**EXAMINING IMPACT OF PARENTING STYLES ON CHILDREN ACADEMIC PERFORMANCE: EXPERIENCE FROM PUBLIC PRIMARY SCHOOLS IN NYAMAGANA DISTRICT - MWANZA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANANZINA**

**2015**

# CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzaniaa dissertation titled:**“Examining Impact of Parenting Styles on Children Academic Performance in Public Primary Schools: Experience from Nyamagana District in Mwanza”,** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

…………………………………………

Dr.Magreth S. Bushesha

(Supervisor)

…………………………………

Date

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……………………………

Signature

……………………………

Date

# DEDICATION

This dissertation is dedicated to different individual, mainly my parents, brothers and sisters teachers as well as my beloved husband and my beloved kids Vanessa Komugasho Kamugisha and Delson Mugisha Kamugisha.

# ACKNOWLEGEMENT

I am grateful to the Almighty God for delivering me to undertake my studies culminating with this dissertation. Sincerely, I am grateful to my supervisor; Dr Magreth S. Bushesha, for her scholarly and tireless support throughout my study. It was through her support that this study was successfully accomplished.

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# ABSTRACT

The purpose of the study was to examine the impact of parenting styles on Academic performance in public primary schools in Nyamagana District of Mwanza Region. The study specifically intended to explore the role of parenting styles on children’s study time, to find out the impact of parenting styles on children’s cognitive development and to investigate the contribution of parenting styles on children’s discipline in school. A cross-section descriptive design was employed in this study to collect data from 156 respondents, mainly heads of schools, teachers, parents and children. Interviews, questionnaires, observation and documentary reviews were used to gather data. It was found that parental care was important in academic performance because when parents participated in academic issues of their children the performance of the children increased. The contribution of parenting styles, for example democratic, authoritarian, permissive and uninvolved parenting styles contribute much in academic issues if parent apply all of these in different situations. The study concludes that parenting style is important in academic performance. Therefore schools, social groups and governmental organizations should convene outreach programs to educate the society mainly parents on the effects of parenting styles upon children academic performance.

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# LIST OF ABBREVIATIONS

ABC Activating Event,Beliefs about the event, Consequences

CEO City Executive Officer

OUT Open University of Tanzania

## REO Regional Education Officer

# CHAPTER ONE

# INTRODUCTION

# 1.1 Introduction

This chapter presents the background of the study. The chapter also presentsthe statement of the problem, main objective and specific objectives of the study as well as research questions. The significance and scope of the studyare also presented in this chapter.

# 1.2 Background to the Study

Incredibility of education quality has been pointed out in different areas due to different reasons such as; wrong policies (Atsu, 2009), increase in private education institutions in recent times (Olasupo, 2010), lack of teachers, lack of school inspections and inadequate classrooms, policy issues, excessive number of students in classes, small number of teachers and lack of school inspection (Ochuba, 2009; Mtana, 2003). Bennell and Mukyanuzi (2005) reveal that the main challenges facing schools are de-motivated teachers, understaffing, teachers being overworked**,** increased enrolments, teachers’ shortage as well as shortage of learning materials**,** classrooms and desks. Shortage of teachers is having a negative effect on efforts to improve education in schools and learning environment also indicate poor academic performance.

There are four types of parenting styles, Authoritative, Uninvolved, Authoritarian and Permissive parenting styles. In Authoritative parenting style parents are responsible to their children and willing to listens to questions. These parents wants their children to meet theirexpectation, this make them to be responsible parents Baumrind (1991). Responsive parents are able make everything possible to their children,example to donate money for learning material and to renovate classrooms without depending on the government.

There are a lot of challenges hampering academic performance; indiscipline is the one of challenges (Tanzania Education Network, 2009). Indiscipline is also associated with poor academic performance(Mwamwenda, 1995). Indiscipline among children is linked with parenting styles and communication between parents and children. Baumrind (1991) contends that an uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While uninvolved parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children. Bornstein (2007) points out that neglectful parenting is characterized by lack of both control and responsiveness.

Different studies indicate variation in impact of parenting styles. Baumrind's initial study of 100 preschool children was concerned with the effect of parenting styles on child development. Thereafter more researchers have conducted numerous other studies that have led to a number of conclusions about the impact of parenting styles on children. Authoritarian parenting styles generally leads to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem (Baumrind, 1991). Authoritive parenting styles tend to result in children who are happy, capable and successful (Maccoby, 1992). Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school (Dinwiddie, 1995) Uninvolved parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self-esteem and are less competent than their peers (Bornstein, 2007). The relationship between parenting styles and school achievement of children particularly in primary schools is not well known in Tanzania. This necessitates a study to find out the state of affairs since academic performance of children is not impressive, as studies have indicated.

# 1.3 Statement of the Problem

Despite the fact that indiscipline,one of the factors affecting academic performance among children, is linked with parenting styles and communication between parents and children. Teachers must play their roles in school and the need for close links between parents and teachers who can provide good academic performance for children (Tonny Malim and Ann Birch, 1998).Parents who are responsive to their children’s communicative behavior and who create opportunities for efficacious by providing freedom for exploration and other basic needs have children who are relatively in their cognitive development (Bandura, 1997). Many studies indicating on Parental care issues, yet no studies have been found indicating the impact of parenting styles on primary school children’s behavior and school achievement in Tanzania.

This study therefore intends to excavate more knowledge on the impact of parenting styles on Tanzania’s children’s academic performance in primary schools. The study particularly focuses on the role of parenting styles on children’s study time, the impact of parenting styles on children’s cognitive development and the contribution of parenting styles on children’s discipline in school. The study wasconducted in Nyamagana district in Mwanza region.

# 1.4 Objectives of the Study

# 1.4.1 General Objectives

The general objective of the study wasto assess the impact of parenting styles on children’s academic performance in primary schools.

# 1.4.2 Specific Objectives

Specifically, this study intended to achieve the following objectives:

1. To identify the role of parenting styles in children’s study time and academic performance.
2. To assess the impact of parenting styles on children’scognitive development and academic performance.
3. To examine the contribution of parenting styles to children’s discipline in schools and academic performance.

# 1.5 Research Questions

1. What is the role of parenting styles on children’s study time and academic performance?
2. What are the impacts of parenting styles on children’scognitive development and academic performance?
3. How do parenting styles contribute on children’s discipline in school and academic performance?

# 1.6 Significance of Study

It is expected that the study findings will help to improve parenting, reduce indiscipline cases in schools and societies and thereafter improve academic performance among school children. Furthermore, the study aimed at reducing the education stakeholders’ prolonged blames on the falling standards of education. In terms of research the results may assist in coming up with areas of future education research.

# 1.7 Scope of the Study

The study was limited to selected public primary schools in Nyamagana district in Mwanza city. Conclusion and generalization of this study were limited in public primary schools only due to the size and representativeness of the sample. Therefore the findings may not be generalized to all Tanzanian public primary schools

# CHAPTER TWO

# LITERATURE REVIEW

# 2.1 Introduction

This study focused on impact of parenting styles on academic performance in public primary schools. To achieve this purpose, a review of literature related to the study is necessary on understanding the extent of the problem. This chapter discusses the concept and meaning of parenting styles on academic issues.

# 2.2 The concept and Typology of Parenting Styles

Literatures identify main four parenting styles namely Authoritarian Parenting, Authoritative Parenting, Permissive Parenting and Uninvolved Parenting. Inauthoritarian parenting style, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I said so." These parents have high demands, but are not responsive to their children. According to Baumrind (1991), these parents are obedience- and status-oriented, and expect their orders to be obeyed without explanation.

In authoritative or democratic parenting style, parents establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. Baumrind suggests that these parents monitor and impart clear standards for their children’s conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative (Baumrind, 1991).

Permissive parents sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind (1991), permissive parents are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation. Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent. Permissive parents do not set clear boundaries or expectations for their children's behavior and tend to accept in a warm and loving way, however the child behaves. Permissive parents give children as many choices as possible, even when the child is not capable of making good choices (Iannelli, 2004).

In uninvolved parenting Baumrind (1991) contends that an uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children. Bornstein (2007) points out that neglectful parenting is characterized by lack of both control and responsiveness.

# 2.3 Theoretical Literature

# 2.3.1 Social Learning Theory

Social learning theory is related to the impact of socialization on the process of learning. Birch and Malim ((1998); Ashley (n.d), argue that social learning theory is a theory that attempts to explain socialization and its effect of the development of the self. Social learning theory looks at the individuals learning process, the formation of self, and the influence of the society in socializing individuals.

Albert Bandura is the proponent of social learning theory and his major argument is that behavior is learned from the environment through the process of observation. Children observe the people around them behaving in various ways then they imitate (Bandura, 1961). Individuals that are observed are called models. In society children are surrounded by many influential models, such as parents within the family, friends within their peer group and teachers at schools.

Brinkerhoff and White (1988) identify the family as the primary socializing agent. The positive side of it is that it teaches the child social roles, values, norms and responsibilities which can help a child in academic achievement. On the negative side, it may teach a child bad behaviors or fail to instill good behaviors like discipline which can contribute to poor academic achievement. For most people, the process of socialization begins in the family, which is their first source through which they commence their social communication.

As a child, a person learns to see and interpret himself and society through the eyes and understanding of his parents and other elders of the family. It is through family that socially acceptable ways of thinking and behaving are imparted to a child. Values such as sharing, honesty, idealism, discipline, etc., are also cultivated in a person through his family. Therefore, it is vital how parents treat their children, and also how parents behave in front of them because it is through these interactions that a child will perceive and develop a sense of self.

However, although belonging to the same society, every family is different. This difference ranges from ethnicity, exposition, religion, level of education to preferences (while some families might give more preference to education, others might emphasize more on discipline) and many more. So, the knowledge that children gain from their families certainly cannot be uniform throughout. Nevertheless, there is no denying the fact that family is the fountainhead of the socialization process (ibid).

Children/Student must witness desired behavior and desired reinforcements. Students seek the reduction of tension, the gain of financial rewards or the gain of the praise of others, or build self-esteem. Knowing the desired reward, students seek approval from teachers to provide the same reward for the desired behaviors. Social learning theory serves as a means of improving academic outcomes for students. Since some elements of lessons and techniques are not always apparent to students, it is important to help students to understand unfamiliar practice and the rationale for learning it. Emphasizing the parents and teachers’ role as role models and encouraging the students to adapt the position of observer the parents and teachers can make knowledge and practices explicit to students, enhancing their learning outcomes.

Social learning theory operates through the following four stages (Bandura, 1961). Observation (attention), Retention, Imitation (reproduction) and Reinforcement.Attention, in order for an individual to learn something they must pay attention to the features of modeled behavior. This is mainly done through observation. At this stage children are likely to be affected by their parents behavior as they observe them doing different things involving the principles and regulations they confine their children to follow.

Retention, human need to be able to remember details of these behaviors in order to learn and later reproduce the behavior. Mwamwenda (1995) supports Jean Piaget’s cognitive development stages where by children start to learn at very early ages. Up to two years children are already learning a lot of things from their parents by observing what they do and how they do. Children copy parents’ behavior ready for reproducing.

Reproduction, in producing behavior an individual must organize his/her responses in accordance with the model behavior. This ability can improve with practice. At this stage, is where children have started exhibiting the behaviors copied from their parents or the effects of the parents’ behavior. The effects can be positive or negative.

Motivation, there must be incentive or motivation deriving the individual’s reproduction of the behavior. Even if all the above factors are present, the person may not engage in the behavior without motivation. After the behavior has started, reinforcement is equally required to make the behavior recur. Sometimes when the behavior is not desired in the society it may take time for a child to get rid of it. This may affect children academic performance. Parents and Teachers should make children/students pay attention to acquire knowledge by using diverse attractive methods, teaching and learning materials. For children to exhibit desired behavior and good character parents and guardians should try to be good role models.

# 2.3.2 Cognitive Development Theory

Jean Piaget is the proponent of cognitive development theory; the theory describes the intellectual or mental development in human beings. The theory composes of four stages namely; sensorimotor stage, pre operational stage, concrete stage and formal operational stage. Learning operates through assimilation, accommodation and adaptation. Assimilation means the process of taking new information or experiences into existing schemas in order to cope with the environment. Accommodation is the process which enables an individual to deal with totally new concepts or experiences by modifying existing schemas. Adaptation is the way an individual adjusts their behavior to cope with their environment (Malim & Birch, 1998).

# 2.3.2.1 Sensorimotor Stage

Sensorimotor stage is the first stage starting from age 0 to 2 years. This stage is characterized by out of sight out of mind, object permanence and circular behavior. Out of sight out of mind means that a child concentrates on only observable objects, this is from birth up to about eight months, when objects are not seen the child stops to think about them. The child at this age thinks that when they are not seen they no more exist. Object permanence is attained after about eight month from birth onwards; this simply means that the child realizes that objects continue to exist even when they are not seen. For example if you hide its ball under the table the child will tend to bend searching for it. The achievement of object permanence is remarkable developmental milestone because the child can now think of the past and future, it opens up the room for memory and language development (Malim & Birch, 1998) (Mwamwenda, 1995)

# 2.3.2.2 Pre-operational Stage

Preoperational stage starts from about 2-7 years. A child is not yet able of thinking in a concrete situation but can make thinking at certain levels. This stage is characterized by animism, egocentrism, and problems in centering, reversibility and ordering things. Animism is the situation where a child thinks that all objects can behave and act as animals or human beings. For example if a child bumps on a wall may cry that the wall knocked him/her but if you fake slapping the wall that child will be happy stopping crying believing that the wall has been punished. Problems in centering and ordering things make a child to face difficulties in ordering objects in an acceptable series.

For example sticks of different length are horizontally put on the table, if you ask the child in this stage may fail to arrange then orderly according to their vertical height. Reversibility problem is when a child cannot think of reversing the operation or reversing things (irreversibility). For example if you equally divide one bottle of soda and pour into two glasses of different sizes, one glass big and the one small. For sure the soda in a bigger glass will have low level of that soda in a smaller glass. Children at this level think that high level means high quantity and low level means small quantity, which is not true. Egocentrism is characterized by children seeing things only from their point of view; they fail to see things from others point of view.

# 2.3.2.3 Concrete Operational Stage

Concrete stage starts around 7-11 years of age where a child achieves reversibility and can decanter. Conservation of numbers and volume is achieved and egocentrism reduces gradually. In this stage the child’s thinking is based on concrete world, so the child in learning should be supported by observable materials. It should be remembered that this is the age of starting school (basic education) teaching using teaching aids is very important at this age to facilitate learning and thinking.

# 2.3.2.4 Formal Operational Stage

This stage starts from around twelve years of age and is the highest stage of mental development, involving high thinking abilities, however not all people attain it sustainably**.** In this stage an individual is expected to think not basing on concrete attributes, but on hypothetical atmosphere. An individual can think and plan about future life, can think of issues in advance regardless of the absence of clues to those issues. It is thinking in an abstract way.

Parents have a significant contribution on their children cognitive development. This is associated with the way they stimulate them to acquire knowledge, to think and reason, to understand concepts and to analyze issues. The theory also requires parents to be good role models as children observe what their parents do; this helps in concept formation among the children themselves. If parents exhibit good behaviors children are likely to learn good behaviors as well, but on the other side if parents exhibit awkward behaviors children are likely to copy that and incorporate it with their thinking and doing (behavior).

# 2.3.3 Cognitive Behavioural Theory

Cognitive development is the development of person’s mental capacity to engage in thinking, reasoning, interpretation, understanding, knowledge acquisition, remembering, organizing information, analysis and problem solving (Mwamwenda, 1995).

Cognitive Behavioral Theory (ABC Model) could be described as ‘...as I think, so I feel and then I do).’ Cognitive behavioral theory is linked to human cognitive-behavior therapy (Burns, 1999). Cognitive behavioral theory is also known as A B C model, as described below. Activating Event – the actual event and the individual’s immediate interpretations of the event; Beliefs about the event – this evaluation can be rational or irrational; and **C**onsequences – how you feel and what you do on other thoughts.

In the charts Burns illustrates how individuals can interpret the event differently; one can interpret it positively or negatively. How one interprets it affects how one feels, thinks and behaves. Parents may have different interpretation about parenting and the behaviors of their children. Equally children may have different interpretation on their parents’ perception towards them which can affect their behavior. The implication of this theory is that children may positively or negatively interpret their parents’ behaviors and events happening in their upbringing, so can develop different emotions, behaviors and thoughts. If they perceive them negatively the result of their behavior may be negative too, but if they interpret their parents positively their behavior may be positive. For example children may think a harsh parent wants children to behave well, or some children may think a harsh parent does not love children. Children’s perception may thus affect their behaviors resulting to academic performance, which can be good or poor.



Figure 2.1: Cognitive Behavioral Model

Source: Burns (1999)

The interpretation of Burn’s model in actual life is that every human needs freedom to do what she/he feels and we are likely to have positive or negative perception to other’s opinions or actions. When we have positive perception to positive things and negative perception towards negative things that is normal and expected, but when we have negative perception towards positive things and positive perception towards negative events it sounds unexpected. That is the reason why in figure 1 activating event become negative both sides; one side with positive perception with rational belief and the other side with negative perception with irrational belief.

In beliefs about events one can interpret the event negatively or positively because interpretation of behavior depends on someone’s point of view. For example permissive parenting is one of parenting styles where parents do not set clear bounders for their children behavior. Sometimes parents need their children to perform well in school activities and at the same time the ambition of the child may not be in academics, instead he/she likes soccer so interpretation of this child to his/her parents’ may differ and automatically it may become negative because of different ideas. But if the ambition of this child is to perform well in academics, interpretation may become positive.

In education situation teacher may use punishment to the children because he/she wants them to perform well. This is not children idea so its negative for them but interpretation of this idea may differ from one child to another according to someone point of view. Someone may interpret rational because he/she knows through punishment he/she may succeed.

# 2.4 Empirical Literature

# 2.4.1 The Role of Parenting Styles on Children’s Study Time

Comer (1998); Pyne (1991) observe that many of low-income families are ill prepared cognitively, motivationally, and socially to meet normative education demands. They receive little help in school in developing the motivation and skills needed for academic success. Many teachers come to regard students who show little interest in school work as untouchable and hold low academic expectation for them. Different parenting styles are likely to result into different behaviors, which in turn may affect a child in learning.

Baumrind (1991) indicate that in authoritarian parenting style children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules but rather they want their orders to be orders to be obeyed without explanation. These parents have high demands, but are not responsive to their children; these parents are also obedience- and status-oriented.

Authoritarian parents always try to be in control and exert their control on the children. These parents set strict rules to try to keep order, and they usually do this without much expression of warmth and affection. They attempt to set strict standards of conduct and are usually very critical of children for not meeting those standards. They tell children what to do, they try to make them obey and they usually do not provide children with choices or options. Authoritarian parents don't explain why they want their children to do things. If a child questions a rule or command, the parent might answer, "Because I said so." Parents tend to focus on bad behavior, rather than positive behavior, and children are scolded or punished, often harshly, for not following the rules. Children with authoritarian parents usually do not learn to think for themselves and understand why the parent is requiring certain behaviors (Iannelli, 2004).

Authoritarian parent values obedience, commanding the child what to do and what not to do, rules are clear and unbending. The parent pours the right information into the child who is considered an empty vessel. Misbehavior is strictly punished. Predominant for most of Western history, authoritarian parenting is effective in societies experiencing little change and accepting one way to do things. A parent acts as a master teacher instructing the child on each act. The child learns by imitating the expert (Dinwiddie, 1995). This style mismatches a rapidly changing society, which values choice and innovation. Rebellion often results from strict punishment. Spanking, which models violence as a solution to problems, is contradictory in a society, which claims to value peaceful solutions. Children raised to follow the experts may easily copy anyone, including undesirable peers.

In authoritative parenting style, parents establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. Baumrind suggests that these parents monitor and impart clear standards for their children’s conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative (Baumrind, 1991).

Democratic or Authoritative parents help children learn to be responsible for themselves and to think about the consequences of their behavior. Parents do this by providing clear, reasonable expectations for their children and explanations for why they expect their children to behave in a particular manner. They monitor their children's behavior to make sure that they follow through on rules and expectations. They do this in a warm and loving manner. They often, try to catch their children being good and reinforcing the good behavior, rather than focusing on the bad. For example, a child who leaves her toys on a staircase may be told not to do this because, someone could trip on them and get hurt and the toy might be damaged. As children mature, parents involve children in making rules and doing chores. For example division of labor on who will mop the kitchen floor, wash table utensils and arrange the bookshelves. Parents who have a democratic style give choices based on a child's ability. Parents guide children's behavior by teaching, not punishing. For example a child’s ball may be withheld because of throwing it into food because it is dirty. The child is told that the ball will be kept until he can play with it properly (Iannelli, 2004)

Assertive-democratic parent establish basic guidelines for children and they give reasons for limits as they clarify issues. Their high priority is to see children learning to take responsibility; children are given lots of practice in making choices and guided to see the consequences of those choices. Misbehavior is handled with an appropriate consequence or by problem-solving with the child to find an acceptable way to get desires met. Out-of-control children have cool-off time, not punishment. Children are part of deciding how to make amends when someone has been hurt or something has been destroyed (Dinwiddie, 1995). Assertive-democratic parenting is the best for today's fast-changing information era where choice is constant and there is no longer just one right way. Children raised by this style learn to accept responsibility, make wiser choices, cope with change, and are better equipped to succeed in a work-force which relies on cooperative problem-solving.

Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind (1991), permissive parents are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation. Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent.

Permissive parents give up most control to their children. Parents make few, if any, rules, and the rules that they make are usually not consistently enforced. They don't want to be tied down to routines. They want their children to feel free. They do not set clear boundaries or expectations for their children's behavior and tend to accept in a warm and loving way, however the child behaves. Permissive parents give children as many choices as possible, even when the child is not capable of making good choices. They tend to accept a child's behavior, good or bad, and make no comment about whether it is beneficial or not. They may feel unable to change misbehavior, or they choose not to get involved (Iannelli, 2004).

Dinwiddie (1995) argues that permissive parenting was popular in the 1950's and 60's, this style was a reaction to the horrors of whole nations following the dictators in Word War II. Instead of following, children are encouraged to think for themselves, avoid inhibitions, and not value conformity. Parents take a hands-off approach, allowing children to learn from the consequences of their actions. Misbehavior is usually ignored though those raised in this style are creative and original, they often have trouble living in a highly populated community as well as fitting into the work-force. Ignoring misbehavior gives no information about expected behavior. With no intervention, the bully wins, while the passive child loses, a perfect set-up to be a victim in later life. Aggressive patterns become ingrained when children are not guided to find acceptable ways to get desires met. Without clear limits, children get confused, feel insecure, and can make poor choices.

In uninvolved parenting Baumrind (1991) contends that an uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children. Bornstein (2007) points out that neglectful parenting is characterized by lack of both control and responsiveness. It is questionable whether children brought up in different parenting styles may be able to devote considerable study time.

# 2.4.2 The Impact of Parenting Styles on Children’s Cognitive Development

Piaget (1971) asserts the important of conservation on children’s cognitive development, states that a correct conservation response is significant, since it mark the end of intuitive reasoning and ushers in the period of concrete operations. Such a period is the first evidence of the co-ordinate use of the operations of identity, reversibility and combinability, which serves as the basic foundation of the mental development.

Bandura (1961) concurs with Young (1996) that children who are good at managing their own activities have parents who cultivate such capabilities by modeling, guiding and rewarding. These parental efforts affect academic attainments through their children.Baumrind's initial study of 100 preschool children and other researchers have conducted numerous other studies that have led to a number of conclusions about the impact of parenting styles on children. Authoritarian parenting style generally leads to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem (Baumrind, 1991).

In this style the children are able to perform well because they follow the instruction, this may help them to concentrate much in academic issues, and they want to show their parents they can do according to their parents’ instructions especially in academics. Children who are good at managing their own learning activities have parents who cultivate such capabilities by modeling, guiding and rewarding self-directedness (Martine-Pons, 1996).

Authoritive parenting styles tend to result in children who are happy, capable and successful (Maccoby, 1992). Authoritative tends to make children who are free to organize their issues. In academic performance it may help because it allows them to socialize with peers which may help to construct their brains. Schuck and Hanson (1989) contend that peer modeling of academic skills raises students’ beliefs in their efficacy for learning, efficacy for the subject matter, and their actual achievement.

Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school (Dinwiddie, 1995). In order for the children to perform well parents needs to be close to them by advising and guiding their children to behave in a manner that may help them to obey well and follow different instruction in schools. These kinds of children may perform well in academics.Uninvolved parenting style rank lowest across all life domains. Children brought about in this style tend to lack self-control, have low self-esteem and are less competent than their peers (Bornstein, 2007).

Mwamwenda (1995) concurs with Maslow’s hierarchy of needs in human development. Mwamwenda reflects on the importance of physiological and psychological needs on children’s learning. He insists on parents and teachers to provide love and care to children to enable them attain their learning objectives. Uninvolved parents are not likely to provide required physiological and psychological needs to children; therefore children may truly lack self-control, have low self-esteem and become less competent.

Based on a larger longitudinal project of family stress and children’s development, Tiller, Garrison, Benchea, Cramer and Tiller (n.d) investigated the relationships between parenting styles and children’s cognitive ability in families with young elementary school-aged children. The findings of the study indicated that parenting styles are not better predictors of children’s cognitive ability than family socioeconomic-demographic characteristics.

However Bornstein (2007) argue that it is difficult to escape social pressures that judge some parenting styles to be better, usually those that reflect the dominant culture. Thus the chances are that social pressures affect parenting style and thereof affect children’s cognitive ability. It is important to employ the flexible parenting styles for the betterment of children socially and cognitively. It is important to establish the contribution of different parenting styles on children’ cognitive development.

# 2.4.3 The Contribution of Parenting Styles to Children’s Discipline in School

Mwamwenda (1995) argue the important of discipline on parenting styles on children performance, he says, parents themselves may foster misbehavior by their children. Often they interfere in what the teacher is doing and refuse to allow their children’s to be punished, irrespective of what they have done. Some parents criticize the teacher in front of their children, telling him or her what she or he may and may not do to them.

Obviously parents must have a say in the way their children are taught and treated, but it would be in their best interests to trust that most teachers know what they are doing and to refrain from interfering in their work unless they do something really outrageous. There are parents who have little regard for education. Their children are unlikely to see any reason to obey school rules.

According to Baumrind (1991) in authoritarian parenting style children are expected to follow the strict rules established by the parents where parents give orders to be orders to be obeyed without explanation. These parents have high demands, but are not responsive to their children; these parents are also obedience- and status-oriented. Failure to follow such rules usually results in punishment. Authoritarian parents always try to exert control over their children by setting strict rules to try to keep order, and they usually do this without much expression of warmth and affection. They usually do not provide children with choices or options. Authoritarian parents don't explain why they want their children to do things. Children with authoritarian parents usually do not learn to think for themselves and understand why the parent is requiring certain behaviors (Iannelli, 2004).

Authoritarian parent values obedience, commanding the child what to do and what not to do, rules are clear and unbending. The child learns by imitating the expert (Dinwiddie, 1995). This style mismatches a rapidly changing society which values choice and innovation. Rebellion often results from strict punishment. Children raised to follow the experts may easily copy anyone, including undesirable peers. Baumrind (1991) identifies authoritative parenting style as where parents establish rules and guidelines that their children are expected to follow with democracy.

Parents are responsive to their children, willing to listen and when children fail to meet the expectations, parents are more nurturing and forgiving rather than punishing, they are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative. Authoritative parents help children learn to be responsible for themselves and to think about the consequences of their behavior. They monitor their children's behavior to make sure that they follow through on rules and expectations. Parents do this in a warm and loving manner intending their children to be good and reinforcing the good behavior, rather than focusing on the bad. As children mature, parents involve children in making rules and doing chores. The child is told that the ball will be kept until he/she can play it properly (Iannaeli, 2004).

Parents establish basic guidelines for children and they give reasons for limits as they clarify issues. Their high priority is to see children learning to take responsibility; children are given lots of practice in making choices and guided to see the consequences of those choices. Children are part of deciding how to make amends when someone has been hurt or something has been destroyed (Dinwiddie, 1995). Assertive-democratic parenting is recommended in parenting. Children raised by this style learn to accept responsibility, make wiser choices, cope with change, and are better equipped to succeed in a work-force which relies on cooperative problem-solving.

According to Baumrind (1991) permissive parenting style is where parents have very few demands to make of their children, rarely disciplining their children because they have relatively low expectations of maturity and self-control. Permissive parents are more responsive than they are demanding, they do not require mature behavior, allow considerable self-regulation, and avoid confrontation, often taking on the status of a friend more than that of a parent. Parents make few rules, which are usually not consistently enforced. Iannelli, 2004) contends that permissive parents tend to accept a child's behavior, good or bad, and make no comment about whether it is beneficial or not, they want their children to feel free. Permissive parents give children as many choices as possible, even when the child is not capable of making good choices; they are always warm and loving.

Dinwiddie (1995) argues that permissive parenting encouraged children to think for themselves, avoid inhibitions, and not value conformity. Parents allow children to learn from the consequences of their actions. Misbehavior is usually ignored though those raised in this style are creative and original, they often have trouble living in a highly populated community as well as fitting into the work-force. Ignoring misbehavior gives no information about expected behavior where may be bullying, aggressive patterns, confusion, feeling insecure, and making poor choices may dominate when children are not guided to find acceptable ways to meet their desires. In uninvolved parenting Baumrind (1991) contends that an uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children. Bornstein (2007) points out that neglectful parenting is characterized by lack of both control and responsiveness. It is questionable whether children brought up in different parenting styles may be able to devote considerable study time, develop well cognitively and exhibit expected discipline in school.

# 2.5 Policy Implication

The Education and training policy of Tanzania has objectives related to proper parenting. The general objective of the policy is to develop and promote self-confidence, inquiring mind, understanding and respect for human dignity and human rights as well as readiness to work hard for personal self-advancement and national improvement (URT, 1995). The specific objectives of education and training policy on primary education are to enable every child to acquire basic learning tools of literacy, communication, numeracy and problem solving as well as basic learning content and integrated relevant knowledge, skills and attitudes needed for survival and development to full capacity. Also the policy aims to provide the children with foundations of self-advancement and self-confidence (ibid).

# 2.6 Knowledge Gap in Research

Various reviewed studies have indicated the impact of parenting styles on children’s behavior like discipline, happiness, capability, success, school achievement, self-control, self-esteem and competence. These studies involve Baumrind (1991), Maccoby (1992), Dinwiddie (1995) and Bornstein (2007). These studies were conducted in developed countries. However, no study has been found to relate parenting styles and children’s academic performance in public primary schools in developing counties particularly in Tanzania. This creates a gap of knowledge which this study intended to cover. Findings from this study were expected to show whether parenting styles have any impact in children’s academic performance in Nyamagana district in Mwanza region.

# CHAPTER THREE

# RESEARCH METHODOLOGY

# 3.1 Introduction

This chapter contains discussions on the methodology used for the study. Information on research design, data collection, presentation and analysis are clearly presented in the light of their limitations and resourcefulness. Methods mean a range of approaches used in the study to gather data to be used as a basis for inferences and interpretation (Kaplan, 1973; Cohen, Manion; and Morrison, 2000). Research design explains the paradigm and design used in the study, and does the same on the study area, target population, sample, sampling techniques and sampling procedures.

# 3.2 Study Area

The study was conducted in Nyamagana District -Mwanza Region. A purposive sampling the selection of the region because the population growth rate is high. According to Mwanza city report (2014), the population density is 134 people per sq km, being the second in the country after Dar es Salaam. Numerous studies have been conducted in Dar es Salaam than Mwanza. Due to high population growth rate and geographical location, the region is characterized by various socio-economic activities like mining, agriculture, fishing, trade, industrial activities and other services. On the other hand population growth rate and geographical location have attracted dwellers of different socio-economic status and from different background. The fore mentioned factors are likely to lead to variability in parenting styles and thus in pupils’ academic performance, thus making the area purposely selected for this study.

# 3.3 Research Design

Research design is the structure or plan of the research (Cohen, Manion and Morrison, 2000). It is what to do and how to do it involving structuring variables in a manner that enables their relationship to be determined. Survey design will be used in the study; this design enables the researcher to generalize the results from the sample to the larger population (Creswell, 2009). Cross-sectional descriptive design which allows data collection at one point in time across different age groups was employed. Cross-section is the type of survey design which gives descriptive information or data of trends, attitudes or opinions of the population. The study will employ both qualitative and quantitative approaches in data collection and analysis.

# 3.4 Target Population

A target population consists of all the items or people with common characteristics to whom the researcher plan to generalize their results (Sowell, 2001). The target population for this study is all public primary schools in Mwanza involving public primary school teachers, public primary school pupils and primary school parents. The target population for this study was all 90 public primary school in Nyamagana district. Male and female pupils and teachers in public primary schools were targeted in this study.

# 3.5 Sample and Sampling Techniques

Cohen, Manion; and Morrison (2000) contend that a sample is a smaller group or subset of the total population as representative of the total population.In this study a projected sample was 156respondents; categorically including 60 students, 50 teachers and 6 heads of schools, 40 parents,for the case of students, class seven was purposively selected because of having maturity level the researcher though would enable the study to succeed.

According to Cohen, Manion and Morrison, (2000) purposive sampling is a type of sampling where a researcher handpicks the cases to be included in the bases of their judgment of their typicality which is satisfactory to their specific needs. The advantage of this type of sampling is to satisfy a specific need of the researcher, though it may fail to represent the wider population, it is deliberately selective and may have biases. The researcher randomly selected five public primary schools from the list of all primary schools in Nyamagana district education office. The researcher arrived at 156 figures as a number of respondents because she wanted to achieve the high quality results from respondents especially children who were affected with parenting styles.

# 3.6 Sampling Procedures

To accomplish the objectives the study, the researcher selected six public primary schools from the list of all public primary schools in Mwanza region. A purposive sampling was used to select government schools due to the reason that many of children in public primary school are not performing well. The selected government schools were Ibanda, Mkolani, Buhongwa A, Buhongwa B, Nyamalango, and Luchelele primary schools. Best and poor performing students will be involved in the study in order to check if parenting styles affected these students’ performance. Best and poor performers will be sampled through stratified sampling which involves dividing the population into homogenous groups, each group containing similar characteristics. Then the sample was taken randomly from each group. Stratified sampling is a useful blend of randomization and categorization because it allows the use of both qualitative and quantitative research to be taken (Cohen, Manion and Morrison, 2000).

# 3.7 Data Collection Techniques

To obtain reliable information the study, triangulation method was adopted. Cohen, Manion and Morrison (2000) define triangulation as the use of two or more methods of data collection in study. In this study, questionnaires, interview guides, observation and documentary reviews will be used as multiple data collection. Triangulation has an advantage of gathering more and comprehensive information. It is also help in cross validating authenticity of the information as well as accommodating both qualitative and quantitative data (ibid; Kothari, 1990).

# 3.7.1 Interviews

An interview is an interchange of views between two or more people on a topic of mutual interest (Cohen; Manion; & Morrison, 2000). The researcher used this instrument to gather verbal information from parents because some parents had no reading and writing skills. Standardized open-ended and close ended interviews schedule were used since similar basic questions were used to ask all respondents, which increased the compatibility of responses and data were completed on each person this reduced interviewer’s biases. This instrument was also used to gather verbal information from heads of schools and some students.

The interview technique enabled the researcher to ascertain information accuracy through employing tactical principals of familiarization, temporal reconstruction, probing and challenging the interviewees; this increased the level of validity by giving true the accurate picture of the phenomena. Further, it allowed greater depth of the matter investigation, having a higher response rate since respondent became more involved and motivated; interviewer was able to explain ambiguities experienced by interviewee as suggested by (Oppenheim, 1992; Kerlinger, 1986). However, the researcher tried to avoid the challenges of interview method as being prone to subjectivity and the bias on side of the interviewer and difficult in summarizing unstructured interview responses as put by (Cohen, Manion and Marrison, 2000). The challenges were overcome by using triangulation and structuring the instrument.

# 3.7.2 Observation

Observation method is following and observing targeted behaviors or elements in the field (Kothari, 2004). The researcher used observation method in order to obtain primary information. However it has disadvantages of being expensive and the information provided may be limited lacking participants’ opinions. Further, the observer’s presence may disturb the natural situation making the subjects to fake the situation hence some information may be missed (ibid).The researcher employed non-participant observation, by observing teachers-students interaction in offices and school environment without participating in the teaching and learning process.

# 3.7.3 Questionnaires

Kombo and Tromp (2006) define a questionnaire a list of written questions provided to respondents to fill in answers. In the study the researcher used questionnaires to gather information from teachers and students. The researcher used questionnaires because of the advantages the technique has like saving time, upholding confidentiality, avoiding biasness as they are presented in paper form, and enabling the researcher to collect information from large sample.

By using questionnaires the researcher was able to obtain high level of reliability as they were tested in pilot study, and gave the chance for everyone to receive the same questions in the same order hence ensuring consistency. Questionnaires enabled the researcher to accommodate the use of both qualitative and quantitative data which were required in the study as commented by (Cohen, Manion and Morrison, 2000). Further, Questionnaires were quick and easy to use and facilitated cross checking the authenticity of the information and data collected as suggested by (Kombo and Tromp, 2006). Though, questionnaires had some pitfalls in data collection like some respondents failing to return the questionnaires and some questions were not filled in the researcher used triangulation and data cleaning to validate the data obtained. Through questions researcher managed to measure the contribution of parenting styles on children academic performance by looking children academic performance.

# 3.8 Data Analysis and Presentation Plan

Gathered information was organized well in a meaningful way, and the information requiring coding was coded, entered into Statistical Package for Social Science (SPSS) data analysis software followed by cleaning, processing, and production of results in forms of frequencies, tables, and pie charts. Data was sorted and grouped while finding relationships of data on parenting styles and children academic performance (and the objectives of the study). Qualitative data was descriptively analyzed using content analysis approach. Some direct quotations of respondents was reported while Quantitative data as tabulated, totaled, converted to percentages, and frequencies. The analyzed data was presented by quotations, figures and tables, numerical values to describe the situation. Statistical presentations like calculation of totals as well as graphs like pie charts and bar graphs were used to give more meaning to the findings.

# 3.9 Validity and Reliability

Validity is a demonstration that a particular instrument measures what it purports to measure. The meaning of validity goes deeper taking many forms; in qualitative data validity may be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the objectivity of the researcher. In quantitative data validity may be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data (Cohen, Manion and Morrison, 2000). Validity was apprehended in this study by the researcher’s honesty to the participants, approaching the appropriate and reliable sample and being objective. For the validity of the data collection process triangulation was employed.

Reliability is synonymous to consistence and replicability over time, over instruments and over groups of respondents. Reliability is concerned with precision and accuracy. For research to be reliable it must demonstrate that if it will be carried out on a similar group of respondent in a similar context, then similar results will be found (ibid). To enhance reliability, a researcher conducted a pilot study for the validation of instruments at Ibanda primary school, for twenty teachers and thirty students.

# 3.9.1 Ethical Consideration

In data collection, various ethical issues were considered and the researcher sought permission to conduct the study from the concerned authorities. Permission was obtained from the Open University of Tanzania, Regional Administrative Secretary (RAS)-Mwaza, and Mwanza City Executive Officer (CEO). The researcher also requested for consent from the participants.

The researcher made sure that participants were not be subjected to risks. The information obtained was used for research purposes and not disclosed for any other use. Important aspects were identified and clarified to the participants as identification of the researcher, the type and level of the participants and the study purpose to avoid doubts which may lead to participants disclosing some information. Moreover, confidentiality was guaranteed. In data analysis and interpretation, ethical issues were considered by protecting the anonymity of the participants. Participants’ names were not mentioned in data analysis. The participants were informed that the researcher herself would handle the raw data and that the research would be used for academic purpose only. In writing the research report, the researcher used unbiased language as recommend (Creswell, 2009).

The researcher during this study obtained instructor letter from City executive officer authorized to conduct research in six public primary school in Nyamagana District. Head of school on behalf of parents gave permission to involve children on the study.

# CHAPTER FOUR

# DATA ANALYSIS AND DISCUSSION

# 4.1 Introduction

Chapter four presents the data from the field, analyses the data and discusses the findings in line with three objective which the study was focused on as presented earlier in chapter one.

# 4.2 Demographic Trend of Respondents

Respondents of this study were of different gender, Male and Female respondent were included, 136 respondents were involved among them 40 students included, 50 teachers, 6 head of school and 40 parents.

# 4.3 The Role of Parenting Styles on Children’s Study Time and Academic Performance

The study intended to investigate the role of parenting styles on children’s study time. Responses were gathered from three groups mainly; parents, pupils and heads of schools. It was revealed from all 30 parents who responded to the questions that among many of their responsibilities to children were to lead their children in time management. Most parents insisted that in parenting styles it’s important to emphasize on time management in order to make pupils active in their activities.

The researcher wanted to know parents’ opinion on whether parenting styles affect children academic performance, out of 30 parents who responded to the questions, 26 parents (87%) agreed that parenting style affect children academic performance while only 4 parents 13% did not think that parenting style affect children academic performance. Showing how parenting style affect children academic performance, most parents indicated that good parenting style give children freedom, commitment and good management of academic affairs including time management.

Interview results from all ten parents who were interviewed indicated that parents have many responsibilities to their children. Six parents out of ten (60%) mentioned their responsibilities to include ensuring their children food, schooling, discipline and time management for their academic achievement. These parents believe that the child’s personality including academic achievement is strongly affected by parenting styles. One of the parents was quoted saying:

*‘…as a parent I am responsible to bring up children in a good manner. I have to ensure that children get food, attend school and maintain good behaviors and discipline. Children have to be taught responsibilities like washing clothes and dishes. Children have to be made aware of the time to perform their responsibilities like going to school on time and getting back home timely; do home activities and school activities. If they are not taught earlier to manage their works and time how can they be good adults? How can they master their studies? They may play all the time without any work or study.’*

Out of 40 parents who were interviewed (10%) agreed to be responsible to their children in different ways but did not mention ensuring time management to their children. Prompted by the researcher on what was their concern about children time management and academic performance the responded that it is not easy to teach children time management because they are more playful, time management is the responsibility of teachers to teach and time management can be developed in later days of life. These parents did not believe in the contribution of parenting styles on children’s academic performance. They think children’ academic performance depends only on the individual’s ability and teachers’ efforts. One of the parents said;

*‘…in parenting I handle many responsibilities as giving them food, clothes and a place to live. You cannot teach a child to manage time till when they grow up and know the meaning of time. Children play all the time, how can they manage time? That’s why they get punishment because they do not know the meaning of time. After all teachers should teach them what they want them to do and achieve in school, it is not the responsibility of parents.’*

Parents’ opinions indicate dual perception towards parenting roles and responsibilities. Some parents take it that they are entirely responsible on everything happening on the lives of their children, be it in school or at home. These are the ones who informed that they teach their children different responsibilities including time management for desired academic achievement. On the other side some parents thought some responsibilities should be taken care of by other people like teachers including managing time and activities. Assuming that children can develop skills in later days of life may be being less responsible.

The findings link very well with Bandura’s argument (1997) that self-efficacious parents regard education as a shared responsibility. The higher the sense of self efficacy to instruct their children, the more they guide their children’s learning and participate actively in their children’s school life. Parents who doubt their efficacy to help their children learn turn over their children’s education entirely to teachers.

Parents were also asked to indicate some characteristics of their parenting. This would give clue to the researcher on the type of parenting styles parents use. Basing on the characteristics of parenting styles suggested by (Baumrind, 1991), (Iannelli, 2004), (Dinwiddie, 1995), findings revealed that most of the parents used authoritative parenting style. For example a few parents indicated not to be punishing their children for every mistake committed as indicated in Table 4.1.

Table 4.1: Showing Parents’ Opinions on Parenting Styles Characteristics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Statements | **Yes** | | **No** | |
| ***f*** | **%** | ***f*** | **%** |
| A | I have set very strict rules for children to follow | 26 | 65 | 00 | 0 |
| B | I normally punish my child for every mistake committed | 5 | 13 | 15 | 38 |
| C | I normally punish my child when necessary and tell the reason | 21 | 53 | 01 | 03 |
| D | I give my child freedom to decide and do whatever s/he likes? | 7 | 18 | 14 | 35 |
| E | The freedom to do whatever s/he wants helps in learning? | 12 | 30 | 10 | 25 |
| F | I give my child rewards whenever s/he performs well | 21 | 53 | 00 | 0 |
| G | Even when my child fail I encourage her/him | 2 | 5 | 18 | 45 |
| H | I talk with my child about many different things | 22 | 55 | 00 | 0 |
| I | I do not care anything about my child even if s/he doesn’t read | 2 | 5 | 20 | 50 |

Source: Field data 2014

Parents were asked whether parenting style contributes to children study time, out of 30 parents 24 (80%) agreed while only 6parents (20%) disagreed. The implication is that most parents’ thinking is that parenting style contributes to children study time. Responding on parenting style contributes to children study time parents showed that giving a child many and tough house chores makes a child tired and have no time to study and attend school as required. Some parents indicated that some of the children are made petty traders. They are not free to give their opinions. So good parenting styles are likely to foster study time and school attendance.

Asked about whether they normally spare time for their child/children for private study, 29 parents (97%) said yes. One parent did not respond to the question. It implies that nearly all parents wish to see their children conducting private study.The researcher interviewed some parents whether parenting style contributes to children’s study time on academic performance. Out of 30 parents who were interviewed 10 of them (33%) agreed that they reinforce their children to spare time because it may help the children to plan their activities especially school activities which may improve academic performance.

All six heads of schools who were interviewed insisted on the importance of parents to pay attention in time consideration to their children. They commented that parents should orient their children on how to manage time, that it contributes to children to organize their school activities at their own time and with no or little problems.One of the heads of school said:

*‘….parents have a lot to contribute to child’s personality and achievement not only in school but also social life. We wish parents would fulfill their responsibilities; there is so much trouble with some parents. Some parents do not support their children’s education like giving them their basic needs. Some pupils do not have proper school uniforms, lack notebooks and are not clean. A few parents cannot afford we know; but many are known to have ability to support their children so neglect them intentionally. Leave alone financial support, even necessary skills we expect parents to teach their children are not taught by some parents. Some parents do not teach their children the importance of attending school and time management of their activities like punctuality. Most of the children who have parenting problems, they also have problems in their academic achievement. We even ask them to come to school for discussions but they do not turn up.’*

The researcher asked pupils to show whether their parents helped them to spare time for private studying. Responding to these question 58 pupils (97%) out of 60 showed that their parents helped them to spare time for private studying. The researcher also wanted to know if the respondents were performing well or not so as to trace if their academic performance was anyhow attributed to parenting style, 59 (98%) students indicated to be performing well though with different average. Only one pupil (2%) indicated to be performing well but with the average ranging from 0-30, 15 pupils (25%) indicated to have the average score of 31-50, 6 pupils (10%) were ranging from 51-60 average score, 20 pupils (33%) had the average score ranging from 61 to 79 and 17 pupils (28%) had an average score between 80 and 100. Most of the students were performing well academically.

Responding to whether the way pupils’ parents bring them up help them to perform well academically, almost all students (98%) who responded to this question indicated that the way their parents bring them up helps them to perform well academically. They informed that their parents do this through reducing house chores for them and spare them time to read and play. Some students particularly said:

“*When I become more playful they remind me to read*.”“*They encourage me and show me the way when I get stark*.”“*They give me tasks in relation to my age*.”“*They give advice about education matters and insist on private reading*.”

Responding to whether pupils do talk with their parents about different things, 56 (93.3%) pupils indicated to be talking with their parents about different things, while only 3 (5%) showed not to be talking with their parents about different things. The researcher wanted to establish whether children talking with their parents had any impact in their academic performance. Pupils indicated that by talking with their parents they get to learn about different things on academics and life. Some pupils were quoted as follows:

‘When *I talk with my parents about different things they teach and direct me to manage my time and studies.’ ‘They advise me.’ ‘They encourage me.’ ‘They insist on studying.’*

To find out the common parenting styles used by parents to bring up pupils, the researcher asked the pupils to tick some characteristics of their parents. The characteristics match with parenting styles as suggested by (Baumrind, 1991), (Iannelli, 2004), (Dinwiddie, 1995).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Statements** | **Yes** | | **No** | |
| ***f*** | **%** | ***f*** | **%** |
| A | My parents have very strict rules | 17 | 28 | 38 | 66 |
| B | My parents normally punish me for every mistake I commit | 23 | 38 | 34 | 57 |
| C | My parents punish me when necessary and tell me my mistake | 55 | 62 | 04 | 6 |
| D | You have the freedom to decide and do whatever you like? | 09 | 15 | 49 | 82 |
| E | The freedom to do whatever I want helps me in learning? | 26 | 43 | 32 | 54 |
| F | My parents give me rewards whenever I perform well | 59 | 98 | 01 | 2 |
| G | Even when I fail my parents encourage me | 58 | 97 | 02 | 3 |
| H | My parents talk with me about many different things | 56 | 97 | 03 | 5 |
| I | My parents don’t care about me even if I do not read | 02 | 3 | 54 | 90 |

Table 4.2:Showing Pupils’ Opinions on Characteristics Parents’ Parenting Styles

Source: Field data 2014

The researcher asked pupils different items in order to identify the type of parenting style used in bringing them up so as to relate it with study time, cognitive development and children’s discipline. Out of 60 respondents, only 17 pupils (28%) indicated their parents to have very strict rules while 38 pupils (66%) reported their parents not to have very strict rules. Strict rules and severe punishment are the characteristic of authoritarian parenting style. Pupils who indicated that their parents normally punished them for every mistake they commit were 23 (38%), fifty five pupils (92%) showed that their parents punished them only when necessary and told children their mistakes. However a few students, 9 (15%) indicated to have the total freedom do decide and do whatever they liked. Associating the total freedom to do whatever they liked with school learning, many students; 32 (54 %) informed that it was not helpful in learning. Only 26 pupils (43%) indicated that the total freedom to do whatever they wanted helped them in learning. The implication is that many pupils’ opinions suggest that authoritarian parenting style characterized by harshness and very strict rules does not support learning and schooling.

Neither is Permissive parenting nor uninvolving parenting entirely supporting smooth learning. Rather, authoritative parenting style characterized by giving punishment only when necessary and stating the reason for that punishment, discussing with children, motivating them with rewardsand encouragement supports learning as observing school rules and managing time. The summary of the findings is presented on Table 4.2. The findings from the field are in agreement with the literature (Iannelli, 2004) (Baumrind, 1991).

Most of the pupils showed the importance of their parents to spare time when they get back home to talk to them, follow up their children’s activities and spare their children time for private study. Children showed their concern for parents to reduce some family chores to children so as to increase study time. Teachers were asked if parenting styles affect learners’ behavior. Responding to this question 19 teachers (42%) strongly agreed that parenting styles affects learners behavior and 26 teachers (58 %) agreed. From the teachers’ opinions it implies that parenting styles affect learners’ behavior which include discipline and time management.

On whether parenting styles affect children academic performance, out of 45 teachers who responded 17 teachers (38%) strongly agreed, 27 (60%) of them agreed and only one teacher (2 %) disagree that parenting styles affect academic performance of the students. The respondent who disagreed with the idea insisted that there some children who lives in difficult environment and they perform well so children themselves needs to know who they are and balance their time well.

The researcher observed that there were some parents who had low responsiveness to their children, they forced their children to find basic needs for their families, example food, this made the children to find money generating activities to sustain some basic needs including school uniforms. Children were found to spend a lot of time out of school activities so as to generate money. In good parenting styles parents who were responsible, their children were observed following school activities regularly. When parents facilitate children’s needs children are likely to do well in academics which may help in academic performance.

The researcher observed that sparing time for children is important. Parents need to lead their children to spare time for private study at home which may help in academic performance. Few demands and low responsiveness of parents affect academic performance of the children. The researcher’s findings are in line with the literature that uninvolved parenting parenting is characterized by few demands, low responsiveness and little communication Baumrind (1991). Figure 4.1 depicts the situation as was found in the field where children who were given time to study indicated cognitive achievement compared to children who were not given time or little time to study.

The findings concur with the literature that authoritarian parenting style children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules but rather want their orders to be orders to be obeyed without explanation.



Figure 4.1: A Child Spending much Time Breaking Rocks for Sale to Earn a Living Rather Schooling

Source: Field Data 2014

Children with authoritarian parents usually do not learn to think for themselves and understand why the parent is requiring certain behaviors (Iannelli, 2004). In authoritative parenting style, parents establish rules and guidelines that their children are expected to follow more democratically. Authoritative parents monitor and impart clear standards for their children’s conduct assertively rather than restrictively. Children are expected to be assertive, socially responsible, self-regulated and cooperative (Baumrind, 1991).

# 4.4 The Impact of Parenting Styles on Children’s Cognitive Development

The second research objective was to find theimpact of parenting styles on children’s cognitive development on academic performance. The findings indicated that 40 teachers(80) responded that children cognitive development starts with their parents at home. They therefore commented that it’s necessary for parents to lead their children in activities which are likely to develop their brain, for example playing games, gardening, drawings and the like. Lack of such activities is likely to affect thechildren in cognitive development.

Responding to whether social responsibilities in families affect children academic performance, 42 (93%) teachers agreed while 3 teachers (6%) disagreed. Those who agreed presented reasons like family responsibilities to be likely to affect the pupils’ cognitive development because most of their time may be used out learning process and this cause under performance to the pupils. However, some teachers suggested that it’s important for children to know some family responsibilities though parents have to consider time located in each activity.

The researcher used some aspects of cognitive domain recommended by Bloom mainly understanding, knowledge acquisition (comprehension), thinking, analysis, organizing and problem solving to seek respondents’ opinion on children cognitive development. Pupils were asked whether the way their parents bring them up help them to do different cognitive tasks. In relation to other questions asked to pupils, most pupils had indicated their parents talking with them, not using strict rules and severe punishments of which implied most parents being authoritative. The researcher wanted to establish whether the ways pupils were brought up had any effect on their cognitive development. Almost all respondents indicated that the ways they were brought up facilitated their cognitive tasks; thinking, understanding and acquiring knowledge, analyzing, organizing and solving problems. The responses are summarized in Table 4.3. The implication is that authoritative parenting style facilitates cognitive development among children better than other parenting styles.

Table 4.3:The Relationship Between Parenting Style with Cognitive Aspects

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Statements** | **Yes** | | **No** | |
| **ƒ** | **%** | **ƒ** | **%** |
| A | The way my parents bring me up helps me to think | 59 | 98 | 1 | 2 |
| B | The way my parents bring me up helps me to understand and acquire knowledge | 60 | 100 | - | - |
| C | The way my parents bring me up helps me to analyze things | 58 | 97 | 2 | 3 |
| D | The way my parents bring me up helps me to organize knowledge | 59 | 98 | 1 | 2 |
| E | The way my parents bring me up helps me to solve problems | 59 | 98 | 1 | 2 |

Source: Field data (2014)

The findings from interview and observation from students revealed that students who complemented their parents to be supporting them and strict with reasons were doing well in academics. Eighty six % pupils who reported their parents to be supporting them were scoring above average in school examinations. Those students indicated to be well supported by parents revealed a strong relationship between parenting styles upon their cognitive development aspects as thinking, understanding, analyzing things, organizing things and knowledge and problem solving as indicated in Figure 4.3 and 4.4. The pupils indicated that the ways their parents brought them up facilitated their cognitive aspects.



Figure 4.2: Pupils who were Well Supported by Parents were also Observed Constructing Learning Models Successfully

Source: Field Data (2014)

Figure 4.3: The Relationship between Good Parenting Style with Cognitive Aspects in %

Source: Field data 2014

Parents’ opinions on the contribution of their parenting styles up on their children’s cognitive development were also sought. Most of the parents thought that the parenting styles they were using helped or promoted their children cognitive development. However, sometimes a parent may think to be promoting a child’s thinking while not. This requires further investigation. The summary of parents’ opinions on the contribution of parenting styles on children’s cognitive development is summarized in Table 4.4.

Table 4.4: Parents’ Opinions on the Contribution of Parenting Styles on Children’s Cognitive Development

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Statements** | **Yes** | | **No** | |
| ***f*** | **%** | ***f*** | **%** |
| A | I normally facilitate my child/children to think | 24 | 83 | 5 | 17 |
| B | I normally help my child to understand concepts | 28 | 97 | 1 | 3 |
| C | I normally help my child to acquire knowledge | 27 | 93 | 2 | 7 |
| D | I normally help my child to analyze things | 28 | 97 | 1 | 3 |
| E | I normally help my child to organize knowledge | 23 | 79 | 6 | 21 |
| F | I normally help my child to solve problems | 26 | 90 | 2 | 7 |

Source: Field Data(2014)

However, interview results from parents revealed that five parents (50%) agreed with parenting styles to contribute on children’s cognitive development while the other five did not agree. Those who agreed with parenting style contributing to children’s cognitive development indicated that the child is likely to be motivated to learn or can be made dull. One of the parents who seemed understanding the importance parenting care to children said:

*‘……parents are likely to contribute to their children’s cognitive development if they stimulate them to learn with different tasks and objects as well as games. A child’s brain is like a knife, it needs to be stimulated and sharpened. Different things from parents can activate children’s’ brain if a child is given good computer games or use abacus is likely to be active cognitively than the one who is not stimulated like that. I spend time with my children, teach them different songs related to learning and I buy them constructive toys which help them. It is expensive in terms of time and money but I am happy my children are academically active’*

The other five parents (50%) indicated that cognitive development of the child is not the function of the parent. A child is born cognitively active or dull. One parent said;

*‘…what can a parent do about intelligence of the child, since children are always born like that no matter what you do?’*

The researcher observed the way parenting styles affect on cognitive development in academic performance where the parents used to buy toys which can be used to their children in playing. When children used this it may help to build them cognitive and later on may help in school in academic performance. There is relation between parent’s responsibilities and academic performance.Authoritative parents are responsive to their children (Baumrind,1991).

Heads of schools also had opinions on children cognitive development. All six heads of schools (100%) insisted that teachers and parents have responsibility of giving simple tasks to the children like gymnastic in order to make them active.

*‘…..both parents and teachers have a significant role to play in the child’s cognitive development. More important is parents’ contribution because children start to interact with the parents in the family. They are the ones who introduce to the social world with strong influence; if they give them proper guide, care, love, games and materials the chances of are high that children develop well cognitively. Obviously the opposite is true.’*

**



Figure 4.4(a) and (b): A Child Found at Home with Time do Activities Supporting Academic Growth Indicated Good Cognitive Development in Verbal and Numerical Aspects

Source: Field data 2014

The findings concur with the literature that children who are good at managing their own activities have parents who cultivate such capabilities by modeling, guiding and rewarding (Bandura, 1961), (Young, 1996), (Baumrind, 1991).Authoritative parents are responsive to their children and willing to listen to questions. When Authoritive parenting styles tend to result in children who are happy, capable and successful (Maccoby, 1992).

It produces children who are free to organize their issues in academics; it allows them to socialize with peers which may help to construct their brains. It raises beliefs in students’ efficacy for learning, efficacy for the subject matter, and their actual achievement (Schuck and Hanson, 1989). Democratic or Authoritative parents help children learn to be responsible for themselves and to think about the consequences of their behavior. Parents do this by providing clear, reasonable expectations for their children and explanations for why they expect their children to behave in a particular manner Baumrind (1991). Some parents responded that they normally facilitate their children to think. Always this kind of manner helped in children cognitive development as a result of good academic performance.

The findings differ from Tiller, Garrison, Benchea, Cramer and Tiller (n.d) that parenting styles are not better predictors of children’s cognitive ability than family socioeconomic-demographic characteristics. However argue it is argued that it is difficult to escape social pressures judging some parenting styles. The chances are that social pressures affect parenting styles, thereof affect children’s cognitive ability (Bornstein, 2007), this literature supported by findings from the teachers that children cognitive development starts with The finding are supported by literature that, the specific objectives of education and training policy on primary education are to enable every child to acquire basic learning tools of literacy, communication, numeracy and problem solving as well as basic learning content and integrated relevant knowledge, skills and attitudes needed for survival and development to full capacity(URT, 1995). If the children know how to manage time it allows them to do any activities on a right time, these skills may lead in academic performance.

# 4.5 The Contribution of Parenting Styles to Children’s Discipline in School

In this objective the researcher asked pupils if they had any disciplinary problems in school as well as the reasons attributed for those problems. Out of 60 students who responded to this question, 55 (92%) indicated not to have any serious disciplinary problems at school. The researcher wanted to identify if students had disciplinary problems in school and what was their perceptual cause of the problems. However 3 students who indicated to have disciplinary problems in school associated their problems with teachers and the environment and not directly with parenting styles.

The researcher was interested to know what students perceived to be contributing to lack of disciplinary problems in schools. Out of 60 respondents, 8 (13.3%) associated lack of acute disciplinary problems with their personal efforts, 35 pupils (58.3%) associated this with their good parental care and 17 pupils (28.3%) associated lack of disciplinary problems in schools with both, their personal efforts and good parental care. The implication is that pupils reflected the importance of good parenting style in schooling including discipline.

Out of 60 pupils 36 of them (60%) accepted they have discipline because most of their time they communicate with their parent. Through communication many parents disciplined their children. They have done either by polite words or bitter words. Eighteen pupils (30%) said that some of them lack discipline because their parents have nothing to share with them. This may lead to under performance in school.

Interview results from pupils revealed that 20 pupils (33%) out of 60 pupils who were interviewed and accepted that discipline is a key in academic performance because when one has discipline can follow teachers’ instruction which may help in academic performance. One of the children said;

*‘…. I succeed in my subjects because I follow what my parents advise .My parents always asked to behave well in class like to be quite in learning process and to listen teachers instruction, all these helps to perform well in academic.’*

Findings from all six head of schools (100%) indicated that performance of children who have discipline is high rather than the children who lack discipline. Children may perform school activities according to instruction if she/he has discipline. All 45 classroom teachers who participated in the study supported the notion that parental care make the children responsible in learning activities because good parental care helps the child to grow well cognitively, be active in learning and have discipline.

The researcher asked classroom teachers whether communication between parents and teachers may help children in academic performance. Out of 45 teachers who responded, 29 of them (64%) agreed strongly and 19 (42%) agreed. Teachers commented that if parents and teachers communicate regularly, it is easy to control discipline and other problemswhich are likely to disrupt pupils’ academic performance.

On the other hand teachers were asked if parent’s behavior affect children academic performance.Findings revealed that 42 teachers (93%) agreed while 3 (6%) of them disagreed. Most of the respondents who agreed commented that if parents behave badly at home it is easy for children to follow parents’ bad behavior which is much likely to result in pupil’s under performance academically.The researcher wanted to find out from teachers if discipline helped the pupils in learning activities.

Responding to this, 40 teachers (90%) answered the questionnaire that it’s easy to give the instruction the children who have discipline during learning process .So discipline to the children may increase learning performance.Parents indicated that good parental care is needed and parents should orient their children to have discipline. They said parents must show examples to their children. Parents indicated the importance of children’s discipline; they said the possibility of controlling the child who has discipline is easy in schooling. Parents associated children discipline with good academic performance.

The researcher wanted to know from parents if their children had discipline problems at school. A few parents reported their child to have discipline problems at school. Only 6 parents (20%) reported to have children with problems at school and 23 (77%) parents had children with no discipline problems at school. However, parents who reported their children to have discipline problems associated those problems with different reasons as lack of guidance to their problems, giving their children much freedom and use of severe punishment. Some other parents attributed children’s problems with children’s personality rather than parenting style as indicated in Table 4.5.

On the other hand the researcher wanted to know from parents whose children had no discipline problem in school, what they considered to be the reason. For the parents who had children with no discipline problems in school; 12 parents (40%) associated that with Good parenting, only one parent (3.3 %) associated it with child’s personality, and other 12 parents (40%) associated it with both, good parenting and the child’s personality. The implication from parents’ opinions is that parenting style has strong effect on child’s behavior-particularly discipline in school.

The researcher interviewed 10 (33%) parents out of 30 parents if discipline may help their children in academic performance. These parents associate good discipline with academic performance, they said good parents become model to the children. When parents have discipline obvious their children may follow the behavior. This helps children to follow classroom instruction and it may help in academic performance.

Table 4.5: Parents Opinions on Causes of their Children’s Discipline Problems

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Statement** | **Yes** | **No** |
| ***F*** | ***f*** |
| A | I have no time to guide my child | 1 | 4 |
| B | I give my child the total freedom | 1 | 4 |
| C | I normally use severe punishment | 2 | 2 |
| D | I normally allow my child to do whatever wants | 1 | 3 |
| E | Discipline problem is a child’s problems not the parent’s concern | 3 | 2 |
| F | I do not even know what cause my child discipline problem | 3 | 1 |

Source: Field data 2014

The findings are in agreement with the literature in that discipline of children is important on academic performance. Parents themselves may foster misbehavior to their children. If parents have little regard for education their children are unlikely to see any reason to obey school rules (Mwamwenda, 1995). In authoritarian parenting style children are expected to follow the strict rules established by the parents but they usually do not provide children with choices. Children with authoritarian parents usually do not learn to think for themselves and understand why the parent is requiring certain behaviors. The child learns by imitating the expert (Baumrind, 1991),(Dinwiddie, 1995), (Iannelli, 2004).

In authoritative parenting style parents establish rules and guidelines for their children to follow with democracy. Parents are responsive to their children, willing to listen and when children fail to meet the expectations, parents are more nurturing and forgiving rather than punishing. Disciplinary methods are supportive, rather than punitive. Children are expected to be assertive and socially responsible, self-regulated and cooperative think about the consequences of their behavior (Iannelli, 2004), (Baumrind, 1991). It is questionable whether children brought up in multiple parenting styles may be able to devote considerable study time, develop well cognitively and exhibit expected discipline in school. This requires another research to be conducted to establish the truth.

In uninvolved parenting Baumrind (1991) contends that an uninvolved parenting style is characterized by few demands, low responsiveness and little communication. The researcher observed that there were some parents who had low responsiveness to their children; they forced their children to find basic needs for their family’s example food this make the children to find job and they spare a lot of time out of school activities. In good parenting styles parents who were responsible facilitate family needs and lead their children in academic issues which may help in academic performance.

Few demands and low responsiveness of parents affect academic performance of the children. The researcher observed spare time for children is important. Parents needs to lead their children to spare time for private study at home which may help in academic performance.

# 4.6 Relationship between Parenting Styles and Children Academic Performance

The researcher wanted to know the relationship between parenting styles and children academic performance. She interviewed a total of 40 parents on the issue of parenting styles and children academic performance, 25 parents (63%) found to be using Authoritative parenting styles and the performance of their children were good rated at 85%. There children have discipline, cooperative and socially are responsible these raised their academic performance.

5 Parents (13%) were using Permissive parenting style and this had impact in their children academic performance because they rated in 60%. The parents who were practice this style they give their children as many choice as possible they don’t set clear boundaries on children’s behavior.8 parents (20%) indicated they were using Uninvolvedparenting styles and theirperformances of their children were rated at 35%.These parents have little communicationwith their children and they detached from them. Their children may control themselves as a result they got average in their performance.Lastly 2 parents (5%) were found to be using Authoritarian parenting style and the academic performances of their children were ranged at 20%.Strict rules of their parents and low responsiveness make these children most of their time to engage in economic issue rather than academic issues.

Figure 4.5: Parenting Styles Affect Children Academic Performance

Source: From field data

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECCOMMENDATIONS

# 5.1 Introduction

This chapter presents the summary of the background to the study, theoretical review and literature review, study design and methodology as well data presentation and discussion. Further, the study presents conclusions and recommendations of the findings.

# 5.2 Summary of the Study

The study intended to examine the effects of parenting styles on children academic performance in schools so as to suggest improvement steps on the quality of primary public schools. Specifically, the study focused on the role of parenting styles on children’s study time, the impact of parenting styles on children’s cognitive development and finally the contribution of parenting styles on children’s discipline in school. Supportive literature was reviewed including theories mainlySocial learning theory, Cognitive development theory Cognitive behavioral theory.

Cross-sectional design was used in the study employing both qualitative and quantitative approach. Six public primary schools were selected in Nyamagana district-Mwanza region wherepublic primary school teachers, public primary school pupils and primary school parents were involved. The sample was 156 respondentsand the data collection techniques included interviews, observation and questionnaires.

# 5.2.1 Summary of the Findings

On the first objective; the role of parenting styles on children’s study time, findings revealed that respondents’ opinions suggest that authoritarian parenting style characterized by harshness and very strict rules does not support learning and schooling. Neither is Permissive parenting nor uninvolving parenting entirely supporting smooth learning. Rather, authoritative parenting style characterized by giving punishment only when necessary and stating the reason for that punishment, discussing with children, motivating them with rewardsand encouragement supports learning, encourage self-regulation and organization. Children brought up in a good parenting style are more likely to organize their studies, school activities and study time.

On the second objective; the impact of parenting styles on children’s cognitive development, it was revealed that good parenting style foster children’s cognitive development. Cognitive aspects like thinking; acquiring knowledge, organizing, analyzing, and problem solving are positively affected by good parenting style. On the contribution of parenting styles on children’s discipline in school, it was found out that good parental care and good parenting styles were associated with compliance to school regulations and school discipline among pupils. Many students who had no serious disciplinary problems in school attributed this with their good parental care and parenting styles. However, a few students who had disciplinary problems in school associated their problems with teachers and the environment and not directly with parenting styles. Parents whose children had no trouble with school rules associated this with their good parenting.

# 5.3 Conclusions

From the findings it was concluded that; Authoritarian parenting style has little contribution on children academic performance. Data revealed from parents, teachers and children themselves that severe and regular punishment, harshness and strict rules to be followed by children do not always allow them opportunities to develop well cognitively, self regulation and expected discipline.

Authoritative parenting style contributes to children cognitive development, discipline in school and organizational skills including time management and study time. Authoritative parents are responsive to their children and ready to listen. Disciplinary methods are supportive than punitive. Authoritative parents help children learn to be responsible for themselves and to think about the consequences of their behavior. Parents establish basic guidelines for children and they give reasons for issues. Children learn to accept responsibility, make wiser choices, and cope with change.

Permissive parenting style allows children considerable self-regulation with a few inconsistently enforced rules, thus allowing freedom to children. This leads to little value to conformity and misbehavior, school indiscipline and making poor choices, which is associated with, limited cognitive development. Uninvolved parenting style due to a few demands, low responsiveness and little communication and sometimes rejection of children has no contribution study time, cognitive development and expected discipline in school.The finding of the study showed that authoritative parenting style has positive impact on student academic performance. The parents who practice this style have responsible to their children, they monitor every step of their children as the result their children performance were improved and socially are responsible.

# 5.4 Recommendations

From the study, the following recommendations are presented; Schools, social groups and governmental organizations should convene outreach programs to educate the society particularly parents on the effects of parenting styles upon children development and school achievement so as to bring about positive changes. The government and the social groups should liaison with the media to encourage the society (parents) to make use of the best parenting style in upbringing children for the better personalities of the children and thus good citizens. More research should be conducted to find the out the impacts of parenting styles on children development and school achievement in multicultural and environmental diversity.

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# APPENDICES

AppendixI: Interview Schedule for Parents

The purpose of this interview is to seek information on “*The impact of parenting styles on pupils’ academic performance in Nyamagana.”* You are kindly requested to respond to these questions so as to make this study successful. You are assured that the information you provide will be kept with great confidentiality.

1. Your Sex F [ ], M [ ]
2. Do you think ways of parenting affect children academic performance? Yes [ ], No [ ] Explain how.…………………………………………………
3. Do you think ways of parenting contribute to children’s study time? Yes [ ], No [ ]. Explain how.…………………………………………………………
4. Do you normally assist your children/child to spare study time Yes [ ], No [ ].
5. Do you think you parenting style contribute to your children mental development?

|  |  |  |  |
| --- | --- | --- | --- |
| No | Sentence | Yes | No |
|  | I help my child/children to think and reason |  |  |
|  | I help my child/children to understand concepts |  |  |
|  | I help my child/children to acquire new knowledge |  |  |
|  | I help my child/children to analyze issues |  |  |
|  | I help my child/children to organize knowledge and information |  |  |
|  | I help my child/children to solve problems |  |  |

1. Has your child got any discipline problems in school? Yes [ ], No [ ]. If yes answer the following questions.

|  |  |  |  |
| --- | --- | --- | --- |
| No | Sentence | Yes | No |
|  | I have no time to guide the child well |  |  |
|  | I let the child/children very free |  |  |
|  | I regularly use severe punishment |  |  |
|  | I allow the child to do whatever s/he likes |  |  |
|  | Indiscipline is child’s faults not parents’ |  |  |
|  | I don’t know what causes indiscipline problem to my child. |  |  |
|  | Any other……………………………………….................. |  |  |

1. If your children have no discipline problem what is the reason? (*tick a right answer)*
2. Proper parenting [ ]. b) Child’s personality [ ]. c) a and b [ ].
3. Tick one answer you find right between yes and no in each of the following items;

|  |  |  |  |
| --- | --- | --- | --- |
| Na | Sentence | Yes | No |
|  | I establish strict rules for my children to follow |  |  |
|  | I give my children severe punishment for every mistake |  |  |
|  | I only give punishment when necessary and tell a child the reason |  |  |
|  | I give my child/children freedom to do whatever they like |  |  |
|  | Freedom to do whatever children like helps them in learning |  |  |
|  | I give a reward to my children when they perform well in studies |  |  |
|  | When my children fail I encourage them |  |  |
|  | I regularly talk to my children about different things |  |  |
|  | I do not care about children even if they do not read/study |  |  |

**Thank you very much for your cooperation**

Appendix II: Questionnaires for Teachers

The purpose of this questionnaire is to seek information on “*The impact of parenting styles on pupils’ academic performance in Nyamagana.”* You are kindly requested to respond to these questions so as to make this study successful. Please fill in the blanks, put a tick [√] or a number against appropriate statement. You are assured that the information you provide will be kept with great confidentiality. For anonymity purpose do not write your name.

1. Parenting styles affect learner’s behavior.

1 Strongly agree [ ], 2. Agree [ ], 3. Disagree [ ], 5. Strongly disagree [ ]

2. Parenting styles affect children academic performance.

1 Strongly agree [ ], 2. Agree [ ], 3. Disagree [ ], 5. Strongly disagree [ ]

3. Do you think parental care make the children responsible in learning activities. Yes [ ], No [ ]. Explain how…………………………………………………….

4. Social responsibilities in families affect children performance. Yes [ ], No [ ]. Explain how…………………………………………………………………

6. Communication between parents and teachers may help children in academic performance.

1 Strongly agree [ ], 2. Agree [ ], 3. Disagree [ ], 5. Strongly disagree [ ]

7. Do you think parents’ behaviors affect children’s academic performance? Yes [ ], No [ ]. Explain how………………………………………………………

Appendix III: Hojaji kwa Wanafunzi

Lengo la Hojaji hii ni kukusanya taarifa kuhusu “Matokeo ya mielekeo ya malezi kwenye ufaulu wa wanafunzi kitaaluma katika wilaya ya Nyamagana” unaombwa kutoa ushirikiano katika kujibu maswali. Jibu kadri ya maelekezo. Taarifa zitakazotolewa zitakuwa ni siri. Usiandike jina lako. (*Tiki jibu sahii au toa maelezo*).

* 1. Jina la shule…………………………………Jinsia yako Ke [ ], Me [ ]
  2. Je huwa unafaulu vizuri kimasomo? Ndiyo [ ] Hapana [ ]. Huwa unapata wastani wa alamangapi?; 0-30 [ ], 31-50 [ ], 51-60 [ ], 61-79[ ], 80-100 [ ]
  3. Je wazazi wako hukusisitiza kutenga muda wa kujisomea? Ndiyo [ ] Hapana [ ]
  4. Adhabu unazopewa na wazazi usipofanya vizuri darasani zinakusaidia kuongeza juhudi za masomo. Ndiyo [ ] Hapana [ ] Eleza kwa vipi?…………………………..
  5. Malezi ya wazazi wako yanakusaidia kufaulu masomo? Ndiyo [ ] Hapana [ ] Eleza kwa vipi?....................................................................................................
  6. Maongezi na wazazi yanakusaidia kufaulu masomo? Eleza kwa vipi?........................
  7. Malezi ya wazazi wako yanachangia mendeleo yako kiakili? (*tiki Ndiyo au Hapana*)

|  |  |  |  |
| --- | --- | --- | --- |
| Na | Sentensi | Ndiyo | Hapana |
|  | Malezi ya wazazi wangu hunisaidia kufikiri |  |  |
|  | Malezi ya wazazi wangu hunisaidia kuelewa |  |  |
|  | Malezi ya wazazi wangu hunisaidia kupokea maarifa |  |  |
|  | Malezi ya wazazi wangu hunisaidia kuchambua mambo/maarifa |  |  |
|  | Malezi ya wazazi wangu hunisaidia kupangilia mambo/maarifa |  |  |
|  | Malezi ya wazazi hunisaidia kutatua matatizo |  |  |

* 1. Je una matatizo yoyote ya nidhamu shuleni? Ndiyo [ ] Hapana [ ]. Kama ndiyo jibu maswali yafuatayo;

|  |  |  |  |
| --- | --- | --- | --- |
| Na | Sentensi | Ndiyo | Hapana |
|  | Wazazi wangu hawanikanyi vizuri |  |  |
|  | Wazazi wangu wananipa uhuru sana |  |  |
|  | Wazazi wangu wananipa adhabu sana |  |  |
|  | Wazazi wangu hawashughuliki na mimi nafanya nitakavyo |  |  |
|  | Ukosefu wa nidhamu ni tatizo langu mwenyewe si wazazi |  |  |
|  | Sielewi kwa nini nina matatizo ya nidhamu |  |  |

* 1. Kama hauna matatizo ya nidhamu unadhani sababu ni nini? (*tiki jibu sahihi*)

1. Juhudi zako binafsi [ ]. b) Malezi mazuri ya wazazi [ ]. c) a na b [ ].
   1. Weka tiki kwenye unapooona ni jibu sahii kati ya ndiyo na hapana kwa kila swali;

|  |  |  |  |
| --- | --- | --- | --- |
| Na | Sentensi | Ndiyo | Hapana |
|  | Wazazi wangu wana sheria kali sana |  |  |
|  | Wazazi wangu hunipa adhabu kwa kila kosa ninalofanya |  |  |
|  | Wazazi wangu huniadhibu ikibidi na huniambia kosa langu |  |  |
|  | Una uhuru wa kujiamulia kufanya unachotaka? |  |  |
|  | Uhuru wa kufanya unachotaka unakusaidia katika kujifunza |  |  |
|  | Wazazi wangu hunipa zawadi nikifaulu |  |  |
|  | Hata nikishindwa wazazi wangu hunipa moyo |  |  |
|  | Wazazi wangu huongea nami mambo mbalimbali |  |  |
|  | Wazazi wangu hawajali chochote juu yangu hata nisipojisomea |  |  |

Appendix IV:Research Permit Letter from the University

**THE OPEN UNIVERSITY OF TANZANIA**

***DIRECTORATE OF RESEARCH, PUBLICATIONS***, ***AND POSTGRADUATE STUDIES***  


P.O. Box 23409 Fax: 255-22-2668759Dar es Salaam, Tanzania,

[http://www.out.ac.tz](http://www.out.ac.tz/)

Tel: 255-22-2666752/2668445 ext.2101

Fax: 255-22-2668759,

E-mail: [drpc@out.ac.tz](mailto:drpc@out.ac.tz)

18/07/2014

Regional Administrative Secretary

Mwanza Region

P.O. Box

**MWANZA**

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ms. Valentina Rugera Reg. No. HD/E/703/T.13,** whois a Master student at the Open University of Tanzania.By this letterMs. Rugerahas been granted clearance to conduct research in the country. The title of her research is **“The Impact of Parenting Styles on Children Academic Performance on Public Primary Schools: A Case of Nyamagana District in Mwanza”.** The research will be conducted in**Nyamagana District Mwanza Region**. The period which this permission has been granted is from 19/07/ 2014 to 30/08/2014.

In case you need anyfurther information, please contact: The Deputy Vice Chancellor (Academic), The Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

****

**Prof Shaban Mbogo**

**For: VICE CHANCELLOR**

**THE OPEN UNIVERSITY OF TANZANIA**

Appendix V: Research Permit Letter from the City Executive Officer

