ResearchGate

See discussions, stats, and author profiles for this publication at: https://www.researchgate.net/publication/360103245

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

Article · March 2022

CITATIONS
0

READS
378

3 authors, including:



Stephen Asatsa
The Catholic University of Eastern Africa
48 PUBLICATIONS **51** CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:

Post-doctoral Research View project

All content following this page was uploaded by Stephen Asatsa on 22 April 2022.

The user has requested enhancement of the downloaded file.

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

Pauline Mumina[1], Stephen Asatsa, PhD[2], Carolyne L.A Onyango[3]
[1,3]*Department of Educational Psychology, the Catholic University of Eastern Africa*
[2]*Department of Psychology, the Catholic University of Eastern Africa*

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. The study was informed by Vygotsky's theory of cognitive development. The target population was 648 Form two students and 25 headteachers. A sample of 247 students was selected using simple random sampling and 8 head teachers were selected through convenience sampling. The study used questionnaires, interview schedule, and document analyses to collect data. Quantitative data were analyzed using Pearson's product-moment correlation analysis while qualitative data were analyzed thematically. The findings revealed that there is a non– significant weak negative relationship between authoritarian parenting style, authortitatve parenting style and academic performance of secondary school students. The study further established a negative significant relationship between permissive and uninvolved parenting styles and academic performance. The study recommended that Schools should organize forums for parents to enlighten them on parenting 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.**

Key Words**: Parenting Style, parent, student, academic performance**

I. BACKGROUND

For any society, the good academic performance of students is significant for it predicts a successful future. On the contrary low academic outcome forecasts negative consequences. Parenting refers to the child-rearing practices that are developed and implanted by parents (Kilonzo, 2017). Academic performance is the measurement of students' achievement across various academic subjects. From a worldwide perspective, poor academic performance has been attributed to both social and cultural factors. Kiama (2018) in her study identified parenting as one of the social factors that affect the academic outcome of students. Thus from this study, we infer that parenting is very crucial in enhancing academic performance. Williams (2018) states that academic achievement is measured using classroom performance and results from standardized tests. Munyi (2013) adds that parenting is both a biological and a social process emerging probably like the most fundamental and universal concern in our society. A student's academic performance is thus likely to be affected by the upbringing that the child has experienced. Guarian (2012) further explains that a parenting style is the collection of parenting behaviours and goals that are primarily characterized by combinations of warmth, responsiveness and demandingness which affect the child's academic outcomes. Parental responsiveness exhibits warmth, acceptance and involvement whereas demandingness involves behaviour control and supervision. Categorising 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. The parenting style that a parent adopts can foster the development of the child or be detrimental to the academic performance of the child (Asiamah 2013).

The authoritarian parenting style is where parents demand that children obey orders given without questioning (Nnani, Enemuo & Onwuka 2020). Munyi (2013) supports that authoritarian parents control their child's behaviour with an absolute set of standards and failure to follow such rules usually results in punishment. Authoritarian parents enforce rules and standards and do not value the child's autonomy nor engage in open discussion with their children.

The authoritative parenting style on the other hand establishes rules and guidelines that children are expected to follow but the parents are more responsive to their children and willing to listen to questions (Changalwa, Ndurumo & Poipoi, 2012). Guidelines in this type of parenting are clearly defined by the parent Owano (2013). At the same time, parents are flexible in examining and amending these guidelines as believed fit based on the child's growing capacities for decision-making and autonomy. Children from such families are able to participate in open discussions about guidelines and to air their opinions.

The 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. Morawska (2017)

states that the permissive parenting style is the state of allowing children to do just whatever they want and hardly punishing their children. Kang and more (2011) concurs that in permissive parenting, children are allowed to make their own decisions in life.

Uninvolved parenting is characterized by a neglect of the child's needs. Uninvolved parents have few demands and little or no communication at all with their children (Nnani, Enemuo & Onwuka 2020). These authors 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.

Parenting styles may lead to the low or high academic performance of the child. Students who come from parenting styles that guide by engaging with the child's education are likely to achieve higher grades than their colleagues. Thus, the academic performance of students depends much on the parenting styles in the family among other conditions. Parents are expected to impart in their children value for hard work and love for learning which eventually translates to good academic results. When parents reinforce what teachers do, students tend to do well in school and 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. In Lamu county, only 13 % of its residents have secondary level education or above (Lamu county development plan 2013 - 2017). Among these residents are the parents of the secondary school students. If the parent is not educated, it will be difficult for the same parent to sphere head good 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. This study seeks to fill this gap.

The benefits of good academic performance are enormous while academic decline on the other hand is associated with negative consequences in the child's development(source). From the global perspective, academic excellence has been given prominence as a requirement for an individual's upward movement (Mihret, Dilgasa & Mamo, 2019; Shinali, 2016; Cepe, 2014). Academic failure on the other hand brings forth a share of negative consequences as the student is likely to miss out on life opportunities. 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 aforesaid, 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 interaction with their parents and the kind of parenting style exercised in their family. Therefore the relationship between parenting styles and academic performance remains a critical debate.

Shahzadi andAhmad (2018) and Blazar (2016) emphasize that poor academic performance is a problem that is shared by many and needs to be addressed. Numerous strategies have been put in place to rescue the threat yet little has been done to help parents realize their role in the academic achievement of their children. Therefore the downward trend of academic performance calls into question whether parenting styles could be the problem.

From 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 the fifth graders could not subtract two-digit numbers, and only about one quarter could do basic division (UNICEF 2016). In the 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). Learning involves more than the teacher. Students whose parents engage in activities supportive to their educational process will add value to their academic performance.

In an African context, Chimbandulla (2016) noted that schools in Zambia are underperforming. This unsatisfactory performance from most schools was attributed to several 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. 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 an increase in the number of secondary schools to meet the demand. However, the performance has been below average. In Tanzania, the performance of secondary school students drops every year mainly due to both school and home-based factors (Nyandwi, 2014). The Ministry of Education and Vocational training (2012) reports that in Tanzania, academic performance has been deteriorating. At the national level, the trend of pass rate for divisions 1 to III was; 11.59% in 2010 and 10.05% in 2011. This is a clear indication that academic achievement is descending. UNESCO's Global Education Monitoring Report (2012) found that in Kenya, a third of children in class 5, could not perform class 2 numeracy tasks and about 10 percent of students in class 8 were unable to perform these tasks. The performance of students is indicated by mastery of skills, knowledge, creativity, motivation, and grades. Parents have a role to play in helping the teachers to transmit and

reinforce what is taught in class. This enhancement is reliant upon the parenting styles exercised in the family. According to Akhtar, Hanif, and Tariq (2011) children reared by authoritative parents practice adaptive accomplishment strategies which confirm good academic achievement while children from other parenting styles lag in various tasks.

Lamu county KCSE results for the last five years show that the county's mean score has remained below average as shown in Table 1. This can be attributed to various factors like lack of enough resources, culture, sex tourism but parenting style has been left out. Various studies on the relationship between parenting styles and academic performance have posted a positive relationship (Yasmin 2015; Shinali 2016). Some other studies have shown a negative relationship between parenting styles and academic performance (Ashiono 2013; Muzaki 2018). Therefore, there have been inconsistencies and a 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.

II. RESEARCH METHODOLOGY

This study adopted a mixed-methods embedded design by combining correlational survey and phenomenological research designs. Embedded design according to Cresswell (2014), involves the collection and analysis of both quantitative and qualitative data, but one of the data types plays a supplementary role within the overall design. Cresswell (2014) believes that one data set is not sufficient for a study for it provides partial information about the problem under study. In the current study, the researcher embedded qualitative data within a quantitative design. The mixed-method approach was deemed appropriate for 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.

According to Creswell (2014), correlational design investigates the possibility of relationships between two or more variables without any attempt to manipulate them. The correlational research design was suitable for this study because the researcher sought to determine the relationship between parenting styles and the academic performance of secondary school students. Phenomenological design, on the other hand, focuses on lived experience within a particular group to arrive at a description of the nature of the particular phenomenon (Creswell, 2014). This study examined the student's academic progress records and interviewed headteachers to ascertain the relationship between parenting styles and academic performance. In addition, open-ended questions embedded in the questionnaire allowed students to share their experiences on how parenting styles embraced by their parents influence their academic life.

Target Population

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 on 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 the good academic performance of the students.

The study targeted form two students because they are in the adolescent stage, where the adolescent is seeking identity as evidenced by Erickson's 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 headteachers 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.

Sample Size

Mvumbi and Ngumbi 2015 define a sample size as the finite part of a statistical population whose properties are studied to gain information about the whole. Mugenda and Mugenda (2013) states that a sample of 10% - 50% of the total population is adequate for a study. Therefore, 30 % of the total number of schools in Lamu were sampled for the study using simple random sampling. Six schools were sampled from the public schools' category and two from private schools. Headteachers of the sampled schools were selected through convenience sampling for the study. Simple random sampling was used to select students from the sampled secondary schools. To get the sample size for the students, the researcher used Yamane's formula (Yamane, 1967). The total sample size for this study was 247 students and 8 head teachers making a total of 255 participants.

Research Instruments

Parenting style was checked using a modified Parenting Style Questionnaire developed by Buri (1991) while academic performance was measured by examining the end-of-term internal exam records of the past two terms of the form 2 students from the selected schools. The comparison was made on the performance of students whose parents are involved in their academics and those whose parents are not. Interviews were also used to ascertain the parenting styles exemplified by parents and the academic outcome of the parenting styles identified. The reliability coefficient for the research tools was 0.8 thus rendering the research instruments reliable for data collection for this study.

Ethical Considerations

The researcher obtained permission from the Catholic University of Eastern Africa, followed by a research license from the National Commission for Science, Technology, and Innovation (NACOSTI) Kenya. Consent from the schools and the participants was also obtained. The researcher gave respondents freedom of participation and respondents were treated fairly and equally to avoid biases. To ensure anonymity, respondents did not write names on the questionnaires. The principle of confidentiality was also maintained.

III. RESULTS

Relationship between Authoritarian parenting style and academic performance of secondary school students in Lamu County.

The researcher applied Pearson's correlation bivariate analysis to establish the relationship between Authoritarian parenting and the 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 the 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 the Pearson correlation coefficient. The hypothesis was:

Table 1.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				
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 1 indicates that there is a non-significant negative correlation between authoritarian parenting and academic performance except in humanities and sciences which had positive correlation. The study pointed to a weak negative correlation between authoritarian parenting and languages (r = -.092); mathematics (r = -.044). 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). The results in Table 22 indicate (r = .002) in humanities, (r = .031) in sciences, (r = -.092) in languages, and (r = -.044) in Mathematics. 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.

Relationship between Authoritative Parenting Style and Academic Performance of Secondary schools students in Lamu County.

The researcher intended to establish whether there is any relationship between authoritative parenting and academic performance guided by the hypothesis, H_0: There is no relationship between authoritative parenting and academic performance of secondary schools students in Lamu County. To test the hypothesis, a correlation was then done to determine any association between authoritative parenting style and academic performance using the Pearson correlation coefficient. Table 2 presents the hypothesis testing.

Table 2.Correlation between Authoritative Parenting and Academic Performance of Students

			Academic Performance in Maths	Academic Performance in Languages	Academic Performance in Sciences	Academic Performance in Humanities	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 2 indicates 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 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. 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. For humanities, the relationship was significant at (0.005<0.05). This means there is a significant positive relationship between authoritative parenting and academic performance in humanities, thus rejecting the hypothesis that "there is no significant relationship between authoritative parenting and academic performance of secondary school students in Lamu County".

Relationship between permissive parenting style and academic performance of secondary school students in Lamu County

The researcher sought to establish whether there is any relationship between permissive parenting and academic performance. To test the hypothesis, a correlation was done to ascertain an association between permissive parenting style and academic performance using the 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 3 presents the hypothesis testing.

Table 3.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 3 show that there is a negative weak correlation between permissive parenting and academic performance in all subjects at (r = -.227, - .297, -.294, -.313). 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.

Relationship between uninvolved parenting style and academic performance of secondary school students in Lamu County

The study intended to find out whether there is any relationship between uninvolved parenting and academic performance by testing the hypothesis, H_0: "There is no relationship between uninvolved parenting style and academic performance of secondary school students in Lamu County." To test the hypothesis, a correlation was then done to determine any association between uninvolved parenting style and academic performance using the Pearson correlation coefficient. Table 4 presents the hypothesis testing.

Table 4.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	Pearson Correlation	.608**	.505**	1		

Humanities	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 4 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). 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, hence rejecting the hypothesis that "there is no relationship between uninvolved parenting and academic performance of secondary school students in Lamu County."

IV. DISCUSSION

Several studies have found authoritarian parenting style to be negatively associated with academic achievement (David, 2020; Kosterelioglu, 2018). In addition, Odongo (2016) in a study on parenting styles reported that authoritarian parenting account for 63% of the academic performance of secondary school students. Students in the current study reported that their parents let them know what behaviour 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 their children. These findings were echoed in the interview by Headteacher 3 who postulated that;

> Many parents do not involve the students in setting the goals and expectations but rather they set the expectations and communicate them to the students and expect the goals to be realized without question" (8th June 2021).

This view was also supplemented by Headteacher 8 who affirmed that,

> Some parents are very aggressive in handling the students on various issues (9th June 2021).

The above narratives are in line with Baumrind (2012) who stresses that authoritarian parents are punitive and forceful. Baumrind (2012) 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 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.

The results of this study concur with Nnani, Enemuo and Onwuka (2020) who reported that the use of an authoritative parenting style influences academic excellence in mathematics. Bandura (1986) in the theory of social learning 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 and home-based involvement. 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. Headteacher 6 echoed this fact by saying that;

> "Parents should engage students in guidance and counseling as a means of improving the academic performance of their children" (11th June 2021).

Igbo, Ihejiene and 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 current study, therefore, recommends that

parents should participate in parenting education programs to help them in their parenting tasks.

The negative correlation between permissive parenting style and academic performance could be attributed to the fact that permissive parents have very few demands and give children the 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 for their studies and in so doing, they tend to score low grades in school.

The findings of the current study replicate a study by Kostereliogl u (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) confirm that permissive parents are overprotective of their children, they do not care how the children are doing either socially or academically. With the trend of parents keeping aloof from the academic welfare of the students, the result is that students are likely to lose track of their studies and eventually post poor results.

The weak correlation between Uninvolved parenting and academic performance is echoed by Nnani et al. (2020) who found that the discipline issues related to uninvolved parenting affect 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 cognitive 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 an 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 findings are in line with the findings of Mihret, Dilgasa and Mamo (2019) who upholds that there is a strong negative relationship between uninvolved parenting and students' academic achievement. Shinali (2016) replicated a 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 Headteacher 1 during the interviews who said,

> Most of the parents are never available whenever they are called to the school to discuss issues that were affecting their children" (10th June 2021).

Headteacher 2 also testified,

> 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" (15th June 2021).

V. CONCLUSION

From the findings our study concluded that there was a weak, negative and significant relationship between uninvolved parenting style, permissive parenting style and academic performance. From these results it would be concluded that parents who dominantly use these two styles of parenting would negatively affect the academic performance of their children. However the non-significant relationship between authoritative parenting style, authoritarian parenting style and academic performance would mean that these two styles of parenting do not influence academic performance. This paper therefore recommends assessment of parenting styles in schools and psychoeducating parents on their possible effects on the learning outcomes among learners.

REFERENCES

[1] Akhtar N, Hanif R, Tariq N, Ata M. (2011). Parenting styles as predictors of externalization & internalizing behavior problems among children. Pakistan Journal of Psychological Research 26(1), 23-41.

[2] Ashiono, B. (2013). Relationship between parenting styles and preschool children's performance in curriculum activities in Kisauni district, Mombasa County, Kenya (Unpublished Master's Thesis) Kenyatta University, Nairobi: Kenya.

[3] Asiamah, D. K. (2013). Examining the effects of parenting styles on academic performances of senior high school students in the Ejisu-Juaben Muncipality, Ashanti Region. (Unpublished Masters' Thesis), Nkrumah University of Science and Technology.

[4] Attiya, I. Nomaan, S. & Abiodullah, M. (2016) Parents' Parenting Styles and Academic Achievement of Underachievers and High Achievers at Middle School Level. Bulletin of Education and Research, 38 (1) 57-74. Retrieved from: http://pu.edu.pk/home/journal/32.

[5] Bandura, A. (2007). Self-efficacy: The exercise of control. New York: Freeman.

[6] Baumrind, D. (2012). The influence of parenting style on adolescent competence and substance use. Journal of Early Adolescence, Vol 11(1).PP 56-95.

[7] Besharat, Mohammad Ali & Azizi, Koorosh & Poursharifi, Hamid. (2011).The relationship between parenting styles and children's academic achievement in a sample of Iranian families. Social and Behavioral Sciences. 15. 1280-1283. 10.1016/j.sbspro.2011.03.277.

[8] Blazar, D. (2016). Teacher and Teaching Effects on Students' Academic Performance, Attitudes, and Behaviors. American Journal of Educational Research and Reviews, (3) 21. Retrieved from: http://escipub.com/american-journal-of-educational-research-and-reviews.

[9] Boateng, S., Ampofo, E.T., Sefah, E.A. (2020). Pontificating the relationship between parenting styles and academic performance

of senior high school students in the Kumasi Metropolis. (Unpublished PhD Thesis).
[10] Buri, J.R. (1991). Parental Authority Questionnaire, Journal of Personality and Social Assessment, 57, 110-119.
[11] Cepe, M., (2014). The Effect of Facebook use, self-discipline, and Parenting styles on the academic achievement of high school and University students.
[12] Changalwa. C.N, Ndurumo. M &Poipoi, M. (2012). Relationship between parenting styles and alcohol abuse in college. Greener Journal of Education Research, 13(25), 98 – 340.
[13] Chery, K. (2019). Uninvolved Parenting: Characteristics, Effects, and Causes. New York: Wiley.
[14] Cheti, P. (2015, June 11). Insecurity, poverty blamed for education crisis in Lamu. The Star. Retrieved from: http://www.the-star.co.ke/
[15] Chibbandula S. (2016). Interventions Aimed at Improving Academic Performance in Final Examinations in Selected Schools in Choma District, Zambia (unpublished Master's Thesis)
[16] Chonge H., Barasa P., Chonge B., (2016). Influence of Parenting Styles and Self-Concept on Students' Achievement in Mathematics: A Case Study of Kaplamai Division, Trans Nzoia County, Kenya. International Journal of Scientific Research and Innovative Technology. (3), 3.
[17] Chunk, D. H. (2012). Learning Theories: An Educational Perspective. (6th Edition). Boston: Pearson Education.
[18] Creswell, J.W. (2014). A Concise Introduction to Mixed methods research. SAGE publications.
[19] David, E. (2020). The Influence of Parenting Style on Academic Achievement of Students in University of Port Harcourt. American Journal of Psychology 2 (1) 26-34. Retrieved from: www.ajpojournals.org.
[20] Dehyadegary, Elham., Yaacob., Siti., Rumaya., Juhari., Talib, Mansor. (2011). Relationship between Parenting Style and Academic Achievement among Iranian Adolescents in Sirjan. Journal Asian Social Science. 8 (1), 156 – 160. DOI: J10.1177/1558689806298224.
[21] Duan, W., Guan, Y., & Bu H. (2018). The effect of parental Involvement on junior school student's Academic Achievement and school Behaviour. Hong Kong
[22] Echedom A., Nwankwo T., Nwanko E. (2018). Influence of Authoritative, Authoritarian, Permissive, and the Uninvolved Parenting Styles on the Reading Attitudes of Students in Anambra State, Nigeria. Journal of Library and Information Science. (6) 21-25.
[23] Edinyang, S. D., Effiom, V. (2016). Social Studies Material & Resources. Calabar: Maesot & Company.
[24] Garcia o, Serra E. (2019). Raising Children with Poor School Performance: Parenting Styles and short and long term consequences for adolescent and adult development. International Journal of Environmental Research and Public Health
[25] Gota, A. A. (2012). Effects of parenting styles, academic self-efficacy, and achievement motivation on the academic achievement of university students in Ethiopia. Retrieved from https://ro.ecu.edu.au/theses/461
[26] Greene, R. L., & Clark, J. R. (1970). Adler's Theory of Birth Order. Psychological Reports, 26(2), 387–390. https://doi.org/10.2466/pr0.1970.26.2.387
[27] Guarian, I. (2012). The influence of parenting styles, achievement and motivation and self-efficacy on academic performance in colleges students. Journal of College Student (50)3, 337-346.
[28] Hyde, J. S., Kling, K. C. (2011). Women, motivation and achievement. Psychology of Women Quarterly, 25, 364-378.
[29] Ibukunolu A., (2014). Parenting Style and Academic Achievement in Junior Secondary Schools in Ogun State, Nigeria. Journal of Emerging Trends in Educational Research and Policy Studies, 5 (11), 20-24.
[30] Igbo j., Ihejiene., Anselm M., (2014). Influence of Parenting Styles on Deviant behaviour and Academic Achievement of Secondary School Students in Garoua, Northern Cameroun. International Journal of Educational Science and Research: 4(5), 19-34
[31] Ishak, Z, Low F, Lau L. (2012). Parenting Style as a Moderator for Students' Academic Achievement. Journal of Science Education Technology (21) 487–493. https://doi.org/10.1007/s10956-011-9340-1
[32] Kang, Y., Moore, J. (2011). Parenting style and adolescents' school achievement in mainland China. China Education Review, (1) 133–138.
[33] Kate Z. (2011). Addressing the Decline of Academic Performance among First year Composition students. https://scholarcommons.usf.edu/etd/3420.
[34] Kiama, R. (2018). Influence of Parenting Styles on Academic Performance among Girls in Public Secondary Schools in Kenya. International Journal of Advanced and Multidisciplinary Social Science 2018, 4(2): 39-44 .DOI: 10.5923/j.jamss.20180402.03
[35] Kilonzo, P. M. (2017). Impact of parenting styles on personality dimensions of adolescents in public secondary schools: A case of Mombasa County, Kenya. International Journal of Education and Research, 5(7), 263-276.
[36] Kimani, N. Kara, M. & Njagi, W. (2013). Teachers' factors influencing students' academic achievement in secondary schools in Nyandarua County, Kenya. International Journal of Education and Research, 1(3), 1-14.
[37] KNEC (2019).Overall K.C.S.E. County performance in Lamu County Education Office. KNEC, Nairobi.
[38] Knight, Z.G. (2017). A proposed model of psychodynamic psychotherapy linked to Erik Erikson's eight stages of psychosocial development. Journal of Clinical Psychotherapy 24(5):1047-1058.
[39] Kofi, D. (2013). Examining the Effects of Parenting Styles on Academic Performances of Senior High School Students in Ejisujuaben Municipality, Ashanti Region, Ghana. http://hdl.handle.net/123456789/6134.
[40] Kosterelioglu, I. (2018). Effects of Parenting Style on Students' Achievement Goal Orientation: A Study on High School Students. Educational Policy Analysis and Strategic Research, 13(4), 91-107. doi: 10.29329/epasr.2018.178.5.
[41] Kothari, C. (2013). Research methodology: Methods and techniques. New Delhi: New Age.
[42] Kumar, R. (2014). Research Methodology. A step by step guide for beginners. California, USA: Sage Publications.
[43] Lindsay A., Wasserman M., Muñoz M., Wallington S., Greane, M. (2018). Examining Influences of Parenting Styles and Practices on Physical Activity and Sedentary Behaviors in Latino Children in the United States: Integrative Review: DOI: 10.2196/publichealth.8159
[44] Mady, M. (2019). Impact of Cognitive Developmental Theories on the Teaching and Learning Process. A study conducted in a private American school in Dubai (Unpublished Master's Thesis). The British University, Dubai.
[45] McLeod, S.A. (2016). Bandura - social learning theory. Retrieved from; www.simplypsychology.org/bandura.html.
[46] Mihret A., Dilgasa G., Mamo T. (2019). Parenting Style as Correlates of Adolescents' Academic Achievement Motivation of Bate Secondary School, Haramaya, Ethiopia. International Journal of Education & Literacy Studies www.ijels.aiac.org.au 7 (2).
[47] Mohamad, M. M., Sulaiman, N. R., Sern, L. C. & Salleh, K. M. (2015). Measuring the Validity and Reliability of Research Instruments. Procedia - Social and Behavioral Sciences, (204) 164 – 171.
[48] Moore, O. (2011). Influence of parental involvement on the academic achievement of adolescents. Paper presented at the Paper Presented at the Annual Conference of the American Psychological Association, Washington D.C.
[49] Mugenda, O. M and Mugenda, A. G (2013). Research Methods, Quantitative & Qualitative Approaches. Nairobi. Acts Press.
[50] Munyi, E. (2013). Influence of Parenting Styles on Academic Performance of Adolescents in Secondary Schools: A Case study of Manyatta Constituency, Embu County.
[51] Muzaki, W., (2018). Parenting styles, self –esteem and Students' Academic Achievement in Secondary Schools in Sironko District, Uganda.

[52] Mvumbi, F. N. and Ngumbi, E. K. (2015). Companion to Research Methodology. Focus on Humanities, Education and Social Sciences. Nairobi, Kenya: Catholic University of Eastern Africa Press.
[53] Mwirichia, V. (2013). Influence of parental involvement on academic performance of preschool children in Kangeta division, Meru County, Kenya (Unpublished Master's thesis).
[54] Nabavi, R. T. (2014). Bandura's Social Learning Theory & Social Cognitive Learning Theory. http://www.researchgate.net
[55] Nnani, P. C., Enemuo, J. O., Onwuka, L.N. (2020). Parenting Styles and Academic Achievement of Primary School Pupils in Mathematics in Awka South Local Government Education Authority. International Journal of Multidisciplinary and Current Research (8). Retrieved from: http://ijmcr.com
[56] Nnani, P., Enemuo, J. Onwuka, L.N. (2020). Parenting Styles and Academic Achievement of Primary School Pupils in Mathematics in Awka South Local Government Education Authority (unpublished Ph.D. Thesis).
[57] Nyandwi, M. (2014). Determinants of Poor Academic Performance of Secondary School Students in Simbawanga District, Tanzania. Retrieved from: http://hdl.handle.net/123456789/622.
[58] Nyanga'u, I. (2016). Relationship between parenting style and academic adjustment among form one secondary school students in Nyaribari Chache Sub-county, Kisii County, Kenya. Retrieved from: http://www.jooust.ac.ke,http://62.24.102.115:8080/xmlui/handle/123456789/306
[59] Nyarko, K. (2011). The Influence of Authoritative Parenting Style on Adolescents' Academic Achievement, 278-282. doi:10.5251/ajsms.2011.2.3.278.282 Odongo A. (2016). Influence of parenting styles on the Adolescent Students' Academic Achievement in day Secondary schools in North Rachuonyo Sub County, Kenya. Journal of Education and Practice, 7 (15)
[60] Paler, Juvert & Batiller, Kenneth & Valiente, Lyka & Moneva, J. (2019). Parenting Style and Task Performance of Students. International Journal of Scientific and Research Publications (IJSRP), 9 (8537). DOI:10.29322/IJSRP.9.01.2019.8537.
[61] Paris R, Rymond, Johnson (2020). Child growth and Development. College of the Canyons: California
[62] Pruzan, P,. (2016). Research Methodology: The Aims, Practices and Ethics of Science; Springer International Publishing: Switzerland.
[63] Raburu, P. (2016). Relationship between Parenting Styles and Academic Adjustments among Selected Kenyan Secondary School Students. Journal of Research on Humanities and Social Sciences, 6 (10).
[64] Rahimpour P., Moghadam A., Direkvand A., Hashemian A. (2015). Relationship between the Parenting style and Students' Educational Performance among Iranian Girls High school Students: A Cross-Sectional Study. Journal of Clinical and Diagnostic Research.
[65] Rego, T. (2015). The Concept of Authoritative Parenting and Its Effects on Academic Achievement. Journal of Psychology and Clinical Psychiatry 3(6). DOI: 10.15406/jpcpy.2015.03.00172
[66] Sahithya B., Manohari S., Vijaya, R. (2019). Parenting styles and its impact on Children – a cross cultural review with a focus on India, Mental Health and Culture, 22(4), 357-383.DOI: 10.1080/13674676.2019.1594178.
[67] Salking, J. (2013). Theories of Development, Sage publications,Inc. DOI:http://dx.doi.org/10.4135/9781483328676
[68] Selvam, S. G. (2017). Empirical Research. A Study Guide. Nairobi, Kenya: Pauline Publications.
[69] Shahzadi, E. Ahmad, Z. (2018). Prediction of Students' Academic Performance using Artificial Neural Network. Bulletin of Education and Research 40 (3)157-164.Retrieved from: http://pu.edu.pk/home/journal/32
[70] UNESCO (2015). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning.
[71] Verenikina, I., Vialle, W. Lysaght, p. (2011). Understanding Learning and Development. Macksville, NSW: David Barlow Publishing.
[72] Vygotsky, L. (1978). Interaction between learning and development: Readings on the development of children, 23(3), 34-41.
[73] Wanjohi, A.M. (2011). Development of Education System in Kenya since Independence. KENPRO online papers. www.kenpro.org/papers/education-system-kenya-independence.htm
[74] Wijsman L., Warrens M., Saab N. (2016). Declining Trends in Student Performance in Lower Secondary Education. European Journal of Educational Psychology, (31), 595- 612. Retrieved from: https://doi.org/10.1007/s10212-015-0277-2.
[75] Wiles, R. (2013). What are the Qualitative Research Ethics? London, UK: Bloomsbury Publishing Plc.
[76] Yasmeen, S. (2013). Role of Parenting Styles in Academic Performance of College Students. Pakistan Journal of Education, 30 (1). DOI: http:/dx.doi.org/10.30971/pje.v30i1.93
[77] Yusuf, A. F. (2012). Influence of principals' leadership styles on students' academic achievement in secondary schools. Journal of Innovative Research in Management and Humanities, 3(1), 113 - 121.

View publication stats