was adopted for the study. The sample of 350 students were drawn from the population using multi-stage sampling technique. A 45-item instrument tagged 'Parenting Style Questionnaire' and another of 15- item instrument tagged 'Deviant Behavior Questionnaire, all developed on a four point scale by the researchers after extensive review of relevant literature, were used for data collection. The instruments for the study were validated and a trial test to ascertain the reliability of the instrument was carried out. Mean and standard deviation were used to answer the research questions while Analysis of Variance (ANOVA) was used to test the research hypotheses. Findings reported that authoritative parenting had a significant influence on students' academic success and their behaviour in Garoua, Northern Cameroon. The study found that students who had authoritative parents, were scoring higher than their counterparts and their behaviour was commendable. The study recommended that parents should participate in parenting education programs to help them in their parenting task. Some gaps in the reviewed study were identified including; the reviewed study focused on academic performance and deviant behaviour but the current study focused on academic performance solely to allow in depth analysis of the problem. The use of ex-post factor design may have left an in depth data which can be acquired by use of a mixed method design which was adopted by the current study. The use of multi-stage sampling technique was not totally an accurate representation of the population under study. To fill this gap, the current study used a mixture of stratified and random simple sampling techniques. This study was carried out in Cameroon and cannot be transferred leaving a contextual gap which the current study will addressed.

A study by Boateng, Ampofo, & Sefah (2020) analysed the relationship between parenting styles and academic performance of senior high school students in the Kumasi Metropolis in

Ghana. Convenience and simple random sampling techniques were used to select the schools and 376 respondents, respectively. Pearson's Correlation Coefficient Matrix and multiple ordinary least square were used to estimate the impact of parenting styles on academic performance. Study findings revealed that authoritative parenting style had the greatest significant positive impact on academic performance of the students, followed by authoritarian style. However, permissive style had no significant impact on students' academic performance but uninvolved parenting style had significant negative impact on students' academic performance. The reviewed study had several gaps. The researcher did not explain the study design used as well as how research instruments were validated and reliability tested, which were well explained in the current study. It was also short of the sampling techniques since it used only one method to collect information. The current study offset this by engaging stratified and simple random sampling methods. Although Pearson correlation used in the reviewed study uncovers relationships, it does not provide is a conclusive reason for why that connection exists hence the current study also engaged descriptive data analysis to fill in the gap.

Another study by Jekonia (2021) examined the association between parenting styles, parental involvement and academic performance pertaining to primary school children in Namibia. The study further examined differences between groups of parents in relation to their demographic background, parenting styles and parental involvement in academic-related work. Using a Mixed-Methods research design, the reviewed study focused on 6 public urban senior primary schools covering grade 4-7 in which 342 parents of the randomly sampled children formed a sample. Based on the framework of Baumrind (1966, 1991), authoritative, authoritarian, indulgent and neglectful were measured using the 32-item scale Parenting Styles and Dimensions Questionnaire. A modified 24-item scale based on six forms of parent participation 'parenting, communicating,

volunteering, learning at home, decision making, 8 and collaborating with the community was used to examine parent's experiences and ideas regarding their engagement in their children's school activities. Children's academic performance was measured by parents' reports on the achievement level of their children in response to question 7 of the questionnaire on the demographic background of the parents. Multiple Linear Regression analysis, Principal Components Analysis (PCA), Pearson correlations, one-way analysis of variance (ANOVA), cluster analysis, and cross tabulation with chi-square test were used to analyse the data from closed-ended questions. The study sample for qualitative analysis consisted of twenty-one participants comprising eighteen parents for focus group interviews and three key informants who were the school board members, were purposively selected for the in-depth open-ended interviews. Six phases of thematic analysis were utilized to analyse the data from the interviews. The results showed that parenting style and parental involvement were correlated primarily with school performance of the children in the general sample. A positive association between authoritative style of parenting and school performance was found. However, a negative association was found between authoritarian parenting and performance of children in school.

The main findings stress the need to discourage authoritarian parenting traits and encourage an authoritative warm and supportive, also referred to as firm parenting style together with constant parental participation in school in order to increase child's academic performance. The interview data showed that irrespective of education level, parents tended to have high expectations regarding the school performance of their children. The findings revealed that mothers were more authoritative in their manner of socializing with their children which consistently increased their level of participation in school activities and subsequently resulted in good performance of their children. Therefore, the study recommends that schools should support the creation of home-

school partnerships both in school and at home and to promote awareness of the effects of their involvement on their children's school performance. The reviewed study was similar to the current one. Like the current study, it used a mixed method approach which was useful to the current study. However, it did not explain how validity was tested and reliability ascertained thus making the study findings inefficient and as such could not be used for generalization.

Owano (2018) did study in Rongo, Kenya to investigate the perception of secondary school students on effects of parenting styles on secondary school students' academic performance in Rongo Division, Kenya .The study employed descriptive survey design. The total numbers of secondary schools in the division were 22, while the entire population of secondary school students in the division was 5325. The study used a sample of 341 out of 3000 forms 3 and 4 students. A stratified random sampling technique was used to select 10 secondary schools from the 22 schools in the division. Stratified random sampling was also used to select respondents to reflect gender in each sampled school. Respondents from each stratum were selected by simple random sampling. Questionnaires were used to collect data from forms 3 and form 4 students. These instruments were pre-tested to ascertain the reliability at 0.8 level of significance. Data analysis was done using descriptive statistics such as frequencies, percentages, graphs and means. For inferential statistics, Pearson- Product Moment Correlation was used to establish association between parenting styles and academic performance at 0.05 level of significance. The results showed that authoritative and authoritarian parenting styles as perceived by secondary school students had significance influence on their academic performance. The study recommends that Guidance and counselling on effects of parenting styles on students' academic performance should be a matter of concern for parents, teachers and students. The reviewed study varied with the current study in a number of ways. The target population was form 3 and 4 students leaving

out form 2 students who were considered in the current study. The reviewed study used only questionnaires to collect data. Using only one tool to collect data can lower the quality of data collected especially when the questions are not clear to the respondents hence compromising the data collected. The current study filled in this gap by engaging questionnaires, document analysis for cross checking data given in the questionnaires and interview schedules to allow the researcher to probe more information from the respondents

Another study by Buliva (2020) sought to establish the relationship between parenting styles and forms of delinquent behaviour among Secondary School Students in Butere Sub-County, Kakamega County, Kenya. The study was based on the Parenting Models theory by Diana Baumrind, (1991). The study adopted a correlational research design which allowed the researcher to describe different events, experiences, or behaviours and look for links between them. A Questionnaire was administered to students, while an interview schedule was used to get information from Deputy Principals and the teachers in charge of guidance and counselling. Population of the study comprised of 2797 form two students, 30 Deputy Principals and 30 teachers in charge of guidance and counselling in secondary schools in Butere Sub-county. Stratified random sampling technique was used to select the ten out of the thirty schools in the sub-county from where 338 participants were chosen randomly to participate in the study. A Sample of 10 deputy principals and 10 teachers in charge of guidance and counselling were also selected using purposive sampling. Questionnaire for students and interview guides for Teachers-in-charge of Guidance and Counselling and Deputy Principals were used for data collection. Pilot study was conducted in three secondary schools in Butere sub-County. Content validity of the instruments was tested by giving the exam to experts in the area of Educational Psychology. Test-re-test method was used to measure reliability of instruments, which yielded a cronbach's Alpha

coefficient of 0.7615. Both qualitative and quantitative analyses were used to analyse data. Quantitative data from students' questionnaire were analysed using inferential statistics. Pearson correlation coefficient was used to establish the relationship between: independent variable (parenting styles) and the dependent variable (forms of delinquent behaviour of students). Multiple regression was also used to determine the intervariable associations between the independent variable and the dependent variable. Correlation findings showed that there is a positive and significant relationship between Authoritarian Parenting Styles and forms of delinquent behaviour among secondary school students as illustrated by correlation coefficient of 0.027 which is not significant at 0.05 significant level while the correlation results for Authoritative Parenting Styles was negative. This relationship has been illustrated by correlation coefficient of -0.323 which is significant at 0.05 level. Correlation findings indicated a positive relationship between permissive parenting style and forms of delinquent behaviour among secondary school students in Butere sub-county. This relationship has been illustrated by correlation coefficient of 0.442 which is significant at 0.05 level. Regression results showed that school type has a weak reducing effect on the ability of the three parenting styles in explaining forms of delinquent behaviour as the value of R square reduced from 0.736 to 0.725.

The study concluded that Authoritative Parenting Style was the best since students whose parents use Authoritative parenting style, showed low involvement in delinquent behavior as compared to students whose parents use authoritarian and permissive parenting styles. It recommended that parents consider adopting authoritative parenting, spending quality time with their children in order to monitor them for any signs of forms of delinquent behaviour, and inculcating in them desirable societal values. It is hoped that the findings of the study will be useful in formulation of policies to be used in the education sector that may assist learners

manifesting forms of delinquent behaviour. This study was similar to the current study in many ways. It used correlational design as well as questionnaires and interview schedules used in the current study. The target population was form 2 students who were still considered in the current study. However, this study focused on parenting styles and delinquent behaviour among Secondary School students leaving a gap on how parenting styles relate to academic performance, a gap that was filled in by the current study. This study found that authoritative parenting style was the best parenting style. The current study set out to establish whether this was the case in Lamu County. The reviewed study was conducted in Butere County which is a different geographical context given the uniqueness of its background and culture and as such cannot be generalized, prompting the need to do a related study in Lamu County.

Additionally, Kiama (2018) 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. Thirteen secondary schools in Makadara Sub County were randomly sampled. The target population of the study was 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 nonparametric statistics. Qualitative data was subjected to thematic analysis using quotes and narratives. Her study found that authoritative parenting style leads to positive academic performance among girls. The 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. The reviewed study focused on the girls leaving out the male students, the current study took a holistic approach by focusing on both boys and girls to allow a larger scope for generalization. The reviewed study used Baumrind's theory only but the current study used both Baumrind's theory and Vygotsky's theory to fill in the theoretical gap. Although samples of the current study were drawn from the same population of form two students, the difference in culture and context of the study created a gap that was filled by the current study.

Most of the reviewed studies tend to dwell on the use of descriptive survey design, but the current study diverged from this trend. The researcher used a mixed method design by gathering both quantitative and qualitative data to get a holistic view of the problem by comparison of both types of data. A mixture of more than one instrument to gather information also filled the gap created by the reviewed studies which dwelt on probability sampling methods.

2.3.3 Permissive Parenting and Academic Performance

Permissive parents are warm, responsive with a high nurturing ability but lack parental control and expect few mature behavior from their children (Baumrind 2012). They are lenient to their children's desires and actions. These parents have very few demands and give children freedom to do whatever they want with the intention of not wanting to offend them. Parents in this group have the feeling that showing their children love is their ultimate goal in parenting and are

generally soft to their children. Lindsay et al. (2018) confirms that permissive parents are over protective to their children and as such, they bring forth children who find it difficult to be independent and responsible. Due to lack of control and discipline, children from permissive parenting are likely to have low motivation and are not able to take responsibility of their studies in so doing, they are likely to score low grades in school.

Globally, a study by Kosterelioglu (2018) in Turkey intended to determine the effects of parenting styles, as perceived by parents, on high school students' achievement goal orientations. The study was conducted on 497 students and their parents selected via simple cluster sampling from public high schools of the Ministry of Education in Amasya, a city in Turkey. Data were collected by means of a personal information form prepared by the researcher, the Parents Attitude Scale and the 2x2 Achievement Goal Orientation Scale. Data analysis was by multiple regression analysis, as well as descriptive statistics. Findings showed that permissive parenting styles had the most significant impact on learning avoidance orientation with a low level positive relationship with academic performance. Few limitations were found in the reviewed study. The personal information form used to collect data may lack honesty because people are often biased when they report on their personal experiences and thus, respondents may provide information that is socially acceptable than being truthful. Unlike the reviewed study which collected data through a personal information form, the current study collected data using questionnaires, interview schedules and document analysis, a mixture which allowed the researcher to probe more for clarity of information and to avoid biasness. The cited study left out key stakeholders, the head teachers whose experiences and views were solicited in this study because of the key role they play in nurturing good academic performance by working closely with the parents in their administrative role. Data of the current study were analyzed using both descriptive and inferential statistics unlike the

reviewed study which used multiple regression analysis and descriptive analysis. The study was carried out in Turkey to determine the effects of parenting styles on high school students' achievement. Turkey has a different cultural context and thus the findings of the reviewed study cannot be generalized in Lamu County in Kenya, hence there was a need to carry out a similar study in Lamu County.

Attiya, Noorman & Abiodullah (2016) in their study in Pakistan investigated how permissive parenting influenced students' academic achievement. A sample of 210 participants was purposefully selected from students and their parents in Pakistan. The cited study contends that students whose parents are fully permissive showed significantly better results than those from other parenting styles. This study has several gaps; it did not highlight the research design used as well as explain the data collection tools and data analysis procedures. The current study filled in the gap by bringing in mixed method research design which included correlational and phenomenological study designs. Research tools used in the cited study were not explained but the current study used questionnaires, interviews and document analysis. The reviewed study was carried out in Pakistan, findings cannot be transferred, to fill in this knowledge gap, the current study was carried out in a Kenyan context. Using purposive sampling only may attract a bias since the researcher is likely to make a subjective assumption when choosing participants for the study. To avoid biasness, the participants of the current study were selected by both stratified and simple random sampling methods. The current study sampled students and head teachers from selected secondary schools leaving out parents who were participants in the reviewed study. Parents were left out in the current study because there was a possibility of them giving only their positive experience in parenting hence giving limited feature of the parenting styles under investigation.

In Turkey, a study by Kara & Sumer (2022) explored the unique effect of fathers' parenting behaviors and the quality of co-parenting between paternal and maternal parenting behaviors on children's academic self-efficacy. The power of both pan cultural parenting behaviors and specific parenting controlling behaviors that are relatively common in Turkish culture in predicting academic self-efficacy was tested. A total of 1,931 children completed measures of parenting behaviors and academic self-efficacy in math and literature courses in their school. Overall, girls reported higher levels of literature self-efficacy, whereas boys reported higher levels of math self-efficacy. Compared to boys, girls perceived higher levels of authoritative parenting behaviors from both their fathers and mothers. The results of the regression analyses showed that, whereas father warmth had stronger effects on boys' math self-efficacy, mother warmth had stronger effects on girls' literature self-efficacy. Examination of the effects of parenting demonstrated that children with authoritative parents reported the highest level of academic self-efficacy, whereas those with permissive parents had the lowest level of academic self-efficacy. The reviewed study considered the role of parenting and co- parenting in students' performance leaving a gap which was filled by the current study which specifically focused on parenting styles only in relation to the academic performance of secondary school students. The study was done in Turkey which is believed to have a different culture and social background thus, there was a need to do a related study in Kenya. Unlike the current study, the reviewed study did not explain the research method and the theories that guided the research. The reviewed study focused on performance in mathematics and literature leaving out other key subjects which were considered by the current study.

Furthermore in Asia, a study by Noreen, Ahmad & Shahzadi (2021) intended to find out the effect of parenting styles on students' academic achievement. The study was quantitative in nature. All elementary level enrolled students at government schools in the province of the Punjab made the population of the study. Multistage sampling was used to select the sample from four districts of the Punjab province. A sample size of 960; students and their parents participated in this study. Parenting Styles Dimension Questionnaire (PSDQ) was adapted to analyze and measure parents' parenting styles and an achievement test was developed to measure the academic achievement of the elementary students. After pilot testing, reliability coefficient Cronbach Alpha values for PSDQ and achievement test were 0.67 and 0.71. Data was collected and analyzed using frequencies count, percentages, mean scores and one way ANOVA.

The findings and conclusion of this study highlights the following aspects as a significant difference existed between parenting style and Academic achievement of students. Academic achievement of students whose parents practice authoritative parenting style is better than the authoritarian and permissive parenting style. It is concluded that parents who are authoritative usually sustain their children, encourage them to do well in academics and elucidate the education need in order to develop into a triumphant citizen. Quantitative method used in this research was limited in that, it can lead to over generalization if the sample is not a representation of the population. They also miss out important information which could have been captured by qualitative methods. To fill in this gap, the current study used both quantitative and qualitative study designs. The multi stage sampling used in the reviewed study cuts out portions of the population from the study and thus, the study findings can never be 100 percent representative of the population. To overcome this limitation, the current study used stratified sampling and simple random to ensure that all groups were represented.

A related study was conducted in Pakistan to assess various parenting styles on the basis of disabled student's discernment and to evaluate the association of disabled students' educational performance with parenting styles. For the presentation of theoretical model of parenting styles, Parental Authority Questionnaire was used to evaluate the three parenting styles such as authoritative, authoritarian and permissive generated on disable students' insight. In this correlational study evaluating the student`s performance with their communication skills, positive attitude, learning skills, creativity, study skills and educational motivation, the Academic Performance Questionnaire was used. Both mechanisms were established on five point Likert balance. The areas for sample population of the study was consist of special education schools of disabled children at Quetta, Pakistan. The data was collected from two special educational institutes. The sample size was 217 students with age group of 10-26 years old. The relationship between student`s academic performance with parenting styles was estimated by Pearson's correlation coefficient (r). According to the findings of the study relationship of authoritative parenting style with academic performance was found to be positive. Whereas the correlation between authoritarian and permissive parenting styles and academic performance were negatively associated. Generally, the authoritative parenting style was found to be positive parenting style and authoritarian and permissive styles were demonstrated to be negative parenting styles in the cultural perspective of Quetta. Few gaps were underlined in this study. It was conducted among special needs children and as such cannot be generalized to the population of the current study which was among ordinary students. The contextual, cultural and geographical differences exist

between Pakistan and Kenya where the current study was done. Thus prompting a need for similar study in Kenya to fill in the gap. Moreover, the reviewed study dealt with authoritarian, authoritative and permissive parenting leaving out uninvolved parenting which was included in the current study to fill in the knowledge gap.

Cepe (2014) did a research on the effect of Facebook use, self-discipline and parenting styles on the academic achievement of high school and university students through an online study in New Zealand. A sample of 106 high school and university students and their parents were recruited from a variety of locations around New Zealand. A one-way analysis of variance ANOVA and a one-way chi-square test of independence were used. To examine relations between academic achievement scores and parenting style, a Pearson's Product Moment correlational analysis was conducted for each group separately. Following this, participants in each group were stratified into low, moderate and high academic achievement performance groups, to determine the extent to which each of the measured variables influenced the academic achievement outcomes of both high school and university students after covariate control. Results indicated that students whose parents had a permissive parenting style were at a high risk of low academic achievement than their colleagues. The study had several limitations and methodological considerations particularly concerning the use of self-report and questionnaires. This was an online study which created a gap where the respondents did not have access to internet. To ensure inclusivity of all participants, the current study did an onsite research.

The reviewed study used both university and secondary school students while the current study sampled only secondary school students to allow an in depth description of the problem under study. The reviewed study focused on the effect of Facebook, self-discipline and parenting

styles as opposed to the current study which narrowed down the population and exclusively dwelt on parenting styles and academic performance of secondary school students to enable the study do a thorough analysis of the problem under investigation.

In Africa, a study by Tsemrekal (2013) investigated the relationships between parenting style, self-regulated learning (SRL) and the academic achievement of selected upper primary school students in Ethiopia. In this study a correlational design was used, but it was also exploratory and descriptive. Data were collected by means of a self-report questionnaire, while the academic achievements of the students were derived from official records. The questionnaire was completed by 477 randomly selected students from two classes in each of five schools in Hawasa, Ethiopia. The analysis of the data was done by means of descriptive, correlation, and ANOVA tests. The major findings showed that the cognitive strategies of the children whose parents were authoritative were significantly better than those of the other children. When a student's self-regulation increased, his/her cognitive strategies also increased, and when the cognitive strategies improved, so did the average achievement. The parents' parenting styles were also significantly related to their children's achievement, and were moderated by cognitive strategies as co-variants. A few gaps were noted in this study. First, it was done in Ethiopia which has a different cultural background and thus the current study filled this gap because there is little information in a Kenyan context. Next, the target population was primary school students leaving out secondary school students who were considered in the current study. In addition, the self-report questionnaire used had a risk of biasness because respondents are likely to report what is appropriate for them but not the truth. The current study filled this by collecting data using a questionnaire, document analysis and interview schedules.

Likewise, Appiah (2022) sought to examine the influence of parenting styles on academic performance of students in Aowin Municipality in the Western North Region of Ghana. Descriptive survey design was employed to collect quantitative data from the respondents. The study targeted all final year public junior high school students in the Western North Region of Ghana. A multi-stage sampling technique which involved the use of probability sampling techniques was employed to select 252 respondents with 142 boys and 110 girls. The main data collection instrument was questionnaire with 46 items. Document analysis was also performed on the pupils' end of term examination results. Means, standard deviation, multiple regression, Pearson's Product Moment Correlation and Chi-square were employed to analyse the data. The results revealed that authoritative parenting style dominates in parents of the students in the municipality. The study concluded that, Authoritative parenting style predominates in Junior High school students in the Aowin municipality. There was a correlation between the parenting style of parents and the academic performance. It was seen that, student coming from the authoritative parenting style had high performance than those coming from permissive parenting style. Students from neglectful parenting homes demonstrated low performance in school.

The study recommended that policies should be developed by Ministry of Education to encourage parents to adopt appropriate parenting styles like the authoritative parenting style which has been revealed by this study as related to good academic performance. Management of various schools should collaborate with Parent-Teacher Association to organize seminars and workshops to educate parents on the influences of the various parenting styles on their children academic performance. This will enlighten parents on employing effective parenting style like authoritative parenting style that has been revealed by this study to correlates with high academic performance. Children of permissive parents may perform poorly academically. The reason is that permissive

parents are very lenient with their children. They rarely monitor them as to the kind of friends they keep and what they spend their day doing. These children have the freedom to decide their own cause of actions without reference to anyone and with the implication of being nonchalant towards their studies. The reviewed study had some notable gaps. It was done in a different country with its different social and cultural background and thus it cannot be generalized given that Kenya has a different cultural, economic and social background as well as a different education system. The reviewed study was conducted among public school leaving a gap on the private schools which were considered in the current study. It was descriptive in nature thus attracting weaknesses associated with the descriptive research design used. The current study mitigated this limitation by using a mixed method research design by combining correlational and phenomenological research designs.

Another study by Muzaki (2018) examined the relationship between parenting styles, self-esteem and students' academic achievement in secondary schools in Sironko District in Uganda. The objectives were to examine the relationships between: parenting styles and self-esteem; self-esteem and students' academic achievement; parenting styles and academic achievement. The study was a survey and used a sample of 472 students drawn from four secondary schools. Demographic data were analyzed using descriptive statistics. Spearman's rank correlation coefficient was used to test the study variables. The findings revealed a significant negative relationship of permissive parenting style and students' academic achievement. The study recommended that emphasis should be put on authoritarian parenting style as a strategy to boost academic achievement among secondary school students but not authoritative and permissive parenting styles. The methodology gap in the cited study was filled by adopting a mixed method

research design in the current study. The geographical context of the reviewed study was Uganda, and the findings may not be generalized in Kenya, this informed of the need to undertake the current study in order to bridge any gap created by the demographical differences between the two countries.

In Tanzania, Mwakapusya (2019) did a study designed to look at the influence of parenting styles on pupils' academic performance in Tanzania specifically primary schools in Dodoma City Council. The study was guided by Baumrind's theory of parenting style proposed by Diana Baumrind in 1967. It also employed both quantitative and qualitative data collection methods under interviews and questionnaires. Data were collected from 136 participants consisting of 4 head teachers, 4 academic teachers, 64 pupils and 64 parents. The qualitative data were analysed using thematic analysis whereas quantitative data were analysed using descriptive data analysis technique. The findings showed that the most dominant parenting styles used by parents in Dodoma City were permissive followed by authoritative parenting style and authoritarian. It was also revealed that permissive and authoritative styles had positive influence on academic performance while authoritarian and uninvolved had negative influence. The study recommended, among other things, a need for parents and teachers to maintain cooperation to help children need to abandon the use of uninvolved parenting style and be responsible for their families. Similarly, it is recommended that further studies on the influence of parenting styles on pupils' academic performance for wide coverage and at secondary education. This study was similar to the current study in several ways such as the research design, research tools, data analysis methods and the method that guided the study. However, it had some gaps. First, it was conducted among primary schools while the current study was done among secondary school students to fill the target population gap. The locale of the reviewed study was Tanzania but there is scanty information in

Kenya and particularly Lamu County. The study did not explain how the sample was selected and further did not test the validity and reliability of the research tools which was done in the current study through content and face validity test and test-re test to check reliability.

A study by Ashiono (2013) sought to establish the relationship between parenting styles and pre-school children's performance in Kisauni District, Kenya. A correlational research design was employed to carry out the study. A sample size of 160 pre-school children together with their parents was purposively selected based on their performance levels in curricular activities from 20 pre-schools. A questionnaire and an interview schedule were utilized to collect data on parenting styles. Further, data on pre-school children's performance were collected through document analysis of children's progress reports. Results indicated that there was no significant relationship between permissive parenting style and children's performance in Mombasa, Kenya. Although a correlational research design approach was employed to bring about the relationships, the findings cannot be generalized to inform policy, hence the adoption of mixed method approach in the current study. Stratified sampling technique used in the reviewed study can create a gap when the researcher is not able to classify every member of the population into a subgroup. The current study brought in simple random and stratified sampling methods to offset this gap. A questionnaire, document analysis of children's progress reports and interviews were used to collect data which was in line with the current study. The reviewed study had a notable gap in the respondents. It collected data from pre-school children and their parents leaving out secondary school students. The current study addressed this gap by drawing samples from secondary school students who are believed to be more developed intellectually than the pre-school children adopted by the reviewed study because they are in the initial stages of academic growth.

An additional study by Nthama (2015) was to investigate the influence of parenting styles on preschool children's performance in mathematics. The study was guided by the following research objectives : the effects of parental Permissive style on preschool children's performance in Mathematics, parents permissive style, parents attachment style, parental authoritative style on preschool children's performance in Mathematics, parental authoritarian style on preschool children's performance in Mathematics. The study employed a survey research design. The target population of the study included all, 14 public preschools preschool children, teachers and parents. The sample included four 4 public preschools 20 preschool children, 20 teachers and 20 parents. The collected data was systematically organized in a manner that facilitated analysis. Raw data was combined into themes and then summarized into frequency tables and percentages. The coding of categorized data was done according to the various themes stipulated by the question items. Data was then put in tabular forms for analysis by using Statistical Package for Social Sciences (SPSS). Descriptive statistics consisted of tabulation of frequencies and percentage distribution, measures of central tendency and standard deviations. The analyzed data was presented in tables of frequency and percentage distribution, bar graphs and pie charts. From the study, the following findings were made: There was a significant relation between parenting style affects and preschool children's performance in Mathematics. Parents' permissiveness affects children's academic performance to a great extent. It was recommended that all the concerned stakeholders should work towards promoting positive relationships between preschool teachers and children.

The reviewed study left some gaps which were filled by the current study. It considered public schools only leaving out private school which were included in the current study due to their unique characteristics. This study dwelt on one subject mathematics leaving out the other examinable subjects in Kenya. The current study took a broader angle and included majority of

the examinable subjects in Kenya. The reviewed study was quantitative in nature. This implies that it was limited because of the weaknesses of the quantitative research approach. To overcome these weaknesses, the current study adopted both quantitative and qualitative research methods by combining correlational and phenomenological research designs to address the limitations of quantitative method when used alone.

A similar study by Nyanga'u (2016) investigated the relationship between parenting styles and academic adjustment of students in Kisii County, Kenya. The study employed Ex-post facto research design. It used a sample of 548 students selected by stratified random sampling. Questionnaires were used to collect data from the Form 1 students. The findings highlighted a weak positive correlation between permissive parenting Style and academic adjustment of the students in Kisii County, Kenya. The study recommended that teacher counselors should seek ways to strengthen their relationship with the parents in order to gain a better understanding of their parenting styles and then handle each child according to the parenting style applied. The reviewed study dwelt on academic adjustment of students creating a gap on parenting and academic performance. The current study took a different turn and focused on the relationship between parenting styles and academic performance. The reviewed study used quantitative methods only but the current study used both quantitative and qualitative approaches to counteract weaknesses involved by using either of the research methods alone. The cited study did not show how the research instruments were tested for validity and reliability a gap that the current study filled by subjecting the instruments to face and content validity and test re-test reliability.

The above studies are not consistent on the relationship between permissive parenting and academic outcome of the students. While most of them report that there is no significant relationship between permissive parenting, Baumrind (2012) states that parents' non-punitive

approach towards their children's desires does not assist the children in building an appropriate educational foundation but harm their potential for academic success . In addition, Moore (2012) found that children of permissive parents are known to be highly involved in extracurricular activities in school, thereby losing concentration in class. Further research on this area was required in order to get the subjective view of the relationship between permissive parenting style and academic performance of secondary school students, since there are no such studies available in Lamu County.

2.3.4 Uninvolved Parenting and Academic Performance

Baumrind (2012) explains that uninvolved parents are neither responsive nor demanding. They are detached, low in warmth, control and have no time with their children. She adds that these parents have few demands and little or no communication with their children. While they may provide for the basic needs of the children, they are emotionally detached from the child's life. Uninvolved parents expect very little from their children and believe that children can manage on their own. Uninvolved parenting brings forth children who have discipline difficulties due to lack of guidance. According to Nnani et al. (2020) the discipline issues in this parenting finally may translate in to the child's academic achievement and produce poor results.

In a Global viewpoint, a study by Sahithya, Manohari & Vijaya (2019) in India investigated the effect of parenting styles on children's performance across cultures. The study was descriptive and targeted junior high school students in the western countries and in India. Sampling was done through simple random method. Data was collected by use of questionnaires. This study was limited in various ways. First it did not specify which western countries were targeted for study population. The used of simple random sampling was likely to live out key respondents which the current study offset by bringing in both stratified and simple random sampling methods. The

reviewed study did not indicate how the instruments were validated and reliability tested which was well elaborated in the current study. Findings were that authoritative parenting was associated with better outcome than authoritarian and uninvolved parenting in both western countries and in India. This study is in agreement with Garcia & Serra (2019) study which showed that adolescents from uninvolved parenting were associated with the worst academic outcome in Spain. The target population was from a different geographical and cultural set up thus may not be generalized. To address this gap the current study focused on Kenya which has a different geographical and cultural context.

Another global study by Yang and Zhao (2020) in china, examined the relationship between childhood neglect and academic performance using a serial mediation model and academic resilience as hypothesized mediators. The study adopted life course theory and bio ecological theory. A sample of 614 tenth grade students was used. Data was collected through questionnaires. The results revealed that uninvolved parenting was negatively associated with academic performance. The reviewed study did not explain the research design that guided the study and did not point the target population of the study. The current study filled this gaps by bringing in a mixed method research design by combining correlational survey and phenomenological research designs to allow in depth investigation of the problem under study. This study targeted Form two secondary school students.

Correspondingly, a study was done in Pakistan by Masud et.al (2019) to investigate the determinants of academic performance with emphasis on the role of parental styles in adolescent students in Peshawar. A total of 456 students from 4 public and 4 private schools were interviewed. Academic performance was assessed based on self-reported grades in the latest internal examinations. Parenting styles were assessed through the administration of the Parental Bonding

Instrument (PBI). Regression analysis was conducted to assess the influence of socio-demographic factors and parenting styles on academic performance. Factors associated with differences between care and overprotection scores of fathers and mothers were analyzed. Higher socio-economic status, father's education level, and higher care scores were independently associated with better academic performance in adolescent students. Uninvolved parenting was the most common parenting style as perceived by the students and when adapted by the father, contributes to better grades. The study concluded that socioeconomic status, father's level of education and high care scores for fathers are associated with improved academic outcomes in adolescent students in Peshawar, Pakistan. The cited study had a few gaps which the current study sought to fill. First, it did not explain the research design employed as well as the sampling methods to get a sample for the study. It only provided the target population. Secondly, this study relied on the academic grades that the students provided in the self-reports. The weakness of self-reports is that respondents may not be honest to provide actual information. To fill this gap, the current study reviewed academic records to verify results that students indicated in the questionnaire.

Another study in India by Gupta et.al (2017) was undertaken to examine academic achievement of senior secondary school students in relation to their perceived parenting style. Academic achievement was treated as dependent variable, whereas parenting styles were treated as independent variables. Descriptive survey method was employed for the present study. A sample of 598 students was taken using multi-stage random sampling technique. Parenting Style Scale by Gupta and Mehtani (2017) was used to collect the data and Three-Way ANOVA with 4×2×2 factorial design was used to analyze the data. Levene's Test of Homogeneity of Variance was also applied to test the assumption of homogeneity of variance for ANOVA. Main effect of parenting style and gender on academic achievement of senior secondary school students was

found to be significant. However, no significant effect of type of school was reported. No significant interaction effect of parenting style and type of school and type of school and gender was found on academic achievement of senior secondary school students. On the other side, significant interaction effect of permissive and uninvolved parenting styles was reported on academic achievement of senior secondary school students. Triple interaction effect of parenting style, type of school and gender on academic achievement of senior secondary school students was found to be insignificant. This study was descriptive hence creating a gap of in depth information which was brought in by the current study which used both quantitative and qualitative methods. The reviewed study did not explain the theory that the study was anchored on unlike the current study which was guided by Baumrind's theory of parenting style.

In a regional perspective, Mihret, Dilgasa & Mamo (2019) examined the relationship of adolescents' academic achievement motivation and parenting styles in Ethiopia. Data were collected from randomly from selected 192 adolescents through standardized scales of achievement motivation self-report inventory and parenting style scale. The data analysis was done through both descriptive and inferential statistical methods. The study employed correlational research design and a self-reporting questionnaire was used to measure variables of interest. The study findings maintained that there is a very strong negative relationship between uninvolved parenting and students' academic achievement. The correlational survey design used in the reviewed study may be limited because no cause and effect can be established as it is not certain that one variable caused another to happen. The current study brought in a mixture of correlational research design and phenomenological research design to counter the weaknesses of using a correlational survey research design only. The reviewed study used self-reporting questionnaires

which could be biased because participants may only want to provide information that is personally acceptable than the naked truth, to close this gap, the current study used questionnaires, interviews and document analysis to ascertain data collected from a variety of research instruments. The current study focused on parenting styles and academic performance unlike the reviewed study which addressed academic achievement motivation thus the current study filled in this knowledge gap.

Another regional study by Echedom, Nwankwo & Nwanko (2018) in Nigeria sought to examine the influence of the authoritative, authoritarian, permissive, and the uninvolved parenting styles on the reading attitudes of students. The study confined its scope to 4,987 Senior Secondary students of public secondary schools in Awka. Some 499 (10%) of the students were sampled through proportionate stratified random sampling technique. The instrument for data collection was questionnaire designed by the researchers titled ―Parenting Style Influence on Students' Reading Attitude Questionnaire which contains 53 items. A descriptive survey research design was used while the secondary school students were stratified based on their local governments for a comprehensive analysis of the study. Results established that uninvolved parenting style has a low and discouraging influence on the students' attitude to reading. The study had several gaps. First, the study sample was large and thus was believed to be too complicated to deal with and it required a lot of time and resources. To counter this gap, the current study sampled 255 respondents. Next, the reviewed study used a descriptive survey design only therefore creating a gap in the reliability of the findings. The current study filled in the gap by adopting a mixed method

research design to compliment the weaknesses of either design when adopted alone. Unlike the reviewed study, the current study took an overall overview of the students' academic performance in all academic subjects other than the aspect of reading alone. This enabled the researcher to get a wider view of the problem under study.

Another study by Chonge, Barasa & chonge (2016) was done in Kenya to investigate how parenting styles influence students' achievement in Mathematics in Trans Nzoia Kenya. The researchers employed a casual comparative research design since they were interested in the cause and effect of the poor performance. Both qualitative and Quantitative research methodology was adopted. The study's target population was principals, teachers and students from public secondary schools of Trans-Nzoia County from which a sample of 352 respondents was determined through the use of Morgan formula. Stratified and simple random sampling techniques were used to sample the required sample size. The instruments used for data collection were questionnaires for teachers and students, focus group discussions for teachers and interviews schedules for principals. The validity of instruments in the study was ascertained through construct validity technique. A test-retest technique using Spearman rank correlation was undertaken to determine reliability of instruments. Qualitatively, data was analyzed thematically through content analysis. Quantitative data was analyzed by use of both descriptive and inferential statistics using frequencies, percentages, standard deviation, chi-square, and Spearman rank correlation. Statistical Package for Social Sciences (SPSS) version 23 helped in data analysis. The results showed that Uninvolved parenting style has a negative influence on students' achievement in mathematics and on students' self-concepts. Similarities were noted between the reviewed study and the current study including; use of a mixed method research design, both studies targeted school heads and analysis of data used same methods. Quantitative data was analyzed using descriptive and inferential statistics

while qualitative data was analyzed thematically in both studies. The reviewed study indicated some gaps. This reviewed study focused on one subject leaving a knowledge gap on the other subjects, thus the current study attempted to fill in this gap by looking on the mean grade achieved in more than one examinable academic subjects providing a greater range of generalization of the findings. Although both studies were done in Kenya, the cultural diversity between Trans Nzoia and Lamu County could not allow generalization of the study findings, prompting the researcher to carry out a study in Lamu County.

Shinali (2016) conducted a study in Narok, Kenya to assess the impact of parenting styles on academic performance in Early Childhood Education Service in Narok South Sub County. The study was conducted in public primary schools using descriptive survey. Qualitative and Quantitative data collection techniques were combined for the study. The instruments for the study included questionnaires, observation checklist and structured interview. Purposive sampling was used in the selection of the population. Fifty respondents from 20 ECDE centers were selected for the study. The study established that parenting styles have an impact on the academic achievement of learners at the ECDE level in Narok County, Kenya. From the findings, it was evident that uninvolved and permissive parenting impacted negatively on academic achievement of the learners. The study recommended that community members should be sensitized on parenting styles that promote positive learning and achievement in young children.

Some gaps were evident in the reviewed study. The study investigated public ECDE schools and did not examine private schools, which were included in the current study with the intention of getting a wider view of the problem under study. Although the cited study was conducted among head teachers and teachers, it did not include students. Hence the current study incorporated the experiences and views of secondary school students concerning the relationship

between the parenting they experience at home and their academic achievement because students were considered key informants as far as academic performance is concerned.

In addition, Maugi (2019) sought to establish the relationship between parenting practices and behavior outcomes of students in public secondary schools in Meru South, Kenya. The purpose of this study was to determine the relationship between parenting practices and behavior outcomes of students in public secondary schools in Meru South, Kenya. The study adopted the correlation research design. It was conducted in Meru South. The population of the study was 45,795 subjects comprising of 45495 students, 150 class teachers and 150 Parents Teachers Association representatives. A sample size of 387 form 3 students was used for the study. Purposive sampling method was also used to select 20 class teachers and 24 parents' representatives from each sampled school. Data was collected using questionnaires for students, interview schedule for class teachers and a focus group discussion guideline for parents' representatives. Content and face validity of the research was determined through opinions and expert judgment in the field of education, counseling and psychology. Reliability was estimated using Cronbach's Alpha correlation and a coefficient of 0.860 was attained. Data was analyzed using descriptive statistics, which included frequencies, percentages, means and standard deviation. Inferential statistics such as correlation of the variables was also used. The Statistical Package for Social Sciences (SPSS) version 25 was used to analyze data. Qualitative data from the instruments was analyzed through thematic analysis in line with the objectives of the study. Findings were presented using frequency distribution tables and bar graphs. The relationship between parenting practices and behavior outcomes was tested using Pearson's Product Moment Correlation (r) analysis. The findings indicated that there was statistically significant negative relationship between uninvolved parenting practices and students' psychosocial well-being, students' emotional regulation, students' academic performance, and

student's high-risk health behaviors in all the sub counties. The study recommended that since parenting practices are crucial in the development of an individual who is intellectually, emotionally, socially and morally competent, a stimulating parental environment needs to be created at home in the bid to provide quality psychosocial wellbeing which will eventually produce students with high academic achievement and sound moral values. The study recommended a need to study on the linkage between parental practices and students' behavior outcomes in a variety of contexts. The researcher of the current study identified various gaps in the reviewed study. The study population was considered too large and may have compromised the study findings. The current study took a smaller sample to allow efficient data collection and analysis. The purposive sampling method used is prone to bias because researchers are likely to make a subjective assumption when choosing the respondents. This gap was filled using both stratified and simple random sampling methods in the current study. Form three students used in the reviewed study were different from the form 2 students in the current study thus filling in the population gap.

Additionally, a study by Mwirichia (2016) was to establish the influence of parental involvement on academic performance of preschool children in Kangeta division, Meru County, Kenya. The research study addressed the following specific objectives: To find out whether home environment has an influence on academic performance of preschool learners, establish whether the parent-school communication has an influence on academic performance of preschool learners, investigate whether parents' participation in educational activities at home have an influence on academic performance of preschool learners and find out whether parents' participation in educational activities at school have an influence on academic performance of preschool learners. The study adopted a descriptive survey design. The following research instruments were used; interview schedules, questionnaires and documentary analysis. The sample size was 166 which

comprised of parents, teachers and children. The data was analyzed using statistical package for social sciences (SPSS) version 16.0. Descriptive statistics was used for analysis since the study was descriptive in nature. Presentation of data involved frequency, mean scores, data tables and bar graphs. The study established various forms of parents' participation in educational activities at school; education activities at home, parent-school communication and home environment had an influence on the academic performance of preschool learners. Home environment was found to have influence on academic performance of preschool learners both positively and negatively. Parents' lack of involvement in educational activities which denotes uninvolved parenting in educational activities at home had direct influence. Parent-school communication was found to be influencing academic performance of preschool learners to some extent. The study came up with the following recommendations: Parents should set study rooms which provide conducive home environment for doing home study, parents should set home rules to govern their children home study behavior, teachers should establish partnerships with parents to support learners' learning, parents and teachers should adopt modern method of communication such as mobile phone to enhance communication, parents' involvement in schools' activities should be encouraged and the government should consider developing and implementing policies that support this.

The reviewed study was similar to the current study in that both studies used interview schedule, questionnaires and document analysis for data collection. However it left out some notable gaps. It was descriptive in nature. Descriptive studies cannot be used to establish cause and effect relationships. The respondents may not be truthful when answering survey questions or may give socially desirable responses. The choice and wording of questions in the questionnaire may influence the descriptive findings if they are not self-administered for clarification and depending on the type and size of sample, the findings may not be generalizable or produce an

accurate description of the population of interest. The current study filled in this gaps by bring in a mixed method design to allow an in depth and clear understanding of the problem under study.

The reviewed studies have notable gaps. They are quantitative in nature creating a gap in research design. To reinforce objectivity and wholeness of findings, the current study adopted a mixed method design. In addition, most of the reviewed studies used questionnaires to collect data. To close this gap, the current study used a mixture of tools to avoid respondents' biasness. Moreover, these studies in addressing academic performance, some of the researchers limited themselves to a single subject. To widen the scope, the current study focused on more of the examinable subjects in Kenya. The reviewed studies were carried out in various cultural backgrounds and cannot be generalised in Lamu County which has a unique culture, hence the current study sought to address this gap.

2.3.5 Summary of Gaps in Literature Review

The reviewed literature presented some gaps that the current study sought to address. First, they presented contrasting findings on parenting styles and academic performance. In so doing, creating a knowledge gap which the current study endeavored to address. Secondly, they were carried out in different populations in terms of education level, cultural, social and family backgrounds and as such cannot be generalized. Next, some of the reviewed studies focused on different variables. Some dwelt on motivation, reading attitude, academic adjustment and others focused on one parenting style all in relation to academic performance. In addition, some of the reviewed studies focused on single subjects leaving out a notable gap on the other academic subjects.

Most of the reviewed studies are quantitative in nature. This makes it impossible to generalize the findings due to the weaknesses of quantitative approach. The current study filled this gap by using a mixed method design to offset the weaknesses of either of the designs when used alone. Finally, there are limited studies carried out in Kenya and particularly in Lamu, linking parenting styles and academic performance, thus creating a knowledge gap. To address this gap, this study therefore sought to determine the relationship between parenting styles and academic performance of secondary school students in Lamu County.

Moreover, none of the reviewed studies explained whether they subjected their research instruments to any type of validity which could have affected the accuracy of data collected. Similarly, no study determined the reliability of the research instruments. Therefore there was a possibility of the findings having major defects. To mitigate the mentioned defects, the current research subjected the research instruments to both content and face validity to ascertain the instruments' ability to measure what they intended to measure. To test the reliability of the instruments, a test re-test was done to ensure that the instruments measured what they were intended to measure.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology that will be used in the study. It describes the research design, the locale of the study, target population, sampling procedure, data collection instruments, validity and reliability of research instruments, data collection procedures, data analysis and ethical considerations during the study.

3.2 Locale of research

Lamu County is located in the Northern Coast of Kenya. It is located 300 kilometres north of Mombasa. It consists of a mainland and the Lamu archipelago composed of several islands. The main economic activities in the county include crop farming, fishing and tourism. Some of the challenges facing this county include insufficient social services such as healthcare and education, inadequate supply of piped and fresh water, under-developed infrastructure and insecurity. The county is also underdeveloped. The county was selected for this study because of its long history of poor performance in the national examination particularly in KCSE.

3.3 Research Design

A research design is the plan of action the researcher adopts for answering the research questions Pruzan, (2016). It sets up the framework for the study. This study adopted a mixed methods embedded design by combining both correlational survey and phenomenological research designs. Mixed method embedded design according to Cresswell (2014), involves the collection and analysis of both quantitative and qualitative data, but one of the data types play a supplementary role in the study. The choice of a mixed method research design was informed by

Orodho (2012) who states that one data set is limited for it does not provide detailed, targeted data specific to research objectives. In the current study, the researcher embedded qualitative data within a quantitative design. A mixture of correlational research and phenomenological design was used in this study because it provides an in depth understanding of the research problem than either of each method alone, while offsetting the possible weaknesses encountered in using each approach by itself.

Correlational research used in this study enables the researcher to predict and explain relationship that exist among given variables and assess the degree of relationship that exists between the two or more variables Seeram (2019). Therefore, correlational research design was used in this study because the researcher sought to determine the relationship between parenting styles and academic performance of secondary school students. Phenomenological design on the other hand, explores what people experience and focuses on their experience of the phenomenon under study (Subedi 2016). Phenomenological design was used in this study to allow participants share their experiences on how parenting styles exercised by parents influence their academic life.

3.4 Target Population

A target population is a group from which a sample is drawn (Kombo & Tromp, 2018). The study targeted 648 Form two students in Lamu County (Head teachers' enrollment files, 2020). Students were purposively sampled for this study because they have in depth information of the parenting styles exercised by their parents than anyone else. In addition, it is the students who experience directly the positive or negative changes that occur in their academic performance and everything that happens in the school is geared towards good academic performance of the students.

The study targeted form two students because they are in the adolescent stage, where the adolescent is seeking for identity as evidenced by Erickson theory of development as stated by Knight (2017). During this stage the adolescent may attain either identity or role confusion depending on the support received from significant persons in their development. The study also targeted the 25 head teachers of the secondary schools in Lamu because of the key role they play in dealing closely with parents and students in their administration roles as custodians of good academic performance in school.

3.5 Sample Size

Taherdoost (2016) states that a sample is a subgroup of the target population that the researcher plans to study for the purpose of generalization on the target population. Mugenda & Mugenda (2003) states that a sample of 10% - 50% of the total population is adequate for a study. There are 25 secondary schools in Lamu County (Lamu County development report, 2018 -2022). Out of the 25 schools, 3 are private. Therefore, 30 % of the total number of schools in Lamu were sampled which translates to eight secondary schools. Six schools were sampled from the public schools and two from private schools. Out of the 25 head teachers, 30 % was 8 head teachers. The Head teachers of the 8 selected schools were automatically included in the sample size. To get the sample size for students, the researcher used Yamane's formula (Yamane, 1967).

The formula is: n = $\frac{N}{1+ N (e)^2}$

Where n = desired sample size

N = the population size

e = error

In this study, the population size was N = 648 for students and e= 0.05. Thus:

$$n = \frac{648}{1+ 648\ (0.05)^2}$$

n= 247 students

The total sample size for this study was 247 students and 8 head teachers making a total of 255 participants.

3.5.1 Sampling Procedures

This study employed both stratified and simple random sampling. Stratified sampling is a method of obtaining a representative sample from a population that researchers have divided into relatively similar subpopulations (Koithari 2017). It ensures specific subgroups are present in their sample. It also helps to obtain precise estimates of each group's characteristics. In this stratified sampling was used to ensure representation of both public and private schools sub groups. On the other hand, Simple random sampling is a type of probability sampling in which the researcher randomly selects a subset of participants from a population (Koithari 2017). In this type of sampling, each member of the population has an equal chance of being selected. It was useful for this study to avoid biasness in sample selection.

According to the Lamu County development report (2018 -2022), there are 25 secondary schools in Lamu County. The schools were first stratified into public schools and private schools. Out of the 25 schools, 22 are public and 3 are private. From the 22 public secondary schools, 6 were sampled for this study using simple random. From the 3 private schools, 2 were sampled for the study using simple random sampling method as well. Each school was given a code. Papers containing the codes of the schools were put into 2 separate boxes representing each strata. Six papers were picked randomly from the public schools box and 2 from the private schools box. The schools' whose codes were picked were used for the study.

Simple random sampling was further used to select students from the sampled secondary schools. For schools that had more than one stream, simple random sampling was used to select the stream that was to participate in the study. For mixed schools, the students were stratified in genders and then they were randomly sampled. Small pieces of paper some indicating a "yes" and others a "no" were distributed to the form two students depending on the required number of participants in each school. Students who got the "yes" participated in the study. Head teachers of the sampled schools were selected for the study. Table 2 provides a summary of the sampling procedure.

Table 2 Sampling Matrix

School	Streams	Target Population	Sampling technique	Sample Size
MPK G	1	48	Simple random	18
KBR	1	21	Simple random	9
BKJ	1	26	Simple random	10
MJB	1	31	Simple random	12
BH	2	94	Simple random	36
KIG	2	91	Simple random	35
MPK B	4	167	Simple random	63
HGE	4	170	Simple random	64
Head teachers				8
Total		**648**		**255**

3.6 Data Collection Instruments

A data collection instrument is the tool used to collect data during a research period (Kothari 2013).This study used questionnaires for students, document analysis and interview schedules for head teachers

3.6.1 Questionnaires for students

The study adopted a modified parenting questionnaire developed by Buri (1991). The questionnaire was used for this study because the sample involved was relatively large (247 students) and given the time constraints, the questionnaire was the ideal tool for collecting data, guided by Kothari (2013) who reiterates that a questionnaire is an ideal tool when collecting a lot of information over a short period of time.

The advantage of the questionnaire is that, it is more reliable because it is anonymous and it encourages honesty. However, the questions in the questionnaire can have different connotations for different respondents in case the researcher is not around to provide clarity making it difficult for the respondents to provide factual answers. This was addressed by personal administration of the questionnaire. The questionnaire contained both open ended and closed ended questions. Open ended questions allowed students to share their feelings and experiences on the parenting styles adopted by their parents and how they impact on their academics. The questionnaire had 40 Likert scale items developed to measure authoritarian, authoritative, permissive and neglectful parenting types. Responses to each of these items were made on five -point rating scale ranging from strongly disagree (1) to strongly agree (5). The researcher scored the questionnaire by summing the individual items which comprised the subscale scores.

The questionnaire was divided into three sections. Section A consisted of demographic information of the students which included; age, gender, school type, school status and birth position. Section B had information on academic performance of the students. Section C contained items to measure the authoritarian, authoritative, permissive and neglectful parenting styles. Responses were put in a Likert scale.

3.6.2 Document Analysis Guide

Document analysis is a systematic examination of documents such as progressive records. It involves critical examination of recorded information related to the issue under study (Koithari 2017). The researcher examined end of term internal exam records of the past two terms of the form 2 students from the selected schools. This enabled the researcher to obtain information on the students' academic performance. Comparison was made on performance of students whose parents are involved in their academics and those whose parents are not, by the help of the head teachers and class teachers. Data collected by examination of exam records was thus used to validate and verify the data that students had provided in the questionnaires.

3.6.3 Interview guides

An interview is a qualitative research method that relies on asking questions in order to collect data. Interview guides involve gathering data using guided dialogues with people (Mvumbi & Ngumbi 2015). The latter further notes that in interviewing, the researcher approaches participants deemed to have rich information on the topic understudy. Ashiono (2013) describes three types of interviews; structured, Unstructured and semi-structured interviews, often differentiated by their level of structure. Structured interviews have predetermined questions asked in a predetermined order. An unstructured interview is flexible. The questions and the order in

which they are asked are not set. Instead, the interview can proceed more spontaneously, based on the participant's previous answers. Semi-structured interviews are often open-ended, allowing for flexibility, but follow a predetermined thematic framework, giving a sense of order.

This study used a semi structured interview for head teachers. Semi structured interviews were used in this study because they enabled the researcher room to probe the participant more by adding more questions to get detailed information. The interview guide further enabled the researcher to obtain information that could not be directly observed or difficult to put down in writing. Information obtained from the interviews was used to assess the head teachers' understanding of the relationship between parenting styles and academic performance of their students. The interview guide consisted of two sections. Section A consisted of demographic information of the respondents. Section B sought to establish the relationship between parenting styles and academic performance of secondary school students in Lamu County in line with the research questions and ways in which parenting styles can be enhanced to improve academic performance of secondary school students in Lamu County.

3.7 Validity and Reliability of Instruments

This section explains the meaning of validity and reliability. It further describes the types of validity and reliability. It also expounds on the validity and reliability that was used in the study and finally describes how the researcher validated the research instruments as well as how reliability was tested.

3.7.1 Validity of Research Instruments

According to Taherdoost (2016), validity is the statistical measure of a test's ability to measure what it intends to measure. Researchers use different ways to measure validity of research

tools. The quality of these instruments is very critical because the conclusions researchers draw are based on the information they obtain using these instruments. Kombo & Tromp (2018) highlights three main types of validity namely; construct validity, which is the extent to which your test or measure accurately assesses what it is supposed to; content validity which focuses on the degree to which a test measures the behavior under investigation and finally face validity which ensures that every question on the research instrument appears to measure what it's supposed to measure.

To ensure validity of the data collection instruments, the instruments were subjected to face and content validity. To test face validity, opinion of research experts was sought to ensure the items in the instrument measured the concept intended to measure in relation to the study objectives. Their comments were used to refine the instruments. For content validity, judgement was obtained from the two supervisors to ensure that the instruments covered the components of parenting styles and academic performance as addressed in this study. Opinions from examiners during presentation of research proposal and critique by peers also helped a great deal in enhancing content validity.

3.7.2 Reliability of Research Instruments

Kumar (2014), explains reliability as the ability of a research instrument to produce consistent results each time it is administered under similar conditions. Selvam (2017) also asserts that an instrument is reliable if it consistently produces same results if administered under the same setting and to similar populations. This study adopted a test-retest technique to check the reliability of the research instruments. Test-retest involves administering the instruments once and then a second time under similar settings. Test retest was done in 2 schools (10%) in Lamu County which

were not in the sample population. The selection was guided by Mugenda and Mugenda (2019), who states that 10% of the sample population is sufficient to administer a test-retest technique to ascertain reliability of research instruments. Research instruments were administered to a group of 64 form two students in two secondary schools and their Head teachers in Lamu County, one public and another private, at intervals of one week keeping to similar conditions. The test and retest results were correlated using Pearson's co-relation coefficient to determine reliability of the results. According to Mohamad, Sulaimanb, Sern & Salleh (2015), a reliability coefficient of 0.6 to 0.9 suggests a positive and strong relationship of the scores. The reliability test obtained a Co - efficient result of 0.8 thus rendering the research instrument reliable for data collection for this study.

Reliability for the qualitative items was enhanced by utilizing open ended questions in the questionnaire and use of the interview schedules by provision of opportunity to clarify responses from interviewees. Reliability for the qualitative items was established through repetition of responses reflecting similar conditions and issues in line with the objectives of the study. This confirmed the reliability of the qualitative data.

3.7.3 Piloting of Research Instruments

Pilot testing is an initial survey to help identify any flaws in the actual research instruments (Kumar 2014). The researcher carried out a pilot test among students of one school in Lamu County and their Head teacher, who were not in the study sample. Pilot study was used to check the language used in the research instruments to ensure that it was simple and clear enough. The pilot study also helped to identify any ambiguous questions in order to make necessary adjustments before the actual study was carried out. The researcher used the feedback from the pilot study to

re-write the questions, clarify questions that were not clear and to make any other necessarily changes on the areas identified in the instruments. This enhanced the validity and reliability of the research instruments before administering them to the sample under study.

3.8 Data Collection Procedures

The researcher first obtained an introduction letter from the Catholic University of Eastern Africa in order to seek a research license from the National Commission for Sciences, Technology and Innovation (NACOSTI). Thereafter, the researcher contacted the County Director of Education of Lamu County to get an introductory letter to the head teachers. The head teachers of the sampled schools were contacted to inform them of the study and make prior arrangements for a convenient day to carry out the study. On the material day, guided by school administration and the staff, the researcher met the form two students and introduced herself and the purpose of her study. The researcher herself administered the questionnaires to the students and thereafter, met the head teachers one on one for the interviews and finally reviewed the academic records of the sampled students with the help of the class teachers to counter check the academic performance students provided in the questionnaires. With permission from the participants, interviews were recorded by audio tapes.

3.9 Data Analysis Procedures

Data analysis is a procedure which involves bringing order, structure and meaning to the mass information collected by the researcher using the research instruments (Kothari, 2013). In this study, quantitative data obtained from students' questionnaires was first cleaned. Cleaning was to help the researcher to check for any error, check for missing values, check for any values that are beyond the expected margins so that it could enable appropriate coding. After coding, data

was keyed into the computer and analyzed using Statistical Package for Social Sciences (SPSS version 23.0) in line with the research questions.

Descriptive statistics such as frequencies, standard deviation and percentages were used for analysis of the quantitative data obtained from students' questionnaire and presented in tabular forms. Inferential statistics in particular Pearson correlation coefficient was used to test the hypotheses in order to determine any association between parenting styles and academic performance.

Qualitative data from interview of Head teachers and document analysis of academic records were transcribed, coded and data themes generated. The themes were reviewed to ensure they are an accurate representation of the data. Data was then summarized in narrative form. It was then presented thematically guided by Kombo, (2018) who states that thematic analysis involves identification of the information that is relevant to the research objectives, developing a coding system, organizing the data according to themes and summarizing the data in the grouped themes while concurrently highlighting key quotations. Analysis was guided by the research questions.

3.10 Ethical considerations

Before proceeding to the field, the researcher obtained permission from the relevant authorities at the university and from NACOSTI, as well as in Lamu County. Before the collection of data, informed consent of the participants was also obtained. According to Wiles (2013), the informed consent encompasses: giving clear information to participants as to what the research will involve as well as offering them the prospect of deciding whether to or not to take part. Therefore, the researcher gave respondents freedom to respond or not to respond to any questions in the instruments (Munyi 2013). Participants were also informed that their participation is

voluntary at all times and that they were free to withdraw at any point from the study. To ensure the principle of justice is adhered to, the researcher treated all respondents fairly and equally to avoid biasness. Moreover, the researcher established rapport with participants so as to allow them to open up in sharing their thoughts and opinions (Seeram 2019).

The researcher assured the respondents that the information collected will be kept confidential (Pruzan 2016). Respondents were guaranteed that any information obtained would be used only for academic purposes. Therefore, the respondents were requested not to write their names in the questionnaires to ensure anonymity (Ishtiaq 2019). For the purpose of honesty and integrity, the researcher kept to any agreements with the respondents and reported the findings as they are without making up any data. The researcher has acknowledged all sources used in the study to avoid plagiarism.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings, interpretation and discussions of the data obtained from the study on: The relationship between parenting styles and academic performance of secondary school students in public and private schools in Lamu County, Kenya. Data were collected using questionnaires, interview guide and document analysis guide.

The chapter is composed of the following: Instrument response rate, demographic information of respondents, academic performance of students, demographic differences, authoritarian parenting in relation to academic performance, authoritative parenting in relation to academic performance, permissive parenting in relation to academic performance, and uninvolved parenting in relation to academic performance. Data were summarized into Frequencies, percentages and standard deviation. Pearson correlation coefficient used to determine any association between parenting styles and academic performance in testing the hypotheses.

4.2 Instruments Response rate

The researcher selected 247 form 2 students in Lamu County as the main respondents for the study. The researcher further interviewed 8 Head teachers for the study. All the 247 students were issued with a questionnaire and the researcher interviewed the Head teachers making a total of 255 participants. The return rate is summarized in Table 3 below.

Table 3

Instruments Response rate

Category	Total Instruments	Returned instruments	Response rate
Students	247	240	97.16
Head teachers	8	8	100%
Total	**255**	**248**	**97.25**

The total number of questionnaires issued was 247 out of which 240 (97.16 %) were returned. For the Head teachers, the response rate was 100%. This response adequately represents the target population for this study. It was considered adequate because it was in agreement with Mugenda & Mugenda (2019) who states that a response rate of 50 % is adequate for analysis. The higher return rate was attained because the researcher personally administered the questionnaires and conducted the interviews. A high study response rate is important to ensure the study results are representative of the target population and that the research instruments performed as intended. A low response rate on the other hand can give rise to sampling bias if the nonresponse is unequal among the participants. In addition, a low response rate can endanger any attempt to generalize findings in an adequate way. The response rate in any given study is viewed as an important indicator of quality of the study.

4.3 Demographic Characteristics of the Respondents

According to (Babbie 2017), demographic data is statistical data collected about the characteristics of the population under study. It provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study are a representative sample of the target population for generalization. Some commonly used demographics are age, sex, religion,

level of education, department, employment, and socio-economic status as well as topic-specific characteristics. Demographic information for this study was obtained from students and Head teachers in order to understand the population in the study.

4.3.1 Students demographic Information

The students who participated in the study were all form 2 learners. Their demographic information comprised of gender, school type, school status, age, and birth position. Table 4 summaries the demographic characteristics of the students.

Table 4

Distribution of students' demographic information

Variable		**Frequency**	**Percentage**
Gender	Male	94	39.6
	Female	145	60.4
School type	Public	137	57.1
	Private	103	42.9
School status	Boarding	142	59.2
	Day	98	40.8
Age category	14 - 15	4	1.7
	16 – 17	97	40.4
	18 – 19	119	49.6
	> 19	20	8.3
Birth position	First born	66	27.5
	Middle child	128	53.3
	Last born	46	19.2

Note: Sample size (n) = 240

Student's gender was one of the important characteristic of this study. This was guided by Scallingello (2012) who established that parents are biased towards the child's gender and that boys are given more reasoning thus creating gender stereotype society. Findings of the study

indicated that majority of the participants were female who comprised 60.4 % while 39.6 % were males. This was a clear indication that the study was not biased against any gender since both male and female participated in the study.

The type of school was considered for the study because varied unique school characteristics and environments affect students' academic performance either negatively of positively. The study found that nearly half of the respondents 137 (57.1%) were in public schools and 103 (42.9 %) students in private schools. This was attributed to the fact that parents made the choice of the school for their children not on merit but depending on the family resources. The existence of day schools might have moved many parents to choose public schools which are cheaper following the school fees subsidy given by the government of Kenya to public schools.

School status was believed to be important for this study because it could contribute to the academic performance of students. Students in boarding schools are deemed to have more time to study than those in day schools who may have the burden of home chores to carry out after school hence limited time to study. The study indicated that more than half of the respondents (59.2 %) were in boarding schools while 40.8 % were in day schools. This is a clear evidence that the researcher reached out to all school categories in the county in order to ensure authenticity and objectivity of the study.

Students' age was included for this study as it could be very significant in drawing conclusions about how a particular age group experienced parenting. In addition, age was included this study because the differences in the experiences and maturation of students in relation to the parenting they experience is likely to affect their performance in school(Navarro, García & Olivares 2015). In consideration of age, nearly 50 % of the participants were within the age bracket of 18-19 years. Based on these findings it can be deduced that majority of the participants had

joined school late. This is because more than half of the participants (57.9%), were between the ages of 18-19 years and were still in Form 2. Only 42.1 % of the participants were considered to possess the right school age years between 14-17 years.

Birth position was also considered because it influences the parenting style adopted by parents which is likely to influence the academic performance of the child. According to Greene & Clark (1970), various birth positions of children in the family is likely to affect the parenting exercised by their parents on each individual child and eventually this may affect the academic outcome of the child during the school years. The study showed that more than half of the participants (53.3 %) were middle children in their family.

4.3.2 Demographic Information of Head teachers

The researcher interviewed Head teachers to get information on the relationship between parenting styles and academic performance of students. The sample included 8 head teachers who headed the schools that were sampled for the study. Demographic information of the Head teachers included the length of service as head teachers and professional qualification. Table 5 gives a summary of Head teachers' demographic data.

Table 5

Distribution of Head teachers Demographic Information

Variable		Frequency	Percentage
Length of service	Less than 5 years	3	37.5
	5 – 10 years	3	37.5
	10 – 15 years	1	12.5
	Above 15 years	1	12. 6
Professional qualification	Degree	8	100

Note: Sample size (n) = 8

Length of service was significant for this study because a long experience in the job, guaranteed quality of the service rendered The study established majority of the head teachers (62.5 %) had been head teachers for more than 5 years. This means that most of the head teachers who were interviewed had served for more than 5 years and had acquired adequate experience in dealing with issues of academic performance in relation to parenting styles.

Professional qualification of the Head teaches was looked at because it was important to know the extent to which they were equipped for their professional service. The outcome of the study indicated that all the 8 head teachers who participated in the study (100 %) were degree holders. This was a clear indication that they were well equipped to deal with academic matters in their respective schools and could give relevant information for the study.

4.4 Descriptive Analysis of Demographic Factors

This section presents the descriptive analysis of academic performance, the dependent variable of the study. The factors include; level of academic performance, overall mean grade of

the previous term (term 2 of Form 2), the trend of academic performance for the last one year, academic performance in mathematics, in languages, in sciences and in humanities.

4.4.1 Level of academic performance

The study investigated the students' rate of academic performance to establish whether their academic performance was above average, average or below average. Table 6 presents the results.

Table 6

Level of academic performance

Performance	Frequency	Percentage
Above average	53	22.1
Average	136	56.7
Below average	51	21.3
Total	**240**	**100**

The study established that more than half of the students (56.7 %) were average. KCSE performance in the county for the last 5 years was indicated to be below average but on the contrary, the findings of this study showed that more than half of the students were average. This was attributed to the fact that most of the students indicated an improvement in the last year.

4.4.2 Overall mean grade in the previous term

The study examined the mean grade students achieved in the previous term, which was term two of form 2. The grades were presented as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E which can be translated to 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2 and 1 points respectively. The results are indicated in table 7.

Table 7

Overall mean grade previous term

Grade	**E**	**D-**	**D**	**D+**	**C-**	**C**	**C+**	**B-**	**B**	**B+**	**Total**
Frequency	3	13	19	41	38	52	42	19	7	6	**240**
Percent	1.3	5.4	7.9	17.1	15.8	21.7	17.5	7.9	2.9	2.5	**100.0**

The results established that more than half of the students (52.2 %) achieved the average mean grade of C and above. This implies that most of the respondents rated average in their previous examination which was in agreement with the mean grade of all participants which was which was a C (5.50). This could be attributed to the fact that a number of students reported to have improved in their academic performance in the last one year.

4.4.3 Academic performance in Mathematics

The study examined the mean grade students achieved in Mathematics in the last three end of term examinations. The grades were presented as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E which can be translated to 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2 and 1 points respectively. The results are indicated in table 8

Table 8

Academic performance in Mathematics

Grade	**E**	**D-**	**D**	**D+**	**C-**	**C**	**C+**	**B-**	**B**	**B+**	**A-**	**A**
Frequency	15	29	27	47	25	23	35	9	7	10	4	9
Percent	6.3	12.1	11.3	19.6	10.4	9.6	14.6	3.8	2.9	4.2	1.7	3.8

The results established that more than half of the students (59.7 %) scored below the average mean grade of C in mathematics. This was in accord with the fact that Lamu county KCSE results for the last five years which showed that the county's mean score has remained below average. This was in line with Lamu County development plan (2018 – 2022) which stated that the academic performance of Lamu County has been poor for quite a long time and that this trend was threatening.

4.4.4 Academic performance in Languages

The study examined the mean grade students achieved in Languages in the last three end of term examinations. The grades were presented as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E which can be translated to 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2 and 1 points respectively. The results are indicated in table 9.

Table 9

Academic performance in Languages

Grade	**E**	**D-**	**D**	**D+**	**C-**	**C**	**C+**	**B-**	**B**	**B+**	**A-**	**A**
Frequency	1	4	6	26	25	33	57	37	18	21	10	2
Percent	0.4	1.7	2.5	10.8	10.4	13.8	23.8	15.4	7.5	8.8	4.2	0.8

From the results, it is clear that majority of the students (74.3%) scored above the average mean of a C plain in languages. This infers that the students were doing well in Languages than in Mathematics.

4.4.5 Academic performance in Sciences

The study examined the mean grade students achieved in Sciences in the last three end of term examinations. The grades were presented as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E which can be translated to 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2 and 1 points respectively. The results are indicated in Table 10.

Table 10

Academic performance in Sciences

Grade	**E**	**D-**	**D**	**D+**	**C-**	**C**	**C+**	**B-**	**B**	**B+**	**A-**	**A**
Frequency	2	9	8	24	27	44	41	30	19	14	9	13
Percent	0.8	3.8	3.3	10.0	11.3	18.3	17.1	12.5	7.9	5.8	3.8	5.4

The findings established that majority of the students (70.8 %) achieved above the average in Sciences. This was evidence that the students were doing better in Sciences than in mathematics.

4.4.6 Academic performance in Humanities

The study examined the mean grade students achieved in Humanities in the last three end of term examinations. The grades were presented as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E which can be translated to 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2 and 1 points respectively. The results are indicated in Table 11.

Table 11

Academic performance in Humanities

Grade	**E**	**D-**	**D**	**D+**	**C-**	**C**	**C+**	**B-**	**B**	**B+**	**A-**	**A**
Frequency	1	6	9	8	18	12	37	24	24	36	23	42
Percent	0.4	2.5	3.8	3.3	7.5	5.0	15.4	10.0	10.0	15.0	9.6	17.5

From the findings, the study evidenced that majority of the students (82.5%) scored above average in humanities which was a clear indication that the students were doing better in humanities than in the other subjects.

4.5 Demographic differences in Academic Performance

This section discusses the demographic differences in gender, school type, school status, age and birth position in relation to academic performance. The academic performance was clustered into: mathematics, languages, sciences and humanities.

4.5.1 Demographic differences of Academic performance according to Gender

The study looked at the student's gender to ascertain whether there were gender differences in academic performance. The scores were obtained by computing the mean and standard deviation for each subject cluster. The subjects were clustered into mathematics, languages, sciences and humanities. Table 12 shows the distribution of academic performance in relation to gender.

Table 12

Differences of academic performance according to gender

Gender		Academic Performance in Maths.	Academic Performance in Languages	Academic Performance in Sciences	Academic Performance in Humanities
Male	Mean	6.17	7.06	7.44	8.68
	N	**95**	**95**	**95**	**95**
	Std. Dev.	3.002	2.197	2.653	2.799
Female	Mean	4.49	6.79	6.38	8.23
	N	**145**	**145**	**145**	**145**
	Std. Dev.	2.404	2.119	2.295	2.793

The findings showed that male students performed better than their female counterparts. Male students reported higher means in all the subject clusters than the female students. The subject with the highest score was humanities with a mean of 8.68, SD = 2.799 for male and 8.23, SD = 2.793 for female. The results indicate that boys were doing better than girls academically. This was in line with the findings of Josiah & Adejoke (2014) who established that male students performed better academically in comparison to female undergraduate students in pharmacology examinations. These findings are also consistent with a study by Mwihia (2020) who explored the

gender differences in academic achievement of students in Kinangop Sub County, Nyandarua County. The results of the study indicated that male students were apparently doing better than the female students academically citing gender stereotype.

4.5.2 Demographic differences of Academic performance according to School type

The students were asked to rate how they performed in mathematics, languages, sciences and humanities. The results were grouped according to the school type that the students attended namely; public and private school. Scores were obtained by computing the mean of each school type and the standard deviation. Table 13 Indicates the distribution of academic performance in relation to the type of school attended.

Table 13

Differences in academic performance according to the type of School

School type		Academic Performance in Maths	Academic Performance in Languages	Academic Performance in Sciences	Academic Performance in Humanities
Public	Mean	5.79	7.09	7.30	8.66
	N	137	137	137	137
	Std. Dev.	2.949	2.135	2.545	2.866
Private	Mean	4.31	6.63	6.14	8.08
	N	103	103	103	103
	Std. Dev.	2.280	2.151	2.267	2.685

The findings demonstrated that students in public schools are doing better than those in private schools in all subjects. Humanities had the highest mean score of 8.66, SD = 2.866 in public schools as opposed to a mean of 8.08, SD = 2.685 in private schools. The findings are in support of a study by Ouma (2020) who established that the collaboration between the Non-governmental organisations and the Ministry of Education in provision of teaching and learning resources to

public schools, has led to better academic outcomes in public schools unlike in private schools which solely depended on the school levies for most school provisions.

4.5.3 Demographic differences of Academic performance according to School Status

The study sought to explore the demographic difference of academic performance depending on whether student attended a boarding school or a day school. Scores were obtained by computing the mean of each school status and the standard deviation. Table 14 indicates the distribution of academic performance in relation to the school status.

Table 14

Demographic differences of Academic performance according to School Status

School status		Academic Performance in Mathematics	Academic Performance in Languages	Academic Performance in Sciences	Academic Performance in Humanities
Boarding	Mean	5.19	6.88	6.76	8.42
	N	142	142	142	142
	Std. Dev.	2.922	2.135	2.489	2.615
Day	Mean	5.10	6.92	6.86	8.40
	N	98	98	98	98
	Std. Dev.	2.563	2.181	2.508	3.059

Findings from the study indicated that there was no significant differences in academic performance in relation to the school status. The highest mean score in boarding schools was 8.42, SD = 2.62 in Humanities against a mean score of 8.40, SD = 3.05 in humanities for the day school students. The results are a clear evidence that there is no major difference in academic outcomes when comparing boarding and day school students in Lamu County. The findings replicated a study by Martin, Papworth, Ginns &Liem (2014) who established that there were relatively few differences in academic outcome when comparing boarding and day schools in Australia.

4.5.4 Demographic differences of Academic performance according to Age

The study sought to know the difference in academic performance according to the age brackets of the students. The scores were obtained by computing the mean and standard deviation for each age category. The age categories ranged from 14 – 15 years, 16 – 17 years, 18 – 19 years and > 19 years. Table 15 indicates the results of this analysis.

Table 15

Academic performance according to Age

Age		Academic Performance in Mathematics	Academic Performance in Languages	Academic Performance in Sciences	Academic Performance in Humanities
14-15	Mean	5.00	9.25	8.25	9.75
	N	**4**	**4**	**4**	**4**
	Std. Deviation	1.826	1.708	1.708	1.893
16-17	Mean	5.48	7.14	6.99	9.07
	N	**97**	**97**	**97**	**97**
	Std. Deviation	2.814	1.953	2.404	2.724
18-19	Mean	5.03	6.72	6.77	8.03
	N	**119**	**119**	**119**	**119**
	Std. Deviation	2.677	2.258	2.492	2.777
>19	Mean	4.30	6.25	5.75	7.15
	N	**20**	**20**	**20**	**20**
	Std. Deviation	3.230	2.149	2.845	2.720

The findings of the study showed that the youngest students (14 – 15) years recorded the highest in most subjects. In Mathematics (mean = 5.00, SD = 1.826), in Languages (mean = 9.25, SD = 1.708), in Sciences (mean = 8.25, SD = 1.70) and Humanities (mean = 9.75 SD = 1.89).

The oldest students (>19) years had the lowest performance. Mathematics (mean = 4.30, SD 3.23), Languages (Mean = 6.25, SD = 2.14), Sciences (Mean = 5.75, SD = 2.84) and in Humanities (Mean = 7.15, SD = 2.72).

From the results, age had a significant relationship with academic performance because the young students had higher mean scores that the older students. The findings echoed a study by Abaidoo (2018) who postulated that age has a significant impact on academic performance of students. A similar study by Amro, Mundey and Kupczynski (2015) had similar results and posited that age is a predictor of students' academic performance. Piaget (1969) echoes these findings in his theory of cognitive development. He explains that age is often associated with a decline in cognitive abilities that are important for maintaining functional independence, such as learning, and as a result older students tend to demonstrate lower performance.

4.5.5 Demographic differences of Academic performance according to Birth position

The study sought to explore the demographic difference of academic performance depending on the birth position of the students in the family. Scores were obtained by computing the mean of each birth position and the standard deviation. Table 16 indicates the distribution of academic performance in relation to birth position.

Table 16

Academic performance according to Birth Position

Birth position		Academic Performance in Mathematics	Academic Performance in Languages	Academic Performance in Sciences	Academic Performance in Humanities
First born	Mean	5.17	6.82	6.76	8.08
	N	**66**	**66**	**66**	**66**
	Std. Dev.	3.031	2.359	2.877	2.984
Middle child	Mean	5.18	6.75	6.88	8.38
	N	**128**	**128**	**128**	**128**
	Std. Dev.	2.716	2.054	2.467	2.792
Last born	Mean	5.07	7.41	6.63	8.96
	N	**46**	**46**	**46**	**46**
	Std. Dev.	2.611	2.061	1.948	2.503

The findings revealed that the middle children and last borns are doing better academically than the first borns. In mathematics, middle children had the highest mean score 5.18, SD = 2.716 as well as in sciences with a mean of 6.88, SD = 2.467. The last borns scored highest in languages (mean = 7.41, SD = 2.061) and in humanities (mean = 8.96, SD = 2.503). Similar results were recorded by Albarkheel, Abdullah & Masuadi, Emad & Riba, Hicham & Al-Jundi, Azzam & Sakka, Salah (2019) in a study which investigated the association between birth order and academic performance. They found that middle-born males in Riyadh dental college had the highest tendency to have better academic performance compared to other birth order groups. Last borns are assumed to have more MKOs than the first borns who have only the parents as the MKOs. Another study by Akgeyik, Tekin. (2013) claimed that in comparison with the other participants, last-born participants reported slightly higher scores in examinations.

4.6 PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

This section presents findings from the data collected from the students' questionnaires and interview schedules for the Head teachers. The presentation was guided by the research questions and the research Hypothesis.

4.6.1 Relationship between Authoritarian parenting style relate to academic performance.

The first research question was to establish whether there is any relationship between authoritarian parenting and academic performance of secondary school students in public and private secondary schools in Lamu County. The students were tested on 10 likert scale items concerning authoritarian parenting style. The scale ranged from: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2 and Strongly Disagree = 1. The researcher used a frequency table to establish the responses concerning authoritarian parenting attributes. This analysis is presented in Table 17.

Table 17

Authoritarian parenting style Responses from Students

n = 240

Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
My parents get very upset if I try to disagree with them.	27	11.3	23	9.6	30	12.5	62	25.8	98	40.8
My parents let me know what behavior is expected of me, and if I do not meet those expectations, I am punished.	14	5.8	25	10.8	23	9.6	70	29.2	108	45.0
My parents always feel that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they do not do what they are supposed to do.	32	13.3	34	14.2	49	20.4	58	24.2	67	27.9
My parents often tell me exactly what they want me to do and how they expect me to do it.	8	3.3	7	2.9	18	7.5	69	28.8	138	57.5

Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
As I grow up I know what my parents expect of me in the family and they insist that I fulfil those expectations simply out of respect for their authority.	18	7.5	20	8.3	28	11.7	61	25.4	113	47.1
Even if children do not agree with them, my parents force us to follow what they think is right.	35	14.6	29	12.1	42	17.5	50	20.8	84	35.0
Whenever my parents tell me to do something, they expect me to do it immediately without asking any questions.	22	9.2	34	14.2	33	13.8	59	24.6	92	38.3
My parents do not allow me to question any decision they make at home.	76	31.7	70	29.2	26	10.8	26	10.8	42	17.5
My parents always feel that more force should be used by parents in order to get their children to behave the way they are supposed to.	50	20.8	37	15.4	44	18.3	53	22.1	56	23.3
My parents feel that wise parents should teach their children early just who is boss in the family.	54	22.5	59	24.6	39	16.3	49	20.4	39	16.3

The results in table 17 indicate that most of the students 160 (66.6 %) agreed that their parents get very upset if they disagreed with them, 50 (20.9%) disagreed while 30 (12.5%) were neutral. This indicates that some parents in Lamu are very strict with their children and as a result the children tend to be unhappy and eventually may decide to compensate the strictness of their parents by developing behavioral problems when they are away from their parents especially in school. Behavioral problems are likely to affect the academic performance of the students because they become unruly and lack respect for their teachers as well as their classmates. The outcome of such behaviour is always poor academic performance. Majority of the students agreed that their parents let them know what behavior is expected of them and if they did not meet those

expectations, they were punished (178 (74.2 %), 39 (16.6%) disagreed and 23 (9.6%) were neutral. While punishment can be a corrective measure, when it is always used, the children become more rebellious, angry, impulsive and aggressive when things do not go their way and therefore get punished even more. These children are likely to engage in risky behavior such as running away from home or school to avoid the trauma of punishment. Studies have also evidenced that at times too much of punishments in the family can lower the cognitive ability of the child (Maugi 2019).

Another 125 students (52.1%) agreed that their parents always feel that most problems in the society would be solved if parents could strictly and forcibly deal with their children when they do not do what they are supposed to do, but 66 (27.5%) disagreed with this statement. When parents use force, the possibility is rebellion because the children feel deprived of their autonomy. Because the children are afraid of the punishment when they challenge parents' orders, they become good actors. They behave well at home but different in school. The probability of such children not doing well in class is thus very high because at school teachers may not use force. Many of the students agreed 207 (86.3 %) that their parents often told them exactly what they want them to do, and how they expected them to do it while 15 (6.2 %) disagreed. These results were echoed in the interview by one of the Head teachers who claimed that;

> Many parents punish their children. Their parenting is coupled with violence. For others, their word is always final and sometimes they use excessive force which is meant to scare the children from doing wrong things (Head teacher 2, personal communication, 8th June, 2021).

This response infers that there are many authoritarian parents in Lamu County. These parents punish children for failures while ignoring their achievements. They expect the child not to make mistakes and to obey them. Research suggests that authoritarian parents demand complete

obedience. Children raised under these parents are exceptionally good at following rules but they may lack self-discipline. They are not encouraged to explore and act independently; as a result they become unable to set their own limits and personal standards. So with all these deficiencies in these children, it's hard to become competent and thriving students.

In addition, 174 (72.5%) students agreed that as they grow up they know what their parents expect of them in the family and that their parents insist that the expectations should be fulfilled simply out of respect for the parent's authority while 38 (15.8 %) disagreed. Research shows that children with authoritarian parents are not able to make decisions when given the opportunity. This is because these children are used to being told what to do. They lack self-esteem and self-confidence to decide and worry about making the wrong choices in life. This outcome is easily transmitted to school where they are expected to work on their own to build on what the teachers teach in class. Because these students have become too dependent on the more significant others especially their parents, they are likely not to add more value to their academics than what they learn in class since they do not believe in their ability to be independent. Their class assignments become just a photocopy of their class notes that the teachers provide without their personal input because they are not able to think on their own, which slows down their academic achievements.

Similarly, 134 (55.8%) students further agreed that even if the children did not agree with the parents, the parents forced them to follow what they think is right. Those who disagreed were 68 (26.7%). Likewise 151 (62.9 %) agreed that whenever their parents told them to do something, they expected them to do it immediately without asking questions but 56(23.4%) disagreed. This implies that students from such families have always to abide with what the parents say whether they feel it is good or not, otherwise they risk punishment. There is no room for discussion on family decisions. Students from these families have the possibility of becoming hostile to authority

and ultimately become law breakers both in school and in the society. In school they do not follow the school rules and regulations as a reaction to the force is used in the family. When they rebel against the school rules and regulations among them the school academic programs, it is inevitable that their academic outcomes will not be good.

On the contrary, most students (146, 60.9 %) disagreed that their parents allowed them to question any decision the parents make at home while 68 (28.3%) agreed. This denotes that majority of the parents in Lamu County were dictators who ruled their children with an iron rod. As such the students are likely to react and become unruly as a way of punishing back their parents. With this sense of indiscipline, students from authoritarian parents are likely not to do well academically. In addition, 113 (47.1%) disagreed that their parents feel that wise parents should teach their children early just who is the boss in the family but 88 (36.7%) agreed with the statement. This reality instills fear in the children and the child can eventually develop inferiority complex. Living with an inferiority complex means that the student constantly experiences feelings of inadequacy. They compare themselves with others in class and when they do so, they may realize that they are not doing as well as their classmates. In so doing, such students can easily give up in their studies because they believe that they cannot do as well as their classmates hence poor academic achievement. On the statement whether their parents always feel that more force should be used by parents in order to get their children to behave the way they are supposed to, 109 students (45.4%) agreed, 78 (36.2%) disagreed. This view was also supplemented during the interview a Head teacher who confirmed that;

> Several parents are very violent in dealing with indiscipline cases of their children whenever they occur and in most cases, the students tend to rebel against their parent's

power and they become unreceptive to the disciplinary policies (Head teacher 5, personal communication, 8th June, 2021).

These responses imply that most of the parents in Lamu County used punitive strategies and directiveness to rule their children. Parents who use heavy punishments to teach or control their children, or use harsh verbal words and threats, often demoralize the children. Research has shown that consistent violence against the youth has been identified as a risk factor for internalizing problems among introverts who are fearful (Yang & Zhao 2020). Furthermore, authoritarian parenting style can result in children who have higher levels of aggression but may also be shy, socially inept, and unable to make their own decisions. This aggression can remain uncontrolled as they have difficulty managing anger because they were not provided with proper guidance. They have poor self-esteem, which further reinforces their inability to make decisions. Strict parental rules and punishments often influence the child to rebel against authority figures in school and even as they grow older out of school.

Several studies (Teuber et al 2021; Li & Hein 2019) suggest that authoritarianism puts children at an academic disadvantage for it interferes with learning. Punishing a child for poor performance can make the child perform more poorly because as Mills et al (2022) suggests, children learn better from positive feedback than from negative feedback. There is also evidence that authoritarian parents are less helpful in teaching their children to think critically.This is in agreement with Baumrind (2012) who says that authoritarian parents discourage open communication with their children, they often show little trust in their children and fear to lose control. In his study, Dagnew (2021) conforms to these findings by highlighting that authoritarian parents usually rely on punishment to demand obedience or teach a lesson to their children. This is symmetrical to the findings of Kang and Moore (2016), 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 addition, Mwoma (2012) in his study established that, students who performed poorly academically had parents who neither valued their children's autonomy nor involved them in open communication but rather used corporate punishment as a medium to control their children.

Therefore from these findings, it is evident that many students in Lamu County have parents who are authoritarian. From the studies reviewed, authoritarian parenting to a greater extend, is associated with low grades. The poor grades are attributed to the demands and force that parents put to their children. The students in the secondary schools are believed to be in the adolescent stage who want autonomy and freedom as highlighted by Knight (2017). As such, they are most likely to rebel against their parent's demands. They may defy orders given by parents or even decide not to concentrate in school to punish the parents. In this process such students will produce poor results.

Correlation between Authoritarian parenting style and academic performance

After understanding the characteristics of the authoritarian data, the researcher applied Pearson's correlation bivariate analysis to establish the relationship between Authoritarian parenting and academic performance of the students. To realize this, the researcher computed all the items denoting authoritarian parenting style against the mean grade of the academic performance of the students in the cluster subjects. To test hypothesis, a correlation was then done to establish whether there is any relationship between authoritarian parenting style and academic performance of secondary school students using Pearson correlation coefficient. The hypothesis was: H_0: There is no relationship between authoritarian parenting style and academic performance of the students. This analysis is presented in table 18.

Table 18

Correlation between Authoritarian parenting and academic performance of students

		Academic Performance in Humanities	Academic Performance in Sciences	Academic Performance in Languages	Academic Performance in Maths	Authoritarian Parenting
Academic Performance in Humanities	Pearson Correlation	1				
	Sig. (2-tailed)					
Academic Performance in Sciences	Pearson Correlation	.505**	1			
	Sig. (2-tailed)	.000				
	N	240	240	240		
Academic Performance in Languages	Pearson Correlation	.608**	.416**	1		
	Sig. (2-tailed)	.000	.000			
Academic Performance in Maths	Pearson Correlation	.366**	.514**	.467**	1	
	Sig. (2-tailed)	.000	.000	.000		
Authoritarian Parenting	Pearson Correlation	.002	.031	-.092	-.044	1
	Sig. (2-tailed)	.979	.635	.154	.502	

**.Correlation is significant at the 0.01 level (2-tailed) Sample size (n) = 240

The Pearson's correlation matrix in Table 18 indicates that there is a non- significant negative correlation between authoritarian parenting and academic performance except in humanities and sciences. The study pointed to a very strong negative correlation between authoritarian parenting and languages (r = -.092) and a moderate negative relationship with mathematics (r = -.044). Therefore high levels of authoritarian parenting in the family leads to low academic achievement of the students safe for humanities and sciences.

The p value in all subject clusters was greater than the significance level. This means that the correlation significance was non-significant to (Humanities p = .979, Sciences p = .635, Languages p = .154, Mathematics p = .502). However, since the p-value is based on probability and it is purely by chance, the researcher made conclusions based on the correlation coefficients (r- values). The results in Table 17 indicate (r = .002) in humanities, (r = .031) in sciences, (r = -.092) in languages, and (r = -.044) in Mathematics. This means that there is a relationship of (2 %, 31%, 9% and 44%) respectively between authoritarian parenting and academic performance. Hence the hypothesis stating that "there is no significant relationship between authoritarian parenting and academic performance of secondary school students in Lamu County" is rejected.

This findings implies that authoritarian parenting style would significantly determine and influence students' academic achievement positively and negatively depending on the subject. This suggests that authoritarian parenting style has a positive relationship with students' academic achievement in humanities and sciences and on the contrary a negative relationship with languages and mathematics. It is therefore evident from this findings that authoritarian parenting style has a contribution to the poor academic performance of the secondary school students in Lamu County.

Several studies have found authoritarian parenting style to be negatively associated with academic achievement (David 2020; Kostereliogl u 2018). In addition, Odongo (2016) in a study on parenting styles reported that authoritarian parenting style account for 63% failure in academic performance of secondary school students. Students in the current study reported that their parents let them know what behavior is expected of them without any discussion and if they did not meet those expectations, they were punished. This is in agreement with Lindsay et al. (2018), who says that authoritarian parents demand blind obedience from the children. These findings were echoed in the interview by a Head teacher who postulated that;

> Many parents do not involve the students in setting their goals and expectations but rather they set the expectations and communicate them to the students and demand that the goals must be realized without question" (Head teacher 3, personal communication, 8th June, 2021).

This view was also supplemented by another Head teacher who affirmed that,

> Some parents are very aggressive in handling the students on various issues among them the academic progress. At times, the students may not perform well academically due to fear of how their parents will react in case they fail the exam. This creates tension and the student is likely not to perform well (Head teacher 8, personal communication, 9th June, 2021).

The above narratives imply that parents in Lamu County do not give children choices or options. Parents set the rules and have a "my way" approach to discipline. There is little room for negotiation, and they rarely allow their children to make their own choices. Their children have no say or a vote when it comes to setting rules or making decisions. It further indicates that parents in Lamu punish their children if they do not do well in school. Such reaction by parents in cases of exam failure may make the child conform easily, yet also experience anxiety which eventually affects their social and academic competence resulting to poor academic outcomes.

Furthermore, these narratives are in line with Baumrind (2012) who stresses that authoritarian parents are punitive and forceful. The latter further states that authoritarian parents are high on demandingness and low in responsiveness. Such parents do not encourage dialogue and they exercise absolute control over their children following a set of rigid set of standards. Authoritarian parents usually set strict rules and monitor their children day and night, they demand

obedience and are punitive and forceful. The parental pressure incorporated within authoritarian parenting is likely to lower children's motivation and finally affect their academic performance. Researchers have detected correlations between authoritarianism and lower school achievement. For instance, several studies conducted in the United States have found that the authoritarian parenting style was linked with lower school grades for all ethnic groups (Pinkart and Kauser 2018). And in both Germany and China, children tend to experience worse academic outcomes when their parents impose high levels of psychological control (Teuber et al 2021; Li and Hein 2019; Wang et al 2012; Xu et al 2019).

Some other studies on the contrary support the fact that authoritarian parenting is positively relates with academic achievement of students. A study by Rauf, Khalida & Ahmed, Junaid (2017) in Asia, confirmed that at times, the prevailing assumption about Asian countries is that due to socio-cultural factors the corporal punishment is not considered a bad thing and authoritarian parenting, which is considered a harsh parenting style is usually preferred hence, is positively related to higher academic outcomes. Another study by Zahed et al (2016) showed that there is a significant relationship between the authoritarian parenting style and the students' educational success and this relationship is positive and direct.

4.6.2 Relationship between Authoritative parenting style relate to academic performance.

The second research question was to establish whether there is any relationship between authoritative parenting and academic performance. The students were tested on 10 items concerning authoritative parenting style. Table 19 presents the frequencies and percentages on how secondary school students responded to the questions on authoritative parenting by choosing either strongly disagree (1), disagree (2), neutral (3), agree (4) or strongly agree (5).

Table 19

Authoritative parenting style Responses from Students

n =240

Statement	**SD**		**D**		**N**		**A**		**SA**	
	f	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
My parents have established clear rules and they discuss with us the reasoning behind these rules in the family.	13	***5.4***	***17***	***7.1***	***42***	***17.5***	***67***	***27.9***	***101***	***26.3***
My parents always encourage discussion whenever I feel that family rules and restrictions are unreasonable.	29	12.1	31	12.9	44	18.3	73	30.4	63	55.0
My parents direct the activities and decisions of the children in the family through reasoning and correction.	7	2.9	7	2.9	25	10.4	69	28.8	132	37.9
I know what my parents expect of me in my family, but I also feel free to discuss those expectations with them when I feel that they are unreasonable.	20	8.3	28	11.7	39	16.3	62	25.8	91	75.4
As I continue growing up, my parents consistently give us direction and guidance in sensible and objective ways.	5	2.1	5	2.1	11	4.6	38	15.8	181	22.5
My parents have clear standards of behavior for the children in our home, but are willing to adjust those standards to the needs of each individual child in the family.	21	8.8	16	6.7	78	32.5	71	29.6	54	48.3
My parents give me direction for my behavior and activities and expect me to follow the direction, but they are always willing to listen to my concerns and to discuss that direction.	14	5.85	12	5.05	31	12.9	67	27.9	116	32.5
My parents give me clear direction for my behaviors and activities, but are also understanding when I disagree with them.	29	12.1	24	10.0	40	16.7	69	28.8	78	37.9

Statement	SD		D		N		A		SA	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
If my parents make a decision in the family that hurt me, they are willing to discuss that decision with me and to admit it if they had made a mistake.	42	17.5	23	9.6	33	13.8	51	21.3	92	25.4
My parents take the children's opinions into consideration when making family decisions, but would not decide for something simply because the children wanted it.	32	13.3	37	15.4	53	22.1	57	23.8	61	

The results in table 19 established that 168 (70 %) of the students agreed that their parents have established clear rules and they discussed with the children the reasoning behind these rules in the family while 30 students (12.4 %) disagreed with this attribute and 42 students (17.5 %) were neutral on this reality. This indicates that authoritative parents in Lamu do not enforce obedience to rules. They involve the children in putting up the rules in the family and guide the children in understanding the benefits of setting rules and following them. They recognize and encourage their children's sense of autonomy. They aim at helping their children to develop self-discipline and maturity. These children do well in school because they are self-motivated to do their school activities even without the supervision of teachers.

Similarly 136 (56.7 %) agreed that their parents always encourage discussion whenever they felt that family rules and restrictions are unreasonable. This implies that authoritative parents in Lamu are flexible. Their flexibility helps the children to be open minded in school in relation to what they learn. In so doing, they become very receptive to teachers and their colleagues in school. Learning thus becomes an interactive process and such children will possibly do well in school than their colleagues who are rigid and not willing to share knowledge with others. Majority of

the students 201 (83.8 %) agreed that their parents direct the activities and decisions of the children in the family through reason and correction. This means that such parents do not resort to extreme punishments if the child deviates from the path. But they also do not ignore such deviations. Instead, they discipline the children positively in such a way that the message is delivered, but the child is not battered emotionally. This helps in making the child realize his mistakes and correcting them without being reprimanded to do so. This sense of discipline helps the children to take corrections from their teachers in class activities thus becoming successful learners.

In addition 153 students (63.7 %) agreed that they knew what their parents expect of them in the family but were also free to discuss those expectations with them whenever they felt they were unreasonable, 39 (16.3%) took a middle stage while 48 (20 %) disagreed with this aspect. The authoritative parents in Lamu allow children to express their opinions without fear of intimidation. This builds up the child's confidence and self-esteem. Self-confidence enables students to handle challenges with ease. Instead of being crippled by failure, they get up quickly and learn from their mistakes. They accept that failure is a part of life and take more chances as a result which makes them successful both in school and later in life. Majority of the students 219 (91.2 %) agreed that as they continue growing up, their parents consistently give them direction and guidance in sensible and objective ways, 10 students (4.2 %) disagreed with this trait while 11 (4.6 %) were undecided. This was echoed by one of the interviewees who said that;

> There are a few parents who keep an eye on what is happening in school as far as their children are concerned. We have other parents who even follow up in school to know their children's study partners and ensure that they have a study timetable as a means of supporting academic performance of their children *(*Head teacher 4, personal communication, 11th June, 2021*).*

The above responses indicate that in Lamu County there are some parents who take responsibility in the education of their children in and out of class. They are concerned about what goes on in school and at home academically and the social life of their children as far as their relationship with school mates is concerned. It is evident from literature that authoritative parents do not enforce compliance. They recognize and encourage a child's sense of autonomy with the intention of helping their children to develop self-discipline and maturity as they offer emotional support. In so doing, such parents develop a close, nurturing relationship with their children. They have clear guidelines for their expectations and explain the reasons associated with disciplinary actions. Disciplinary methods are used as a way of support instead of punishment. Not only do children have input into goals and expectations, but there are also frequent and appropriate levels of communication between the parent and their child. At the end, this parenting style leads to good outcomes for children in various spheres of life including academic outcomes. Since these parents also encourage independence, their children will learn that they are capable of accomplishing goals on their own. This results in children who grow up with higher self-esteem as well as a high level of academic achievement and school performance.

More responses from the students indicated that 125 (52.1%) agreed that their parents have clear standards of behavior for the children at home, but are willing to adjust those standards to the needs of each individual child in the family, 37 students (15.5%) disagreed with this and 78 (32.5%) were impartial. This is a clear indication that such parents value their children's autonomy but are still firm not to let this autonomy escalate beyond. When children feel wanted and loved without conditions, they grow to be mature people who will work hard in school not to please the parents but for their successful tomorrow. Furthermore, 183 students (76.32%) agreed that their parents give them direction for their behavior and activities and expect them to follow the direction,

but they are always willing to listen to their concerns and to discuss that direction. As researchers have indicated, authoritative parenting is a child-centered approach in which parents hold high expectations for their children backed by support and guidance (Mwakapusya 2019). The guidance and support that the parents give, is deemed to extend the children's zone of proximal development and the child will possibly achieve higher than when they are given directions and left to go the way alone.

On the same note, 147 (61.3%) of the students agreed that their parents give them clear direction for their behaviors and activities, but are also understanding when they disagree with them. This points to the reason why children from authoritative families excel than those form other parenting styles. It is because the good practices at home stop the child from deviating from the right path even when they go to school or even out into the society. This happens since the parents are role models for their children in building and boosting their behavior, confidence levels, and performance. They nurture their children, support and influence them in every walk of life especially during their school years.

About 143 (59.2%) students agreed that whenever their parents make a decision in the family that hurt the children, they are willing to discuss that decision with their children and to admit it if they had made a mistake. On the same point one Head teacher indicated during the interview that;

> I have some students who have shared with me that sometimes, they have family meetings with their parents. They sit down and talk about family issues as well as their academic progress (Head teacher 6, personal communication, 8th June, 2021)

This teacher's reactions show that there are some parents in Lamu who value the contributions of their children but do not give in to what the children say if it contradicts the values that the parents

believe in as far as the well-being of their children is concerned lest they go out of truck. Children from authoritative parenting will easily learn because they are involved in family issues. Authoritative parents are known to motivate their children to work hard and attain better results by being supportive. They recognize the effort the child puts in and measure their success by their sincerity to perform. Therefore children brought up in authoritative families do well in their education because their parents pay attention to their studies and involve themselves in their children's education by attending school meetings, counseling the children during difficult times and helping them wherever required. This is one of the reasons that many researchers advocate for authoritative parenting as a booster to academic success of students.

In addition, 118 students (49.2%) agreed that their parents take the children's opinions into consideration when making family decisions, but would not decide for something simply because the children wanted it. This means that authoritative parents listen to explanations from children and makes them understand the importance of following family rules but these parents do not hesitate to criticize their children's behavior when they realize it is wanting. Research suggests that authoritative parents display emotional understanding and exhibit adequate control, as a result children might learn to understand others' emotions and also learn to manage their own sentiments (Appiah 2022). Children reared by these parents learn to act independently, which enables them to accomplish things on their own, and also help them to foster strong self-esteem and self-confidence. These qualities might enable children to excel in academic setting as well as in practical life.

Various studies have shown that authoritative parenting style has a significant positive impact on children's academic performance. This is because it provides a balance between parental affection and support as well as appropriate degree of parental control that encourages desirable

behavior in children. This is in accordance with (Changalwa, Ndurumo and Poipoi 2012) who stated that authoritative parents establish rules and guidelines but they are flexible in examining and amending these guidelines by engaging in an open discussion with the children. Nyarko (2011) further supports the results by adding that authoritative parents engaged in reasoning together with the children in the family and that children who are brought up by such parents are happy, they develop high self-esteem, have better mental health, good social skills and achieve higher academically.Undeniably, Boateng, Ampofo, & Sefah (2020) also supports this in his study which found out that authoritative parenting was positively associated with higher achievement because it uses encouragement and monitoring simultaneously to produce a more positive impact on the child's achievement. This coincides with a study by Kiama (2018) who noted that authoritative parenting style leads to positive academic performance among girls because parents express love, democracy, open mind, show warmth and give their children some level of freedom while still being in control.

As mentioned in the identified studies, it is evident that authoritative parents provide a high level of emotional security that provides their children with a sense of comfort and independence which in turn helps them perform better in school. The fact that they provide their children with explanations for their actions gives the children a sense of awareness and understanding of key values, morals and goals in life, this equips their children with the appropriate tools needed to perform well in school. Therefore it is undeniable that the students who come from authoritative parenting in Lamu are likely to produce better results academically than those of other parenting styles.

Correlation between Authoritative parenting in relation to academic performance

To test the hypothesis, a correlation was then done to determine any association between authoritative parenting style and academic performance using Pearson correlation coefficient. The hypothesis was:

H_0: There is no relationship between authoritative parenting and academic performance of secondary schools students In Lamu County. Table 20 presents the hypothesis testing

Table 20

Correlation between Authoritative parenting and academic performance of students

		Academic Performance in Maths	Academic Performance in Languages	Academic Performance in Sciences	Academic Performance inHumanities	Authoritative Parenting
Academic Performance in Maths	Pearson Correlation	1				
	Sig. (2-tailed)					
Academic Performance in Languages	Pearson Correlation	.467	1			
	Sig. (2-tailed)	.000				
Academic Performance in Sciences	Pearson Correlation	.514	.416	1		
	Sig. (2-tailed)	.000	.000			
Academic Performance in Humanities	Pearson Correlation	.366	.608	.505	1	
	Sig. (2-tailed)	.000	.000	.000		
Authoritative Parenting	Pearson Correlation	.161	.107	.107	.182	1
	Sig. (2-tailed)	.012	.100	.097	.005	

Correlation is significant at the 0.05 level (2-tailed). Sample size (n) = 240

Table 20 indicate that there is a weak positive correlation between authoritative parenting and academic performance in all subject clusters at (r = .161 in Mathematics, .107 in Languages, .107 in Sciences, .182 in Humanities). The result indicate that students who come from authoritative parenting are likely to do well academically. Thus high level of authoritative parenting style goes with high level of students' achievement and vice versa. The p value in Mathematics is smaller than the significance level (.012 < 0.05) which implies that there is a significant relationship between authoritative parenting and academic performance in mathematics. This means that the more the parent exercises authoritative parenting, the better the academic outcome of their children.

In Languages, the p - value was greater than the significance level (0.100> 0.05) which denotes that the relationship between authoritative parenting and Languages is not significant. However, from the p –value, we can deduce that it is significant at 10% level. For sciences, the relationship was not significant at (0.097>0.05), which further indicates that is was significant at 9.7 % level. For humanities, the relationship was significant at (0.005<0.05). This means there is a significant relationship between authoritative parenting and academic performance in humanities. The results infer that authoritative parenting style relates with academic achievement positively. Hence the hypothesis stating that "there is no significant relationship between authoritative parenting and academic performance of secondary school students in Lamu County" is rejected.

The results concurs with Nnani, Enemuo & Onwuka (2020) who reported that the use of authoritative parenting style influence academic excellence in mathematics. Bandura (1986) in his social learning theory adds to this reality by stating that students who have parents who guide

and support their studies are likely to achieve good grades. The researcher acknowledges that parenting has a social influence that affects learning and eventually academic performance. Baumrind (2012) explains that authoritative parents are warm, responsive and involved with their children. They set realistic goals and support their children in realizing those goals. Vygotsky (1978) in his theory of Cognitive development believed that children who worked with their MKOs who in this study are the parents, show greater achievement at various tasks than those who work alone. Therefore guided learning within the zone of proximal development (ZPD) leads to greater performance than working alone.

These findings are consistent with those of Duan, Guan and He Bu (2018) who revealed that academic socialization is generally associated with academic success. The study further discovered that when parents take children to school and follow up, the students do not relax. Therefore this study qualified that there is a relationship between authoritative parenting and academic success because parents set the phase with their children and they follow up to ensure implementation. Another interviewee echoed this fact by saying that;

> Parents who engage students in guidance and counselling as a means of improving academic performance of their children, in most cases such students do well in school academically (Head teacher 6, personal communication, 8th June, 2021).

Head teacher 6 personal communication demonstrates that authoritative parents in Lamu are present in the life of their children in various ways like helping them in school activities, giving emotional support, pointing to them the right direction, a presence that goes a long way in guiding their children towards the right direction. This is a clear sign that authoritative parents ensure that their children get the freedom they need but also keep track of the situation. They do not give their children total freedom since it may derail them from their goals; however, for minor

decisions and some activities, they give a certain degree of space and allow the child to work it his way but keenly ensures that it is the right move lest the children lose track.

Igbo, Ihejiene & Anselm (2014) replicated similar findings that authoritative parenting had a significant influence on students' academic success and their behaviour in Garoua, Northern Cameroon. The study found that students who had authoritative parents, were scoring higher than their counterparts. The findings of this study therefore, suggests that authoritative parenting style has positive relationship with students' academic achievement. Additionally a study by Areepattamannil (2011) discovered that authoritative parenting was positively associated with higher achievement because it uses encouragement and monitoring concurrently to produce a positive impact on children's achievement. 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 added that children of authoritative parents are more enthusiastic about school, they are often found engaging in more effective learning strategies and will likely work toward higher academic results. Therefore, when compared with other styles, children of authoritative parents tend to be high academic achievers.

4.6.3 Relationship between Permissive parenting style and academic performance

The third research question was to establish whether there is any relationship between permissive parenting and academic performance. The students were tested on 10 likert scale items concerning permissive parenting style. The scale ranged from: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2 and Strongly Disagree = 1. The researcher used a frequency table to establish the responses concerning authoritarian parenting attributes. This analysis is presented in Table 21.

Table 21

Permissive parenting style Responses from Students

n= 240

Statement	SD		D		N		A		SA	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
My parents give us freedom to have our way in the family as often as the parents do.	98	40.8	50	20.8	31	12.9	32	13.3	29	12.1
My parents leave us free to do what we want to do, even if this does not agree with what the parents want.	175	72.9	46	19.2	11	4.6	4	1.7	4	1.7
My parents say that I should not obey rules and regulations simply because someone in authority has established them.	170	70.8	46	19.2	4	1.7	13	5.4	7	2.9
In my family, my parents rarely give me expectations and guidelines for my behavior.	71	29.6	42	17.5	26	10.8	42	17.5	59	24.6
Most of the time my parents do what the children in the family want when making family decisions.	96	40.0	57	23.8	50	20.8	25	10.4	12	5.0
My parents feel that most problems in society would be solved if parents do not control their children's activities, decisions and desires.	109	45.4	51	21.3	42	17.5	18	7.5	20	8.3
My parents allow me to decide most things for myself without a lot of direction from them.	111	46.3	62	25.8	33	13.8	23	13.8	11	4.6
My parents do not view themselves as responsible for directing and guiding my behavior.	141	58.8	63	26.3	23	9.6	10	4.2	3	1.3

Findings from table 21 indicated that majority of the students disagreed that their parents gave them freedom to have their way in the family as often as the parents do 148 (61.6%) while 61 (25.4 %) agreed but 31 (12.9%) took a neutral view. Majority of the students 221 (92.1%)

reported to disagree with the statement that their parents leave them free to do what they want to do, even if this does not agree with what the parents want, whereas 8 (3.4 %) students agreed. The implication of the above statements is that permissive parents in Lamu County have no limits of what their children do and how they do it. Studies have found that children of permissive parents tend to struggle with self-control, which leads to a variety of negative outcomes among them poor academic performance. They do not demand their children to perform well in school or set goals for their children to strive for. This leaves the children without any sense of direction because no one monitors them in any sphere of life. Such freedom is dangerous because the students are likely to engage in detrimental actions which affect their academic pursuits.

On the contrary, 216 (90%) students agreed that their parents say that they should obey rules and regulations simply because someone in authority has established them. This finding means that these parents did not offer proper guiding principles to their children and as a result children were at risk of doing what they like hence this affected their academic life. One Head teacher resonated this by reporting that;

> Some parents often support their children whenever they are involved in cases of indiscipline. They disagree with teachers for disliking their children and accuse the school of being too strict. Some others always take a neutral ground in matters of their children's progress. They pamper the children even when the child has done poorly academically. They fear putting it clear to the child that they are not pleased with their results.
>
> (Head teacher 4, personal communication, 11th June, 2021)

From the above response we presume that there are several permissive parents in Lamu who do not guide their children but rather are out to please them even when the children have lost the way. As characteristic of permissive parents, they try to be friends rather than mentors to their children

and over indulge them to avoid conflict. They rarely set or enforce rules. Permissive parents tend to be warm, nurturing and usually have minimal or no expectations. This lack of expectations make the children to relax and not to see the value of hard work. They impose limited rules on their children and as such the children take advantage and do what they deem pleasing to them. Communication remains open, but parents allow their children to figure things out for themselves. These low levels of expectation usually result in poor academic outcomes because the parents act more like friends to their children hence breeding laxity and lack of seriousness in studies as evidenced by Munyi (2013). Freedom to this degree can lead to other negative habits as the parent does not provide much guidance on moderation.

In matters of expectations and guidelines, 113 (47.1 %) students disagreed that in their family, parents rarely give them expectations and guidelines for the children's behavior while 101 (42.1%) agreed. The implication is that there are still some parents in Lamu who have left their children to walk alone and as studies have shown, children from permissive parenting tend to lack motivation. These children are not given structures, guidance or expectations that are essential in building up their motivation. Due to the negligence of the parents, these children grow up thinking that no one really cares about their success or failure, and therefore do not see the need of setting any higher expectations for themselves. If parents have low expectations and do not make demands, the children may lack motivation to work towards getting good grades in school.

Similarly 153 (63.8%) also disagreed with the statement that most of the time their parents do what the children in the family want when making family decisions whereas 37 (15.4%) were in agreement. The few students who agreed that parents do what the children want indicates that the parents are afraid of offending their children in the process of guiding them. By so doing the children are likely to make demands to their parents, some which may not be acceptable. Because

the parents do not want to offend the children, there is the possibility of giving in to what the children want and may eventually make the children indulge in socially and academically unacceptable behaviours, which can impact on their academic and social life negatively. Majority of the students also disagreed that their parents feel that most problems in society would be solved if parents do not control their children's activities, decisions and desires 160 (66.7) but 38 (15.8) agreed. Another 173 (72.1 %) disagreed with the statement that their parents allow them to decide most things for themselves without a lot of direction, 34 (14.2%) agreed but 33(13.8%) were neutral. From the above responses, it is clear that in Lamu County, there are some parents who are against the idea of exerting control over their children for they believe that, children are able to make mature decisions without the parent's input. Research has shown that as children grow older, they might make unrealistic and unreasonable decisions (Kostereliogl u 2018). They therefore need guidance from their parents, teachers and more knowledgeable others for better academic achievement.

Regarding behaviour, 204 (85.1%) students disagreed that their parents do not view themselves as responsible for directing and guiding children's behaviour. This indicates that there are some parents who understand the dangers of irresponsible parenting and thus do not conform to it. However, there are a few who have abandoned their parenting responsibility. Children from such parenting background will turn out to be poor achievers in school. This is because parents are key players in building up their children's zone of proximal development. They support what the children learn in school and this helps the children to continue improving academically. But when parents do not take up the responsibility of being a co-teachers, the possibility is that the child's zone of proximal development becomes static, hence achieve lower than colleagues whose parents are involved in their studies. On the same note 174 (72.5%) disagreed that their parents allow

them to form their own point of view on family matters and generally allow them to decide for themselves what they should do while 33 (13.7%) agreed to it. Since permissive parents do not want to upset their children, they give their children room to decide what is best for themselves and eventually, the children may come to feel that they are in charge rather than their parents. Studies have shown that such a situation can generate anxiety in the children. If the children feel anxious at home and at school, then they may become more prone to skipping school. They may also avoid doing homework or try to think of excuses to get by without it. Such behaviour will at the end bring forth unpleasant academic performance.

Finally majority of the students (206, 85.9%) disagreed with the fact that their parents do not direct the behaviors, activities and desires of the children in the family but 15 (6.2%) agreed. On permissive parenting one of the Head teachers reported that;

> I confiscated a modern mobile phone from a student in the classroom when a group of students were using it. However, this angered the parent who did not see the reason why it was taken. He demanded it back and the child continued to perform poorly. (Head teacher 4, personal communication, 11th June, 2021)

These findings suggest that some of the parents understand the dangers that can be brought about by permissive parenting and as a result they do not conform to it, while some others embraced permissive parenting overlooking the negative consequences involved. Such parents ignored their children and did not guide them on what to do in school or in life. It is out of this ignorance that students whose parents have embraced permissive parenting do not to achieve higher academically as resonated by Baumrind's (2012) research on parenting styles who highlighted that children of permissive parents tend to have the worst outcomes in school. Dagnew (2015) supports this fact by noting that permissive parenting style would significantly determine

and influence students' academic achievement negatively. The findings of the latter study revealed that majority of learners with parents who used permissive parenting style scored below average. Additionally, Literature suggests that Permissive parenting exhibit less demands and expectations, so the children raised by these parents lack self-discipline. They show reluctance to follow rules in school because they experience lack of boundaries in the home. These children may show less academic motivation as compared to their peers. These parents rarely demand mature behavior, so children may lack social skills. These deficiencies of child may be a hurdle in getting academic excellence.

It can therefore be inferred that permissive parenting style embraced by some parents in Lamu, does not favor academic performance of the child, because the child lacks proper parental care. This is similar to a study by Gupta & Mehtani (2017) that found that students from permissive parenting had significantly lower academic achievement as compared to their counterparts. The poor academic outcome is because permissive parenting is characterised 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. 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 easy-going approaches towards their children. Similar to the authoritarian style, children raised by permissive parents are not intrinsically motivated and as such, they lack persistence in approaching learning tasks like class assignments and even holiday school activities. As reported by one of the Head teachers above, these children are likely to become the school bullies who bring unwarranted material to school such as the phones which can be used by other students irresponsibly. It is because of this lack of control and not wanting to hurt their children that permissive parenting has

a tendency to lead children toward lower academic performances. This is prompted by parents' lack of control and discipline over their children and thus the children lack strong educational foundations.

Correlation between Permissive parenting style and Academic performance

To test the hypothesis, a correlation was done to ascertain any association between permissive parenting style and academic performance using Pearson correlation coefficient. The hypothesis was:

H_0: There is no relationship between permissive parenting style and academic performance of secondary school students in Lamu County. Table 22 presents the hypothesis testing.

Table 22

Correlation between Permissive parenting and academic performance of students

		Academic Performance in Maths	Academic Performance in Languages	Academic Performance in Sciences	Academic Performance in Humanities	Permissive Parenting
Academic Performance in Maths	Pearson Correlation	1				
	Sig. (2-tailed)					
Academic Performance in Languages	Pearson Correlation	.467**	1			
	Sig. (2-tailed)	.000				
Academic Performance in Sciences	Pearson Correlation	.514**	.416**	1		
	Sig. (2-tailed)	.000	.000			
Academic Performance in Humanities	Pearson Correlation	.366**	.608**	.505**	1	
	Sig. (2-tailed)	.000	.000	.000		
Permissive Parenting	Pearson Correlation	-.227**	-.295**	-.294**	-.313**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed) Sample size (n) = 240

The results in Table 22 show that there is a negative weak correlation between permissive parenting and academic performance in all subjects at (r = -.227, - .297, -.294, -.313). This means that the more the parent exercises permissive parenting the lower the academic performance of their children. Therefore high level of permissive parenting goes with low level of students'

academic performance and vice versa. The negative correlation could be attributed to the fact that permissive parents have very few demands and give children freedom to do whatever they want. According to Baumrind (2012), permissive parents have very few rules and do not enforce them at any time. Due to lack of control and discipline, children from permissive parenting are likely not to take responsibility of their studies and in so doing, they tend to score low grades in school.

The p value (p= .000) is smaller than the significance level (.000 < 0.01). This implies that there is a statistically significant relationship between permissive parenting and academic performance. Thus the hypothesis that "there is no relationship between permissive parenting and academic performance of secondary school students in Lamu County" is rejected which affirms that permissive parenting style has negative relationship with students' academic performance.

The findings of the current study replicate a study by Kosterelioglu (2018) who recounted that permissive parenting style had a negative impact on learning avoidance orientation with a low level positive relationship with academic performance. Nyanga'u (2016) further hypothesized a weak positive correlation between permissive parenting Style and academic adjustment of the students. In addition, Lindsay et al. (2018) confirms that permissive parents are over protective to their children, they do not care how the children are doing either socially or academically and as a result, the students are likely to lose track in their studies and eventually post poor results. Moreover Noreen, Ahmad & Shahzadi (2021) supports this findings by highlighting the following aspects as a significant difference existed between parenting style and Academic achievement of students. Academic achievement of students whose parents practice authoritative parenting style is better than the authoritarian and permissive parenting style. The latter indicated that parents who

are authoritative usually sustain their children, encourage them to do well in academics and elucidate the education need in order to develop into a triumphant citizen, which is contrary to permissive parents who give a lot of freedom to their children at the expense of their school activities.

4.6.4 Relationship between Uninvolved parenting style and academic performance.

The fourth research question was to establish whether there is any relationship between uninvolved parenting and academic performance. The students were tested on 10 items concerning Uninvolved parenting style. Table 23 presents the frequencies and percentages on how secondary school students responded to the questions on authoritative parenting by choosing either strongly disagree (1), disagree (2), neutral (3), agree (4) or strongly agree (5).

Table 23

Table 23

Uninvolved parenting style Responses from students

n= 240

Statement	**SD**		**D**		**N**		**A**		**SA**	
	f	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
My parents have totally no expectations for me regarding my school work.	148	61.7	49	20.4	26	10.8	6	2.5	11	4.6
My parents do not check my school results at any given time	176	73.3	36	15.0	12	5.0	7	2.9	9	3.8
Whenever I do wrong, my parents just ignore and say nothing about it.	178	74.2	47	19.6	4	1.7	6	2.5	5	2.1
I have wished at least once that my parents are more involved in my life events	40	16.7	33	13.8	55	22.9	43	17.9	69	28.8
My parents don’t attend any school activity whenever they are invited.	172	71.7	38	15.8	13	5.4	2	0.8	15	6.3

Statement	SD		D		N		A		SA	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
My parent have very few demands and expectations from me.	132	55.0	60	25.0	17	7.1	14	5.8	17	7.1
My parent do not really care about what is going on in my life	159	66.3	53	22.1	16	6.7	8	3.3	4	1.7
There is very little communication in my family. Everyone does what they want at any time they want to.	137	57.1	62	25.8	20	8.3	8	3.3	13	5.4
My parents rarely give any duties for me to do while at home.	94	39.2	45	18.8	37	15.4	33	13.8	31	12.9
There is plenty of freedom in my home. There are no rules to abide in.	153	63.8	54	22.5	19	7.9	4	1.7	10	4.2

The results in table 23 show that majority of the students 197 (82.1%) disagreed that their parents have totally no expectations for them regarding their school work, while 17 (7.1%) agreed to this fact. Some other 26 (10.8 %) were neutral. This indicates that there are some parents in Lamu who do not embrace uninvolved parenting because probably they understand the dangers that it can cause. However, there are still some who neglect their children. These children of uninvolved parents thus lack direction in everyday life. Since their parents do not give any expectations, the children are likely to engage in socially unacceptable behaviour within and outside school. Engaged in such activities, they may not have the necessary motivation for educational pursuits and the possible outcome is poor academic achievement.

On the same note while most of the students 212 (88.3 %) disagreed that their parents do not check their school results at any given time, 16 (6.7 %) were in agreement with this trait. This means that some parents in Lamu pay little or no attention to the academic progress of their children. When children realize that their parents are concerned and follow up with their school work, the children feel supported and are motivated to give their best in class. However when the

parent is absent, the children may develop anxiety due to lack of parental support which can have advance negative effects on their studies. In addition, 225 (93.8) students disagreed with the statement that whenever they do wrong, their parents just ignore and say nothing about it, although 11 (4.6 %) agreed while 4 (1.7 %) were undecided. This means few uninvolved parents in Lamu are reluctant and do not discipline their children. Without discipline, children are likely to engage in negative behaviors that are harmful and dangerous to them as well as to others. They will not know what appropriate behavior is, because their parents never cautioned them whenever they indulged in unacceptable behavior. These are the students who will not respect their parents as well as their teachers in school. They become bullies in school and as such, their academic progress is often the victim.

Majority of the students 112 (46.7 %) agreed that they have wished at least once that their parents are more involved in their life events. This meant that a number of the parents were not present in the lives of their children let alone being involved in their studies. This fact was resounded by one of the Head teachers during the interviews who said that;

> Many times when we have academic days, we have always to send students home to bring their parents because the turn up is always very low (Head teacher 1, personal communication, 11th June, 2021).

On the same, another Head teacher reported that;

> When we give students holiday assignments when school closes, some students either do not do it or do it poorly. Others do it for the sake of doing it hence they never get good results from holiday assignments. Such students get poor grades at the end of the term when results of all evaluations of the term are compiled (Head teacher 6, personal communication, 8th June, 2021).

The above responses indicated that there are many uninvolved parents in Lamu County who barely engage in way in the school activities of their children. They believe that the children should go it alone since the education goals concern the children and not them. Going for school meetings is a bother to them hence they chose to stay aloof. Children from this style are given a lot of freedom as this type of parent normally stays out of the way. They fulfill the child's basic needs while generally remaining detached from their child's life. An uninvolved parent does not utilize a particular disciplining style and has a limited amount of communication with their child. They tend to offer a low amount of nurturing while having either few or no expectations of their children. The children of such parents are usually strong and may even be more self-sufficient than children with other types of upbringing. However, these skills are developed out of necessity. Additionally, they might have trouble controlling their emotions, less effective coping strategies, may have academic challenges, and difficulty with maintaining or nurturing social relationships.

The students further disagreed with more characteristics of their parent like: my parents don't attend any school activity whenever they are invited (210, 87.5 %). This implies that many parents are disengaged from the academic life of their children. This is likely to affect students' self-esteem by developing negative emotions of feeling rejected, unloved and uncared for. These students are not able to develop an appropriate mind set for good study habits and self –discipline in schools hence are likely to perform poorly in their academic life. The findings is in agreement with Durisic(2017) study which revealed that children whose parents are involved in their children's schooling, perform better than children whose parents are passively involved. More students disagreed with the statement that, my parent have very few demands and expectations from me 192 (80 %). The implication of this response is that some parents in Lamu have left their children free to achieve whatever they want in school and generally in life. However, studies have

shown that when parents put demands on their children, they are likely to do their best to meet their parent's expectations. In School, they work hard to ensure they meet targets demanded by their parents. But when the contrary is the case like with some parents in Lamu, the students will waste time in school and will not give priority to their studies and the outcome is poor academic achievement since the students are well aware that nobody cares of the grades that they get.

Additional 212 (88.4 %) disagreed with the statement that, my parent do not really care about what is going on in my life. Another 199 (82.9 %) disagreed that there is very little communication in their family and everyone does what they want at any time they want to. This shows that the uninvolved parents in Lamu have no time to listen to their children and that they are less concerned with the daily experiences of their children in and out of school. Studies have shown that parents who communicate with their children are likely to have children who are willing to do what they are told. Such children know what to expect from their parents or teachers, and once children know what is expected of them, they are more likely to live up to these expectations. On the contrary, when there is little or no communication in the family, the children develop confidence and self-esteem deficiency. They end up frustrated because they have no avenues to express themselves which can be emotionally upsetting. When students are emotionally hurting, they will probably lose concentration in class which will eventually make them not yield good results.

A majority of the students disagreed 207 (86.3%) that there is plenty of freedom in their home and that there are no rules to abide in, while 139 (58 %) agreed that their parents rarely give them any duties to do while at home. This indicates that in such families, there are no expectations and it's the children to decide what is good for them. This findings are in line with Dagnew (2021) who highlights that children who are the higher achievers have parents who hold high expectations

for them unlike children of uninvolved parents who lack direction in their school activities and 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 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. Children of this parenting style therefore need appropriate supportive measures, such as counselling services, to assist and guide them in obtaining a direction in life. It is therefore evident from the afore said that students who come from uninvolved parents in Lamu County will perform poorly academically because they have no one to follow up their academic progress.

These findings are in line with Nnani et al. (2020) who emphasized that uninvolved parents have little or no communication with their children. Since uninvolved parents do not provide the necessary attention for their children's needs, the children are likely to engage in socially unacceptable behaviour within and outside of school, as they attempt to seek this attention which affects their academic performance. The study findings of Kiama (2018) supports this reality by stating that when students are engaged in school activities with the absence of expectations from more significant others like their parents, they may not have the necessary motivation for educational pursuits. Baumrind (2012) adds that uninvolved parents are detached and not available to their children. They are not concerned about their children's welfare either in class or social development and this could harm their children's academic performance. Moreover, Shinali (2016) supports these findings in a study which assessed the impact of parenting styles on academic

performance in Early Childhood Education Service in Narok South Sub County. The latter evidenced that uninvolved parenting impacted negatively on academic achievement of the learners; and recommended that community members should be sensitized on parenting styles that promote positive learning and achievement in young children

Since uninvolved parents have no time and space for their children, it is thus evident that students with parents who use uninvolved parenting style score poor grades as supported by another study by (Nur, Setyaningrum & Novandita, 2021) which indicated that children of uninvolved parents performed poorly in academics. Similarly, a study by Echedom, Nwankwo & Nwanko (2018) in Nigeria which sought to examine the influence of the authoritative, authoritarian, permissive, and the uninvolved parenting styles on the reading attitudes of students, established that uninvolved parenting style has a low and discouraging influence on the students' attitude to reading which eventually lowers their academic achievement.

Correlation between uninvolved parenting style and academic performance

To test the hypothesis, a correlation was then done to determine any association between uninvolved parenting style and academic performance using Pearson correlation coefficient. The hypothesis was:

H_0: There is no relationship between uninvolved parenting style and academic performance of secondary school students in Lamu County. Table 24 presents the hypothesis testing.

Table 24

Correlation between Uninvolved parenting and academic performance of students

		Academic Performance in Languages	Academic Performance in Sciences	Academic Performance in Humanities	Academic Performance in Maths	Uninvolved Parenting
Academic Performance in Languages	Pearson Correlation	1				
	Sig. (2-tailed)					
Academic Performance in Sciences	Pearson Correlation	.416**	1			
	Sig. (2-tailed)	.000				
Academic Performance in Humanities	Pearson Correlation	.608**	.505**	1		
	Sig. (2-tailed)	.000	.000			
Academic Performance in Maths	Pearson Correlation	.467**	.514**	.366**	1	
	Sig. (2-tailed)	.000	.000	.000		
Uninvolved Parenting	Pearson Correlation	-.332**	-.294**	-.342**	-.291**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed). Sample size (n) = 240

The results in Table 24 show that there is a negative weak correlation between uninvolved parenting and academic performance in all subjects at (r = -.332 in languages, - .294 in sciences, -.342 in humanities, -.291 in mathematics). This findings show that students who come from families where parents embrace uninvolved parenting have low academic achievement compared with those from other parenting styles. Thus high level uninvolved parenting style goes with low

level of students' achievement. This result implies that uninvolved parenting style would significantly affect students' academic performance negatively. The weak correlation is further echoed by Nnani et al. (2020) who found that the discipline issues related to uninvolved parenting affects the child's academic achievement hence poor results. Uninvolved parents are neglectful to their children, they do not monitor and they do not support their children. Bandura (1986) in his social learning theory stresses that we learn from our interactions with others. Vygotsky (1978) in his theory of cognitive theory of development echoes Bandura by emphasizing that children learn more when their learning is best supported at opportune moment by the more knowledgeable other. It can be inferred that the significant others who are parents in this study, act as a model and children imitate the values they observe from them. This implies that children who have been brought up by uninvolved parents are not supported in their academic pursuit, hence their academic performance goes down.

The p value, ($p = .000$) is smaller than the significance level ($.000 < 0.01$) in all subjects which implies that there is a statistically significant relationship between uninvolved parenting and academic performance. Thus the hypothesis that "there is no relationship between uninvolved parenting and academic performance of secondary school students in Lamu County" is rejected, meaning that Uninvolved parenting style has negative relationship with students' academic performance.

The findings are in line with the findings of Mihret, Dilgasa & Mamo (2019) who upholds that there is a strong negative relationship between uninvolved parenting and students' academic achievement. Shinali (2016) replicated similar finding by reporting that uninvolved parenting style has an impact on the academic achievement of learners. The results of Shinali (2016) showed that uninvolved parenting impacted negatively on academic achievement of the learners. Students in

the current study reported that they have wished at least once that their parents were more involved in their life events. These findings are in line with Baumrind (2012) who says that uninvolved parents are detached and not available to their children. This fact was resonated by one Head teacher during the interviews who said that,

> Most of the parents are never available whenever they are called to school to discuss issues affecting their children and with that trend, students from such parents never do well compared to parents who are always available for such discussions or any other relevant meetings in school" (Head teacher 1, personal communication, 11th June, 2021).

Another Head teacher also testified that,

> Some parents are less concerned with what is happening in the life of their children and are unavailable for their children most of the time. When we call them to school, they feel that it is a bother and they often give all kind of excuses for they believe it is the child who is learning not them" (Head teacher 2, personal communication 8th June, 2021).

As the name suggests, the above narrations show that there are uninvolved parents in Lamu County who do not care what happens in the academic journey of their children. Adolescence is a stage of life that is marked by increased independence from parents and heightened tension between parents and the adolescents as evidenced by Erickson theory of development as stated by Knight (2017). Despite this, parents play a critical role in scaffolding their adolescents during this period by providing them with opportunities for exercising autonomy and supporting them through trials and tribulations, ranging from first navigating relationships to preparing for them for challenging academic tests. During their school years, adolescents are usually under a lot of social and academic pressure which means they need more guidance from parents and other significant others to help them get through successfully. Baumrind (2012) indicates that being a supportive parent

means having your child's best interests at heart but also being present, involved and helpful. It includes actively encouraging them to do their best with school, acknowledging their achievements and supporting them through mistakes and challenges, setting consistent expectations and consequences to help them to feel secure and able to predict outcomes and treating them fairly and developing a trusting relationship.

The findings are similar to the findings of Yamo (2012) who reported that uninvolved parenting increases chances of academic failure among students. This implies that parents do not monitor their children's studies and also do not support them as Baumrind (2012) puts it, are characterized by few demands, low responsiveness as well as little communication between the parent and the child. Uninvolved parenting therefore is not friendly because of its detrimental effects on the academic performance of students. Similarly, Yang and Zhao (2020) in a study in china supports these findings by evidencing that uninvolved parenting was negatively associated with academic performance. The latter relationship is because uninvolved parents act in an indifferent and distant way. They do not set rules, boundaries or expectations on their children's behavior nor monitor or supervise them. In addition, they do not show interest in their child's school work, activities or performance. Correspondingly, a study was done in Pakistan by Masud et.al (2019) to investigate the determinants of academic performance with emphasis on the role of parental styles in adolescent students in Peshawar. Like the current study Uninvolved parenting was a common parenting style as perceived by the students and when adapted by the father, contributed to better grades.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings and the conclusions drawn from the study. It highlights recommendations on parenting styles and further provides suggestions for further research.

5.2 Summary of findings

This study aimed at investigating the relationship between parenting styles and academic performance of secondary school students in public and private schools in Lamu County, Kenya. The study engaged 247 Form 2 secondary school students and 8 Head teachers in Lamu County. The study adopted an embedded mixed method study design by combining correlational survey and phenomenological research designs. The target population was 648 Form two students and 25 head teachers in Lamu County. The study used stratified sampling as well as simple random sampling to select 247 students for quantitative data, 8 Head teachers of the sampled schools were included in the study for qualitative data. The total sample used was 255 participants. Data were collected using questionnaires, interview schedule and document analysis. To ensure validity of the data collection instruments, the questionnaire, document analysis guide and interview guide were subjected to content and face validity. A test-retest technique was used to check the reliability of the research instruments. The guiding questions in the instruments covered the key questions on parenting styles and academic performance. To assess the parenting styles, the parenting

questionnaire by Buri (1991) was used and acknowledged. The study upheld all the ethical issues as research ethics require.

Quantitative data were analyzed using descriptive statistics including; frequencies, percentages, mean and standard deviation. Additionally, inferential statistics in particular Pearson's product moment correlation was used to establish the relationship between parenting styles and academic performance of secondary schools in Lamu County. Qualitative data were analysed in form of themes and presented in narratives. Data analysis was guided by the research questions.

The first research question was to find out how authoritarian parenting style relates to academic performance of secondary school students in Lamu County. The study found that there is a negative non – significant relationship between authoritarian parenting style and academic performance of secondary schools except in humanities and sciences. Students from authoritarian parenting reported that their parents set expectations for them and if they did not meet those expectations, they were punished. They further reported that their parents used force to get them to behave the way they are supposed to without freedom of expression or reasoning in any way with the students. This dictatorial form of parenting instilled fear and anxiety in the students making them to rely totally on their parents and conform to their parent's authoritarian nature. This limited their creativity and critical thinking in an academic environment which requires them to be open to learning new ideas as they interact with their teachers and students from other parenting styles. Thus the study evidenced that authoritarian parents had a negative influence on students' academic performance. This implies that authoritarian parenting endangers the academic performance of students and therefore, when parents use authoritarian parenting style, students' academic performance goes down.

The second research question was to establish to what extent authoritative parenting style relates to academic performance of secondary schools students in Lamu County. The analysis revealed that there is a positive significant relationship between authoritative parenting and academic performance of secondary school students. Authoritative parents are characterised by warmth, involvement, sensitivity, reasoning and they encourage autonomy. The students reported that their parents consistently give them direction and guidance in sensible and objective ways. This parenting style environment provides the students with opportunities to explore and express their thoughts. They are at ease to consult the significant others without fear of criticism. The warm and supportive atmosphere provided by authoritative parents served as a boost to academic performance. As a result, students brought up be authoritative parents attain higher grades in school.

The third research question was to find out, what is the relationship between permissive parenting style and academic performance of secondary school students in Lamu County. The results of the study pointed to a negative significant relationship between permissive parenting and academic performance. This means that academic performance was not enhanced by permissive parenting. Parents in this category were reported to have low demandingness and high responsiveness. They have very few rules and lack parental control. Due to lack of control and guidance from the parents, children from permissive parenting have low motivation and are not able to take responsibility of their studies, eventually impacting on their academic performance in a negative way.

The fourth research question was explore what is the relationship between uninvolved parenting style and academic performance of secondary school students in Lamu County. The research findings indicated that there is negative significant relationship between uninvolved

parenting and academic performance. Parents in this category are neither responsive nor demanding. They are detached and have no time with their children. The students reported that their parents did not respond to their academic and social needs, which was interpreted to be a don't care attitude from the parents. As Vygotsky (1978) states in his theory of cognitive development theory, children can perform on a higher level with the help of their parents and that children learn better in the company of significant models parents included. This implies that if parents who are the MKO are not involved in the academic journey of the students, the academic performance will be very low. Students from such parenting style performed poorly because they lacked MKOs who could guide and support them in their studies.

5.3 Conclusions

The study was done in Lamu County investigating the relationship between parenting styles and academic performance of secondary school students in the County. Based on the findings of this research, this study concluded that, the academic performance of secondary school students in Lamu County is greatly influenced by the type of parenting styles. Students perform well academically when their parents use authoritative parenting style. They perform poorly if their parents employ authoritarian, permissive and uninvolved parenting styles. Therefore findings from this study gives ample evidence to conclude that, the poor academic performance of secondary school students in Lamu County is a result of the parenting styles in the county. Several other studies have affirmed the same reality among students both globally and in Kenya. Thus, it is a worrying trend that should be urgently addressed in order to save the current and future generation of students.

The first research question sought to find out how authoritarian parenting style relates to academic performance of secondary school students in Lamu County. The study concluded that

there is a non-significant negative relationship between authoritarian parenting and academic performance except in humanities and sciences in Lamu County. This is attributed to the demands and force that parents put to their children which in most cases the children tend to rebel against.

The second research question was to establish the extent to which authoritative parenting style relates to academic performance of secondary school students in Lamu County. The study concluded that there is a weak positive correlation between authoritative parenting and academic performance of secondary school students in Lamu County. This positive relationship can be attributed to the warmth and responsiveness that characterize authoritative parenting style. Thus, high level of authoritative parenting style goes with high level of students' achievement and vice versa.

The third research question intended to find out the relationship between permissive parenting style and academic performance of secondary school students in Lamu County. The study concluded that there is a negative weak correlation between permissive parenting and academic performance. The negative correlation is due to the fact that permissive parents give children freedom to do whatever they want in all spheres of their life. Therefore permissive parenting style does not favor academic performance because the child lack proper parental care and support.

The fourth research question was to establish the relationship between uninvolved parenting style and academic performance of secondary school students in Lamu County. The study concluded that there is a negative weak correlation between uninvolved parenting and academic performance. This negative relationship is because uninvolved parents are absent in the life of their children and as such, the children from such families lack direction and have no support system in their studies hence poor academic achievement.

5.4 Recommendations

Guided by the findings of this study, the following recommendations were meant for the Ministry of Education, Head teachers, teachers and parents who are key stake holders in ensuring good academic performance of students.

5.4.1 Schools

Schools should occasionally organize forums for parents to enlighten them on good parenting. This can be done by net working with counsellors and psychologists among other facilitators to address the gap existing in parenting. Such forums will enable parents to be warm, responsive, present, supportive and responsible to their children and in this process, embrace authoritative parenting which will enhance their children's academic performance. Schools can also termly publish professional excerpts from researches and share with the parents through various plat forms to enlighten them on the parenting styles that augment academic performance. This will help the parents to evaluate their parenting characteristics and adopt those that boost academic achievement.

5.4.2 The Ministry of Education

The Ministry of Education as well as the Head teachers and teachers and all other key stake holders of education in Lamu County should immediately look for urgent strategies to address the negative effects of authoritarian, permissive and uninvolved parenting styles on academic performance of secondary school students in the County to rescue the threat of poor academic performance in Lamu County. This can be done annually by organizing forums of school heads, teachers and officials from the Ministry of Education to discuss and lay strategies of academic improvement.

Additionally, policy makers at the Ministry of Education should develop policies that would encourage parents to adopt appropriate parenting styles. This can be done by use of seminars, workshops and focus group discussions at grass root levels. It can also be done by developing a handbook or manual on effective parenting styles for parents of secondary school students. These programs may enable parents to effectively perform their roles and responsibilities. Moreover, policy makers at the Ministry of Education can also provide comprehensive guidelines on community capacity building through training and sensitization on parenting styles. They should device programs that should target local community leaders such as chiefs, assistant chiefs, county representatives, local religious leaders who would in turn sensitize parents and community members on optimal parenting styles and related practices. This can be done by use forums such as public meetings, religious congregations and chiefs' gatherings.

5.4.3 Parents

Parents should consistently adopt authoritative style of parenting in the family and always embrace the attributes associated with it because it promotes the academic performance of their children. Parents should also often participate in parenting education programs to help them in their parenting task.

5.4.4 Head teachers and Teachers

School heads and the teachers should often be well informed of the parenting back ground that their students come from to help them in evaluating the students based on it. They should further involve parents annually in dealing with issues of academic performance through academic clinics. During such forums, they will be able to play a vital role by informing the parents about the significance of parental support in the education of their children through frequent

communication with the teachers. In this way, collaboration of parents and teachers will help the students improve their academic performance.

5.4.5 Students

The secondary school students should at all times seek help, guidance and support from their teachers and other significant persons on how to improve their academic performance irrespective of the parenting style exercised by their parents at home in order to boost their academic outcomes.

5.5 Recommendations for Further Research

This study aimed at establishing whether there is a relationship between parenting styles and academic performance in Lamu County. Thus, this study could be replicated for primary school students in the same county due to the similar characteristics of the population studied. Future research could be done to establish why authoritarian, permissive and uninvolved parenting styles negatively influence students' academic performance. Further research could be done to assess the intervening variables such as; education of the parent, occupation of the parent and age of the parent towards the academic performance. This study could also be replicated in private and secondary schools in other counties in Kenya and beyond.

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APPENDICES

APPENDIX 1: STUDENTS' QUESTIONNAIRE

The objective of this study is to explore the relationship between parenting styles and academic performance of secondary school students in public and private schools. Please read each of the following statements carefully. I humbly request you to willingly respond to all the questions in this questionnaire.

Section A: Demographic Information

1. Indicate your gender.

   Male [ ] Female [ ]

2. Indicate your school type.

   Public [ ] Private [ ]

3. Indicate your school status

   Boarding [ ] Day [ ]

4. Indicate your age?

   Below 13 years [ ]

   14 – 15 years [ ]

   16 – 17 years [ ]

   18 – 19 years [ ]

   Above 19 years [ ]

5. Indicate your birth position in your family

   First born [ ] middle child [ ] Last born [ ]

Section B: Academic Performance

1. How would you rate your academic performance?

   Above Average [ ] Average [ ] Below Average [ ]

2. What mean grade did you achieve in your last end of term examinations? _____

3. How would you describe your academic performance for the last one year?

   _____

   _____

4. In your family, who helps you in doing your assignments?

   Mother [ ] Father [ ] Brother [ ] Sister [ ]

5. Do you think the way your parents are bringing you up affects your academic performance?

If Yes, How? _____

_____

If No, Explain_____

_____

Section C: Parenting Styles Questionnaire

Instructions

1. Parenting styles refers to the different ways a child is brought up by their parent/guardian and therefore, children are brought up in differently.
2. Please **circle** the number that indicates the degree to which you agree or disagree with the following statements in relation to how you have been brought up.
3. There are no wrong or right answers.
4. The rating of the five-point scale is as follows:

1=Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree.

Example: I am a form 2 student. If this is True, the answer you will circle is: **5** indicating =strongly agree

No	Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	My parents have established clear rules and they discuss with us the reasoning behind these rules in the family.	1	2	3	4	5
2.	My parents always encourage discussion whenever I feel that family rules and restrictions are unreasonable.	1	2	3	4	5
3	My parents direct the activities and decisions of the children in the family through reasoning and correction.	1	2	3	4	5
4	I know what my parents expect of me in my family, but I also feel free to discuss those expectations with them when I feel that they are unreasonable.	1	2	3	4	5
5	As I continue growing up, my parents consistently give us direction and guidance in sensible and objective ways.	1	2	3	4	5
6	My parents get very upset if I try to disagree with them.	1	2	3	4	5
7	My parents let me know what behavior is expected of me, and if I do not meet those expectations, I am punished.	1	2	3	4	5
8	My parents always feel that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they do not do what they are supposed to do.	1	2	3	4	5
9	My parents often tell me exactly what they want me to do and how they expect me to do it	1	2	3	4	5

No	Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10	As I grow up I know what my parents expect of me in the family and they insist that I fulfil those expectations simply out of respect for their authority.	1	2	3	4	5
11	Even if children do not agree with them, my parents force us to follow what they think is right.	1	2	3	4	5
12.	Whenever my parents tell me to do something, they expect me to do it immediately without asking any questions.	1	2	3	4	5
13	My parents do not allow me to question any decision they make at home.	1	2	3	4	5
14.	My parents always feel 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
15	My parents feel that wise parents should teach their children early just who is boss in the family.	1	2	3	4	5
16	My parents have clear standards of behavior for the children in our home, but are willing to adjust those standards to the needs of each individual child in the family.	1	2	3	4	5
17	My parents give me direction for my behavior and activities and expect me to follow the direction, but they are always willing to listen to my concerns and to discuss that direction	1	2	3	4	5
18	My parents give me clear direction for my behaviors and activities, but are also understanding when I disagree with them	1	2	3	4	5
19	If my parents make a decision in the family that hurt me, they are willing to discuss that decision with me and to admit it if they had made a mistake.	1	2	3	4	5
20	My parents take the children's opinions into consideration when making family decisions, but would not decide for something simply because the children wanted it.	1	2	3	4	5
21.	My parents give us freedom to have our way in the family as often as the parents do.	1	2	3	4	5

No	Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
22	My parents leave us free to do what we want to do, even if this does not agree with what the parents want.	1	2	3	4	5
23	My parents say that I should not obey rules and regulations simply because someone in authority has established them.	1	2	3	4	5
24	In my family, my parents rarely give me expectations and guidelines for my behavior.	1	2	3	4	5
25	Most of the time my parents do what the children in the family want when making family decisions.	1	2	3	4	5
26	My parents have totally no expectations for me regarding my school work	1	2	3	4	5
27	My parents do not check my school results at any given time	1	2	3	4	5
28	Whenever I do wrong, my parents just ignore and say nothing about it	1	2	3	4	5
29	I have wished at least once that my parents are more involved in my life events	1	2	3	4	5
30	My parents don't attend any school activity whenever they are invited.	1	2	3	4	5
31.	My parent have very few demands and expectations from me.	1	2	3	4	5
32.	My parent do not really care about what is going on in my life	1	2	3	4	5
33.	There is very little communication in my family. Everyone does what they want at any time they want to.	1	2	3	4	5
34	My parents rarely give any duties for me to do while at home.	1	2	3	4	5
35	There is plenty of freedom in my home. There are no rules to abide in.	1	2	3	4	5
36	My parents feel that most problems in society would be solved if parents do not control their children's activities, decisions and desires.	1	2	3	4	5
37	My parents allow me to decide most things for myself without a lot of direction from them.	1	2	3	4	5

No	Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
38	My parents do not view themselves as responsible for directing and guiding my behavior.	1	2	3	4	5
39	My parents allow me to form my own point of view on family matters and generally allow me to decide for myself what I should do.	1	2	3	4	5
40	My parent do not direct the behaviors, activities and desires of the children in the family.	1	2	3	4	5
41	Indicate the mean grade you scored in your last three end of term examinations in:	**Mathematics**				
		Languages				
		Sciences				
		Humanities				

APPENDIX 2: INTERVIEW GUIDE FOR HEAD TEACHERS

Section A: Demographic Information

1. How long have you worked as a head teacher?

   Less than 5 years [ ]

   5 – 10 years [ ]

   10 – 15 years [ ]

   Above 15 years [ ]

2. Professional qualification**:** Diploma [ ] Degree [ ] Masters [ ]

Section B: Parenting Styles and Academic Performance

3. In your view do parenting styles contribute to the academic performance of students in your school? If Yes, Explain.

_____

_____

_____

5. What challenges do you encounter in dealing with students' parents on issues concerning academic performance in your supervisory role?

_____

_____

_____

6. What strategies do you suggest that can be used to improve quality of parenting adopted by parents in your school in the bid to enhance academic performance?

   _____

   _____

   _____

APPENDIX 3: DOCUMENT ANALYSIS GUIDE

DOCUMENT ANALYSIS GUIDE						
Student No.	**Exam scores for the last two End of term internal examinations %**					
	Mathematics	Languages	Sciences	Humanities	Mean grade	Teacher's comments on parenting style of the student's parent/guardian.

APPENDIX 4: LETTER FROM THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

Our Ref: CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/04/ MARCH 2021

5th March 2021

THE DIRECTOR,
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION (NACOSTI)
NAIROBI, KENYA

RE: PAULINE MUMINA, REG. NO. MED 1032469

I wish to introduce to you Mumina Pauline a final year Master of Education student at The Catholic University of Eastern Africa, Nairobi – Kenya; and request you to assist her accomplish her academic research requirements.

Mumina's area of specialization is in Educational Psychology. Every student in the programme is required to conduct research, write a report/dissertation and submit it for examination in the final years of study. Accordingly, **Mumina's** research proposal has been approved and she will conduct research on the following topic:

"The Relationship between Parenting Styles and Academic Performance of Secondary School Students in Public and Private Schools in Lamu County, Kenya"

Thanking you in advance for according Mumina Pauline the assistance she may require to conduct her research successfully.

Sincerely,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
H.O.D.
05 MAR 2021
POSTGRADUATE STUDIES IN EDUCATION
P. O. BOX 62157 - 00200, NAIROBI

SR. DR. ELIZBETH NDUKU
HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION

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

ISO 9001:2015 Certified by the Kenya Bureau of Standards

APPENDIX 5: LETTER FROM THE NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 829824

Date of Issue: 30/March/2021

RESEARCH LICENSE



This is to Certify that Sr.. PAULINE WAYUA MUMINA of Catholic University of Eastern Africa, has been licensed to conduct research in Lamu on the topic: THE RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN PUBLIC AND PRIVATE SCHOOLS IN LAMU COUNTY, KENYA for the period ending : 30/March/2022.

License No: NACOSTI/P/21/9714

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Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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APPENDIX 6: ASSENT LETTER FOR PARTICIPANTS

The Catholic University of Eastern Africa

P.O Box 62157- 00200

Nairobi, Kenya

Dear Respondent,

I am a post graduate student at the Catholic University of Eastern Africa pursuing a Master's degree in Educational Psychology. I am carrying out a study on:

Relationship between Parenting styles and Academic Performance of Secondary School Students in Public and Private Schools in Lamu County.

I humbly request you to participate in this research, by filling in the attached questionnaire, which will help me bring my study to completion. This study is strictly for academic purposes only. Your responses will be kept confidential and used only for this research. Your participation is voluntary. For confidential purposes, do not write your name in the questionnaire.

I agree to participate in this study willingly

Participant's Signature……. Date……

Thank you for your cooperation.

Sr. Pauline Mumina

Contacts: 0726082423

Email: mumpau@yahoo.com

APPENDIX 7: PLAGIARISM REPORT

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
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REF: PGS/FOE/68/LANGATA,

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THE RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN PUBLIC AND PRIVATE SCHOOLS IN LAMU COUNTY, KENYA By Mumina Pauline

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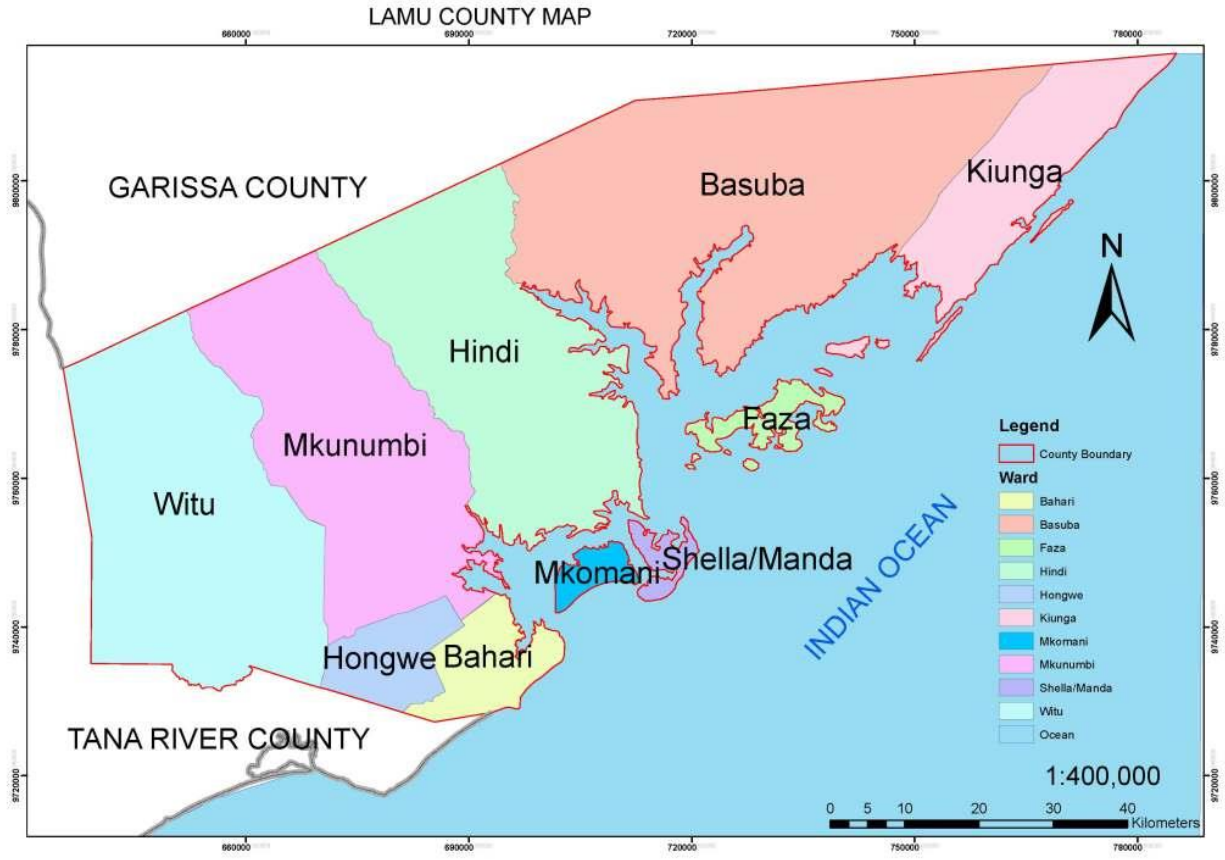
I HEREBY CONFIRM THAT **MUMINA PAULINE** REG NO: **1032469**, SUBMITTED A CHECK OF ANTIPLAGIARISM ON CRITICAL EVALUATION OF **THE RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN PUBLIC AND PRIVATE SCHOOLS IN LAMU COUNTY, KENYA.** A THESIS **SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN EDUCATIONAL PSYCHOLOGY AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA..**

Verification by Systems Librarian:

Name: HARUN MWANGI ..... Signature: ..... Date: 30/9/2022

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APPENDIX 8: MAP OF LAMU COUNTY



http://lamu.go.ke/wp-content/uploads/2017/09/LAMU-MAP