

**CONSTRUCT OF PARENTING FROM CHILDREN PERSPECTIVES IN
MOSHI MUNICIPALITY AREA**

SCHOLASTICA PEMBE

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN SOCIAL
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CERTIFICATION

I am writing to certify that I have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation titled: “*Investigation of the Construct of Parenting from Children Perspectives in Primary Schools in Moshi Municipality of Kilimanjaro, Tanzania*” in partial fulfillment of the requirements for the degree of Master of Arts in Social Work (MASW) of the Open University of Tanzania.

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.....

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DECLARATION

I, Scholastica Pembe, declare that “Investigation of the construct of parenting from children perspectives in Moshi municipality Tanzania” is my own work that has not been submitted for any master’s degree or examination at any other University and that all the sources used or quoted have been indicated or acknowledged by means of complete references.

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ABSTRACT

The aim of this study was to conduct an investigation on the construct of parenting from children's perspectives a case study of Moshi municipality. Within Moshi municipality five government and five private schools were selected. The target populations were primary school pupils, parents and Teachers. The main methods employed in conducting the study were desk review, structured interviews, and focus group discussions. Findings for current study indicate that 90% of the children involved in the study perceive conditional care where by the socioeconomic status in the family determines the receipt for their provisions. 80% of the children are also needed to conduct themselves in various manners (responsible and accept morals) to be cared for by their parents. They would like to be involved in the dynamics and changes that are happening in the family and felt that still there is a big gap on the sides of parents on the recognition and respect for children's ideas. Children themselves are aware about their position in the family and know their boundaries. Authoritarian parenting style is what is most frequently reported in these findings with the children advocating for authoritative parenting instead. Also the findings indicate the ideas of parents and teachers that its complications on the provisional of children care as every parent did as sees the best for his children as parents declare the important of including children and discover their position in the family. Also teachers explain on such to their environment that parents are not much aware to their children as only few of them follow up for children development especially in school. The researcher recommend that parents, teachers, community members and local leaders need to be informed of the issue of children participation, their potential contribution and their perception of the parental care offered.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
NGOS	Non-governmental Organizations
OVC	Orphans and Vulnerable Children
TCDD	Tanzania Child Development Policy
UN	United Nations
UNCRC	United Convention on the Right of the Child
UNICEF	United Nations Children's Funds

CHAPTER ONE

1.0 THE RESEARCH PROBLEM AND ITS SETTING

1.1 Background Information to the Problem

"Parenting" is a term applied to a complex set of behaviors' that characterize how parents interact on a daily basis with their children and the beliefs and attitudes that underpin these behaviors'. An enormous amount of research over the last 40 years has demonstrated that parenting plays a crucial role in children's physical and mental health development. Warm parenting that is sensitive and responsive has long been recognized as providing an essential foundation for children's wellbeing (Osofsky & Thompson, 2000; Pettit & Bates, 1989; Rothbaum & Weisz, 1994). The seminal work by Patterson and others (Patterson, 1982; Patterson, De Baryshe & Ramsey, 1989) highlighted cycles of "coercive" exchanges, whereby angry, hostile, punitive parenting contributes to and exacerbates oppositional behaviors and problems of conduct in preschool and school-age children. Parenting that involves the consistent application of fair and reasonable rules and expectations, has been shown to be effective in reducing such problems (Sanders, Gooley, & Nicholson, 2000). There has been recognition of the role of overprotective and anxious parenting in the development of internalizing problems such as childhood depression and anxiety (Bayer, Sanson, & Hemphill, 2009; Rapee, Schniering, & Hudson, 2009). These parenting behaviors both shape and are shaped by parents' confidence in their skills as parents and their good or bad experiences in raising their children.

The statistics show that children in Tanzania constitute more than 46% of the populations and that a household in Tanzania has at least 6 children (Tanzania Child

Development policy, 1996). Children participation is one of very important subject and it has been in discussion among many professionals working with children in the recent past. It refers to the active involvement of children in all issues that concerns them. It is the chance given to the children to freely express their opinions on issues that are of more concerned to them and involve in social dynamics fit to their age. Children have rights to make views in decision making for everything that affect their life.

Children have the rights to express themselves freely through talking, writing, and drawing (Mkombozi research about child participation), most studies are conducted on children's lives from the adult's perspectives thus limiting the potential contribution that children themselves can make to improve their livelihood in the family. Greene and Hill (2005) points out, "it is important that we avoid merely paying lip service to the idea of listening to children or exploiting what we learn from children about their lives in way that meet adult agenda only". This study was directly consulting the children themselves and invites them to reflect and express their views about parenting in Kilimanjaro from their perspective. It has been observed and reported by Restructuring NGO Street and Vulnerable children programs that there is increasing number of vulnerable children particularly those who drop from home to street (Joel, 2006). The researcher who proposes this study is motivated to find out whether style of parenting used in this region has any connection with migration of children from their homed to the streets.

The United Convention on the right of the child (UNCRC) has acknowledged the need to involve person below the age of 18 in making decisions and sharing of

opinions in all issues that affect them. The question still remains whether the society, family and community know and observe these rights within the family. The researcher considered the fact that people have their strict traditions and beliefs where adults may seem like having the final say about children's fate without consideration that children have many ideas which can help parents in their planning of effective child upbringing. Such type of parenting is problematic as it does not offer children the right to self-expression and engagement in normal most basic and crucial aspects of life.

Tanzanian children development policy in page 1 and 2 explain the right of the child on their participation in different things about their life. "The law of Tanzania provides different interpretations of a child. In this policy a child is defined as a person below the age of eighteen. Also this definition is in accordance with the United Nation Convention and is the one used to protect the rights and interests of the child, particularly in regard to employment, marriage contracts, and protection against abuse, punishment and care by parents or guardians. In rural areas children face poverty related problems which include inadequate social service such as schools; health, and environmental services. Furthermore, rural children are affected by problems relating to poor communications such as transport, road and access to important information.

Tanzanian child right to be heard is guaranteed under section 11 of the law of the child act 2009 which states that, "a child shall have a right of opinion and no person shall deprive a child capable of forming views the right to express an opinion, to be

listened and to participate in decisions affect his well-being (Tanzania law of the child Act 2009 page5). Children are very important to participate in their parenting and they have to contribute upon their raising as we believe there is no person with empty mind.

As a social worker, the researchers have invested much in exploring the vulnerability of children and identified its causes such as lacking basic needs which is primarily a responsibility of the parent. Alpine (2005) searched on “local causation of primary school dropout and exclusion in Kilimanjaro” and argues that Tanzania remains a strongly patriarchal society which lack universal awareness and acceptance of the right of the children. In particular children are considered to be of a lesser status and are expected to show respect and deterrence to adult, they are not allowed to participate in decisions that affect them or to speak out when having opinions. More than 75% of children at Mkombozi (Moshi) have been living with or have returned to live with extended families without adequate support system which sets them at high risk of children rights violation.

1.2 Statement of the Problem

As already highlighted above there has been an increasing incidences of children who have been forced to leave their homes and families to go and live in the urban streets. One of the main reasons has been that children in their families have been mistreated by their parents. Some of the mistreatment include, violation of their rights such as non-provision of basic needs and therefore child becoming forced to look for other alternatives. Other reasons include the way these children have been

handled by their parents when they go wrong, and some parents being irresponsible in the provision of care and support of these children.

On the other hand, children development policy of Tanzania of 1996 further stipulates that the problem facing children in urban environment include early employment, lack of moral directions and lack of communal responsibilities for their upbringing. As a result children end up living on the streets where they face temptation to participate in illegal business, exposure to drug abuse, Poor living condition as well as problem of dropout from school. Hence the child development prospects of these children future remains uncertain.

Children's problem can be largely explained to be largely due to poor parenting. Good parenting creates a role models and nurturing environment for the children. Parents who are good model to their children and those who are good in mentoring their children they have been successful in making their children to become responsible adults. Whereas the role of parenting has been mainly the domain of the parents; children been seen little involvement of children in as far as parenting is concerned. In other words, the role played by children in influencing parenting has been invisible. Within this context, this study was intended to explore the construct of parenting from children perspectives by examining whether authoritative, authoritarian and permissive which among these would children opt for in their upbringing in the family? Even though this study will not be in a scope of yielding generalization data, it is expected to give crucial data on children's views on how they are handled by their parents and preferences.

1.3 Objectives of the Study

1.3.1 General Objective

To investigate the construct of parenting from children's perspectives in Moshi Municipality.

1.3.2 Specific Objectives

The study was guided by the following specific objectives shown below:

- (i) To find out about children's perception of their parents' sensitivity and support to their needs.
- (ii) To explore children's perceived freedom and involvement in family issues.
- (iii) To examine the disciplining style used by parents and their children's views on such.

1.4 Research Questions

The following questions guided the study as followed

- (i) What can you say about care and parents' guidance to their children?
- (ii) What can you say about children's freedom and their participation of different matters in their families?
- (iii) What kind of action do parents take once their children misbehave?

1.5 Significance of the Study

The proposed study would raise awareness to the parents in knowing their children's views and the responsibilities of the two parties as anticipated by the children themselves. This study is synonymous to children's platform from which they can raise their concerns as far as parenting is concerned. The outcome is expected to be

families with mutual understanding which is a prerequisite for harmonious living and successful community. Understanding of children's concerns would create a desirably social environment as issues may be tolerated, changed or addressed in a socially acceptable manner.

Although this study is of social paradigm, it still have a component of addressing physical environment for the child which implies that the child's basic needs are expected from the parents can be pointed out. Also the study will open the door for other researchers and organizations to work with children patterning to the families in breaking dysfunction cycles. This would minimize the problem of children's dropout from home and school by trying to minimize the gap between the parents' thoughts and practices from their children's expectations.

- (i) The study will benefits parents in making them understand their responsibilities and their children's perception of the way they are handled in the family. They will be able to know the results of their actions to their children so that they may reinforce good efforts and forfeit the undesirable ones. Parents will be aware of the opinions of their children and possibly use such information to restructure or sharpen their parenting skills for better outcome.
- (ii) The study will benefit policy makers as it may identify parental gaps which need solid state's attention to be address for betterment of the families and nation as a whole. That being the case it may help in developing measures to reduce vulnerable children and to create good environment for them within their families.

- (iii) The study will benefit the community by enabling them to value and protect children through establishment of a community monitoring programs, peer support in parents unions and organizations where parents may share knowledge based on what they learnt from children's concerns.
- (iv) The findings from this project will contribute to the knowledge generation pertaining to the existing literature about the way children perceive and react to the manner in which their parents handle them in under various scenarios. Also it will stimulate further research on parenting from children's perspectives in other geographical areas and see how and whether children's from different settings view parenting differently.

1.6 Conceptual Framework

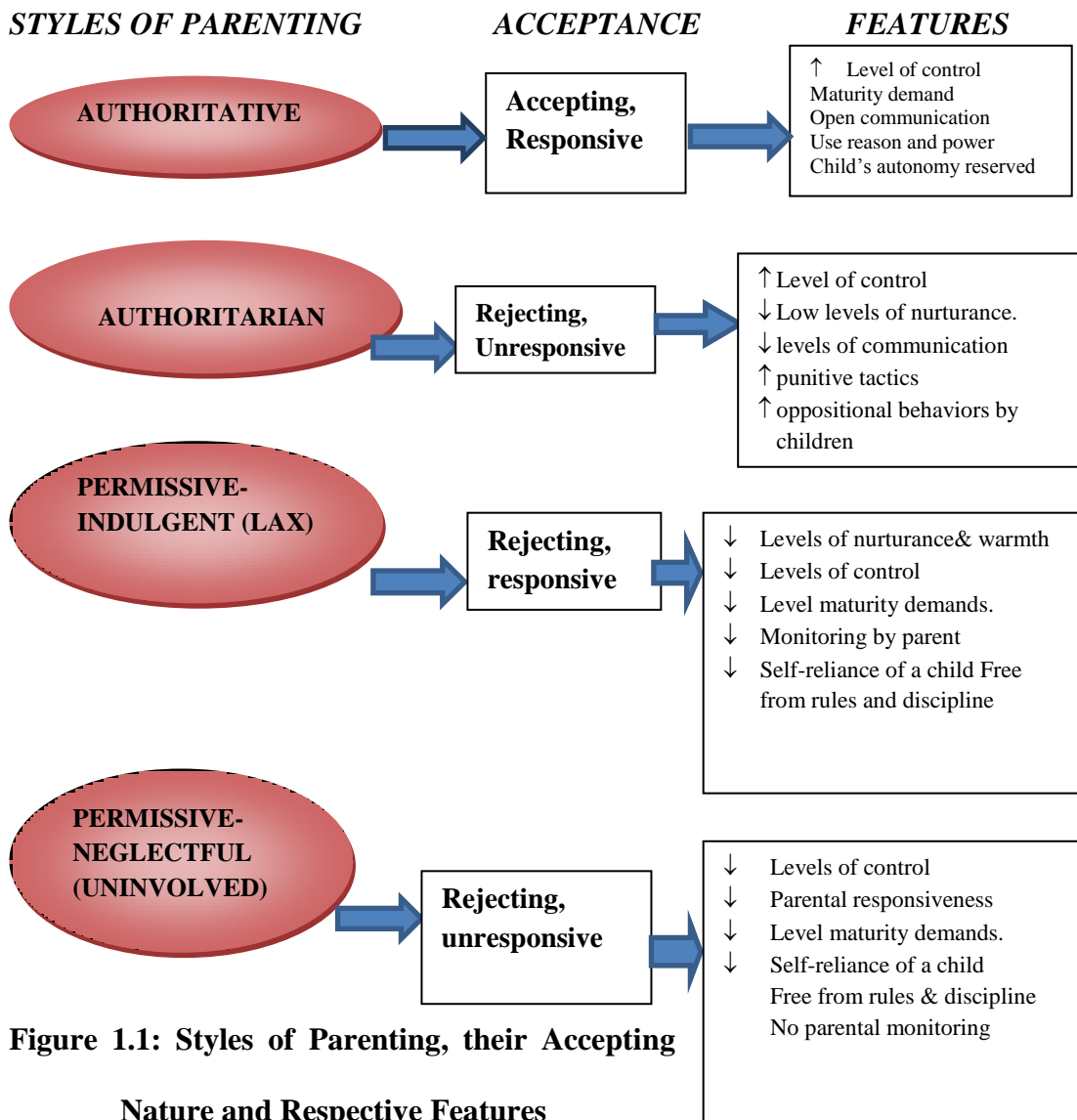


Figure 1.1: Styles of Parenting, their Accepting Nature and Respective Features

Source: (Adapted and modified from the National Children's Strategy Research Series, 2010)

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature relating to constructs of parenting in various contexts. The chapter explains the concept and scope of parenting from children perspectives, children's rights and parents responsibilities, parents expectations to their children's, children discipline and children participation, culture and environment in parenting, parents and parenting, researching children perspective on parenting.

2.2 The Concept and Scope of Parenting

Every child is important to his or her family, society, community and country in general. Parenting refers to the aspects of raising a child aside from the biological relationship as it involves other responsibilities such as physical, emotional, social, and intellectual needs for comprehensive development of a child. Parenting, at least in the minds of many, is a key influence on the whole of society. Lloyd (1999) research demonstrates the link between conduct disorders in early childhood and later delinquency. Studies have discovered that the impact of parenting is seen very early in childhood.

A cross-party study reported that failure to intervene in the first few years of primary school created a 'vicious circle' of bad behavior, poor qualifications, drug abuse and crime in later life (Paton, 2008). Parents have role on the children development process particularly in mentally, cognitive, emotional as well as physical, parents are

primary actor on shaping children behaviors when it come to the failure on the intervention on young age it lead to bad foundation and result to vulnerability.

There are many differing theories and options on the best way to rear children. In order to explain this anomaly, Darling and Steinberg (1993) examined the research literature on parenting style and conclude that parenting style should be separated from parenting goals and parenting practices. This is important because it means that two sets of parents living in different social or cultural contexts can use similar parenting practices (e.g. discipline their children in a similar way), but that the meaning of these practices and the outcomes for the children may differ depending on the overall style of parenting in the family which provides the context for the discipline. The family context is in turn affected by the community or culture within which the family is living.

2.3 Parenting Styles

According to Diana Baum (1993) there are 3 styles of parenting which are authoritarian parenting, authoritative parenting and permissive or indulgent parenting.

2.3.1 Authoritarian Parenting

Authoritarian parenting style can be very rigid and strict. Parents who practice authoritarian style parenting have a strict set of rules and expectations and require rigid obedience. If rules are not followed then punishment is most often used to ensure obedience. There is usually no explanation of punishment except that the child is in trouble and should listen accordingly. In 1983 Diana Baumrind found that

children raised in an authoritarian-style home were less cheerful, more moody and more vulnerable to stress. Majority of parents opt this style as it is very easier and it has no process on the provision of the punishment and it has been acted immediately when children offend their parents. The demands on children are dynamic on which parents have to think on other way of disciplining rather than ending up to punishment before any of the investigations. This implies that as parents, guardians and teachers we have to understand different styles on parenting of the children in guiding them accordingly and act as a child sometimes.

Yet another definition of authoritarian parenting presented by Thompson, Hollis, and Richards (2003) described it as “harsh” discipline [that] encompasses a restrictive style of interaction with children which does not take their views and wishes into account, and in which the parent responds to unwanted child behavior with “severe punishment”. Both definitions include the word “restrictive” as well as some form of severe punishment when the child rebels against the restrictions or perhaps does not act in accordance with the desires of the parent. Thomas (1975) described the authoritarian parenting style as including restrictions during eating, non-permissiveness of “sexual” behavior, mother’s expectation of immediate obedience, low amount of affectionate interaction between the mother and child, high degree of sex role differentiation in training children, high demands for the child to retaliate to aggression from peers, non-permissiveness of aggression towards parents, and belief in the effectiveness of physical punishment. However, the positive effects of authoritative parenting differ somewhat across cultures (Dornbusch *et al.*, 1987; Deater-Deckard *et al.*, 1996). Ray, 1981, explains that authoritarian personality has

been found to impact various other areas of life including parenting style, which is of particular interest to the present study.

2.3.2 Authoritative Parenting

Authoritative parenting relies on positive reinforcement and infrequent use of punishment. Parents are more aware of a child's feelings and capabilities and support the development of a child's autonomy within reasonable limits. There is a give-and-take atmosphere involved in parent-child communication and both control and support are exercised in authoritative style parenting. Research shows that this style is most beneficial when parenting children. Authoritative parenting is an optimal balance of responsiveness and demanding. In this style, parents direct children in a rational, issue-oriented manner by explaining the reasoning behind rules. They recognize children's individuality, encourage verbal exchange, engage children in joint decision-making, and insist that children progressively assume more responsibility by responding to the needs of other family members within the limits of their capabilities (Maccoby, 1992). Additionally, they provide appropriate scaffolding for their children's learning by supporting them when tasks are difficult and by backing away when children are succeeding on their own (Pratt, Kerig, Cowan, & Cowan, 1988). By allowing children to learn from their mistakes and to proceed independently when fairing well, parents may be encouraging their children's future self-reliance.

2.3.3 Permissive Parenting

This style is most popular in middle-class families. In these family settings a child's freedom and their autonomy are valued and parents tend to rely mostly on reasoning

and explanation. There tends to be little if any punishment or rules in this style of parenting and children are said to be free from external constraints. Children of permissive parents are generally happy but sometimes show low levels of self-control and self-reliance because they lack structure at home.

Permissive parents, at the other extreme, are nonrestrictive, imposing few maturity demands and applying high levels of responsiveness. They either indulge or neglect their children's needs (Strage & Brandt, 1999). Permissive parents allow children to be self-regulated and free from rules or discipline. However, by not setting behavioral limits and goals and not holding children responsible for surpassing or falling short of those limits and goals, parents are failing to teach children that they are responsible for their own behavior. Moreover, children and adolescents from permissive families are susceptible to antisocial peer pressure (Condry & Simon 1974; Steinberg, 1987). Such individuals are also more likely to be involved in problem behaviors and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression than children raised by authoritarian parents (Strage & Brandt, 1999).

Through in this style of parenting there are two types of permissive parenting such as the permissive indulgent this characterized by high level of nurturance and warmth and low level of control and mutuality demand. This could be described as an accepting, but lax style of parenting, parents exert control over their children and do not monitor their activities. The second type is permissive neglectful this identified by low control and low responsiveness. This type is often been termed uninvolved

parenting (Maccoby & Martine 1983; Teti & Candelaria, 2002). Throughout this type of parenting most of the children if given the chance to opt for they might choose this as they may want to lax and have complete freedom in the family though it is very badly for the development of the child as it can course a negative or positive results but mostly negatively because children need supervision in different issues in their lives on due parents must take their part to fulfill their responsibilities and not run out of.

2.4 Children's Rights and Parents Responsibilities

Children's rights is one of the issues been tackled seriously by many people in this world. Census for children's (2012) right informs that 50% of Tanzanian population is children. The UN Convention on the right of the child lays out a clear set of principles and minimum standards for treatment of the world children. Article 19(1) state that children must be protected from all forms of physical and mental violence while on the care of others and parents. The African charter on the right and welfare of the child (ACRWC) and the United nations convention on the right of the child in article 12 also emphasize children's right on participation on the issues concerning their life and make views known in decisions that affect them. Tanzanian children's right to be heard is guaranteed under the section 11 of the law of the child act 2009. The united Republic of Tanzania child act of 2009 explain the parents duties and responsibilities on the care of the child concerning their rights on the article 9 (1-4) states that every parent have to take care of their children rights such as right to life, dignity, respect, leisure, liberty, health, education and shelter. All of the rights for children and parents as the main actor on the practice remained in documental as in

reality parents they do not have the access to have or to read those act of the child and become to know their responsibilities in skilled way what is remaining is experiences in which parents practice what have had to their parents that's what they do to their children.

2.5 Parents Expectations to their Children

Developing clear expectation of what both parents want is the basis and the first step to parenting. Depending on the background, or what is deemed as right and wrong, parents, within reason, should plan and communicate their expectation to each other. Creating a list of expectations (such as social, academic, religious, family oriented, personal appearance or hygiene) for different settings and activities will help parents be very specific and concrete in teaching their children (Burke, 1997). It is very good for parents to express their expectations from their children but in the same manner their children's expectations should be heard and valued. Some expectations are certainly more demanding than others; however, parents must take into consideration the child's age, ability, developmental status, and resources that are available to the family and at the child's disposal (Burke, 1997). For example, expecting a four year old child to prepare dinner for the family and then punishing him or her for not meeting the expectations is very unreasonable due to his developmental status and age, as one can see. Ray Burke states, in his book, *Common sense Parenting*, that one way to see if one's expectations are reasonable is to answer these three questions: 1) Have you (as a parent) taught the expectation to your children? 2) Can your children clearly understand the expectations given? and 3) Can your children model and perform what you have expected? (Burke, 1997). Clearly these three questions cover

the majority of whether ones expectations for their child are realistic or not due to the child's age and ability as many parents forced their children to follow what they want them to do or high expectations with little information and explanations to what they want from their children.

2.6 Children Behaviors and Parenting

Before one concentrates his efforts on disciplining a child for misconduct, one must have a strategy, or game plan, for teaching their child how they are expected to behave (Christophersen, 2003). In addition, parents must model the appropriate behavior for their children if they want their children to be successful in their behavior. In doing this parents have to keep in mind the importance of children participation in controlling their behaviors by giving chance to reflect what they did and see how can be solved in cooperation.

Parents are responsible for much of what their children become. "New research from Kleenex shows 77% of children learn their bad habits, such as wiping their nose on their sleeve, from their parents" (Cafferky, 2008). A significant part of parenting, on that principle, is related to what kind of persons the parents are... their own behavior being a key influence. Cafferky (2008) summarized simply in writing that "...kids copy their bad habits from parents and community living with." Even the ancient Homer, author of *The Odyssey*, spoke on the subject of parental example: "It behooves a father to be blameless if he expects his child to be". Children live and act accordingly to their environment and one of the reasons for the behavior of the person is environment and peoples around such as friends, parents, neighbors' and community in general.

2.7 Children Discipline and Participation of a Child

The word discipline is defined as imparting knowledge and skill, in other words to teach. Discipline is used by parents to teach their children about expectations, guidelines and principles. Children need to be given regular discipline to be taught right from wrong and to be maintained safe. Child discipline can involve rewards and punishments to teach self-control, increase desirable behaviors and decrease undesirable behaviors in children. While the purpose of child discipline is to develop and entrench desirable social habits in children, the ultimate goal is to foster sound judgment and morals so the child develops and maintains self-discipline throughout the rest of his/her life.

Paulo, *et al.* (2004) page No. 11 indicates that children know a lot about their own lives. Often decisions made about children lives based on information provided only by adults. Yet adult cannot think feel and see life as child does. Adults always make assumptions about what information's child are able or not able to provide. If adult do not listen to children the decisions that they make for children may have a negative rather than a positive impact. Information's provided by children can be used alongside information provided by adult.

2.8 Culture and Environment in Parenting

Dramatic increases in hooliganism as well as other less visible emotional disturbances are far more common now than they were just several short decades ago. A recently published "most extensive study of its kind" (Tanner, 2008) contends that at least one in five (20%) of young adults now suffer from some form of a

personality disorder (Tanner, 2008), that “...interferes with everyday life, and even more than 20% abuse alcohol or drugs...” The study goes on to specify that such disorders include problems such as obsessive or compulsive tendencies and anti-social behavior that can sometimes lead to violence.

2.9 Knowledge Research Gap

Most of the study of children in Tanzania focused on children participation in explaining the importance for children to participate in different matters which affect their life. For example in UNICEF the right of participation to children by Claire (2011), Child participation Mkombozi Tanzania, Koshuma (2011) creating space for children participation in Local Government in Tanzania: Save the children councils. Apparently is the researcher found no study that has been done to examine the constructs of parenting from children perspectives’ in Tanzania particularly in Kilimanjaro region. The present study is set to bridge this gap by investigating the construct of parenting in Moshi Municipality from children’s perspective. Specifically the study explores whether children feel that their parents are sensitive and supportive to their needs, examine the children’s perceptions on their freedom and participation within the family as well as the means in which discipline is administered.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology according to Cohen *et al.* (2000) encompasses the investigation approaches and methods used to collect data for inferences and interpretation for explanation and prediction. Berg (2009) pointed out that, research methods normally can be divided in to three main parts such include quantitative, qualitative and mixed method. The selection of the method to be applied in the study depends much on the nature of the research problem, nature of the population, nature of the questions and variables to be tested (Bryman, 2008). In this section an attempt is made to explain various methods and procedures which will be used in carrying out this study. The methods and procedures are explained below.

3.2 Area of Study

The study was conducted in Kilimanjaro region. The region is located in the northern eastern of Tanzania. However, because of the size of the region, financial and communication logistical challenges the researcher purposefully selected Moshi Municipal council as the research site. The selection of Moshi municipality was influenced by the fact that the municipality was and still is one of the municipalities consists of natural tourist attraction e.g. Kilimanjaro mountain being the highest in Africa. The existence of Kilimanjaro as the highest mountain in Africa has naturally attracted a good number of tourists and hence promoting other economic activities in the town. This has been one of the reasons motivating children to leave their families to come and search for a green pasture as of children in anticipation of

earning some income from the tourists and other economic activities taking place in the municipality.

Secondly, and much more important, the municipality has various centre's dealing with street children some of these include Amani Centre for Street children, Mkombozi Centre, Kill Centre Furthermore, Moshi municipality has a big number of parents who are very busy with business and seems not having enough time to care for their children.

Because of increasing economic hardship, most of the parents wake up early in the morning struggling to make both ends meet and return at their homes late in the evening. It is for these reasons Moshi municipality was selected as a research city because the researcher could easily get the required information required by the study.

3.3 The Research Design

Research design according to Creswell (2008) and Cohen *et al.* (2000) represents the structure that guides the execution of research and procedures of data analysis. Beyman (2008) and Lewis & Lindsay (2000) further explains that, research design involves the way in which the research will be conducted. This includes the way the respondents selected, methods of data collection and how the data was analyzed. This study seeks to solicit opinions, perceptions and different views about the role of children in influencing the parenting process because of that, this study is more of explorative nature and hence qualitative. However, because at some points during the data analysis the researcher indicated the respondents' characteristics and number of

respondents on certain area of study, the study also employed quantitative data in terms of showing the frequencies, and percentages. Last but not least, the study used social work model which will make effective use of the own abilities different stakeholders involved in the protection of child rights.

3.3.1 Target Population

Study population refers to the large group of people that have one or more characteristics in common, on which a research study is focused (Fraenkel and Wallen, 2000). The target population of the study consisted different categories of population. These included the primary school children, teachers and parents. Children were important because they provided information about how they can participate in influencing the parenting process. Likewise parents and teachers as custodian of parenting provided their view how they conceived the role children in parenting.

3.3.1.1 Sampling Procedures

Sampling according to Babbie, (19920; Gay *et al.*, (2006) is a part of the population which Studied in order to make inference about the whole population. This is applicable when the population is relatively large and physically not accessible. A researcher survey only a sample that present the population of the same basic characteristics from which it is drawn. The option of selecting a sample to represent the population understudy has been taken because of limited resources and time to cover the entire population to be studied. The study was not only involved different categories of respondents, but also different sampling techniques to get the respondents as shown below.

(a) Simple Random Sampling

The municipal council has several government schools in order to get schools which would provide children to respond to the interviews simple random sampling was used. A list of names from the municipal council was collected and each school was given a number. These numbers was written a piece of paper. These pieces of paper were later mixed and later picking a piece of paper which indicated the school be involved. The process kept going on until a list of intended five schools was selected. The same process was to select two international schools.

On the other hand, respondents from the selected schools were also selected randomly. A list of school children was provided by the school administrators whereby the list of names were put together in one box and have them well mixed and picking one paper at time until the number of required respondents was reached.

(b) Convenient sampling

In convenient sampling a researcher studies interrogates respondents who are most conveniently available during the time in the research. In this study the researcher intended to get a general public opinion regarding the parenting process among the children, parents and teachers. However, since the researcher we're not be able to reach the entire community member, convenient sampling technique used to get the respondents. This technique apart from being quick and economical, it helped to get the public opinion on parenting styles particularly bearing in mind that, parenting has for a long been the domain of parents. Convenience samples are best utilized for exploratory research like this one when additional research were subsequently be conducted with a probability sample.

3.3.2 Methods of Data Collection

Denscombe (1998) contends that the use of different methods of collecting data helps to crosscheck the authenticity of the data gathered, besides maximizing the validity and reliability study. The following methods will be used to collect the data namely Desk review, In-depth Interviews, structured interview, focus group discussion and direct Observation. The details of each method are provided below.

(a) Documentary review

Documentary review as a method of data collection is credited for providing the researcher with a vast amount of information, which is in the form of permanent stable data, that can be reviewed repeatedly (Denscombe, 1998). This method helped the researcher to gather necessary information about the research area. It helped to sharpen the conceptualization of the research problem, deepen the understanding of the study area and identification of the research gap. Specifically textbooks, Journals, Conventions, legislations, reports, published and unpublished research papers related with parenting systems were reviewed. The documentary review was guided by the objectives of this study.

(b) Focus Group Discussion

This method involves interviewing a small group of respondents drawn from similar background, who are believed to present a general public opinion on the nature of social protection on children. The advantage of this method according to Wawa (2011) is that it allows the interactions with a range of key informants and allows the researcher to focus on group norms and dynamics around the issue being investigated. Furthermore focus group discussions are useful in verifying, clarifying

information and filling in gaps of information caused by inadequate information gathered from other research instruments.

Focus group discussion was used to gather information different groups of respondents. Fourteen focus group discussions were conducted and each group constituted 6 to 8 members. The groups contained respondents of similar characteristics in order to allow free discussion and active participation in discussion. Researcher have had two classes in each schools one class for those who are 7 years to 11 years (standard 1 to 4) and second class for those who are in adolescent stage 12 years to 16years (standard 5 to 7). A total of 14 focus group discussions were conducted with a total of 126 children ranging from 7 to 16 years of age. All of the focus group discussions were conducted in the respected 7 primary schools by the researcher. The role of the researcher was to moderate and direct the questions to the group on the topic of the study and monitor the contributions of the children by ensured that all respondents got a chance to contribute to the discussion and seek clarification on specific issues when necessary. The focus group discussions ranged in 30 to 45 minutes and were recorded by using voice recorder and make notes during the focus group discussion. FGD enabled the researcher to gather qualitative information such as general opinion regarding the role of children in influencing the parenting process.

(c) Semi structured interview

This interview is base on the use on an interview guide, in this researcher write list of questions or topics that needed to be covered (Dolnad & Delno, 2006). The researcher used a check list of guided questions to solicit information from the

teachers and parents. This method were assisted a researcher to gather in depth information about the research problem. The researcher were also used a voice recorder and writing short notes when using this method which gave the researcher to become more interactive and observing during the interview as she did not have to write everything that was said.

3.3.3 Data Analysis

Data analysis is a systematic process which involves working with data, organizing and breaking them into manageable units, synthesizing them, searching for patterns, discovering what is learnt and deciding on what to tell others (Bogdan and Bicklen 1992). After the discussion each day the voice recorded information was transcribed in the informant's language (Kiswahili), then translation was done per verbatim for each discussion by language expert into English before compilation of the whole sample ready for analysis. Analysis involved through and repeated readings of the data in order to gain overall sense of the key findings. Transcripts were broken down into smaller meaningful data in forming categories from which pre determine themes and sub themes were generated. Translated sample organized into categories Marker pens were used on the compiled sample to mark phrases that bears same opinion in creating category components then themes.

The perspectives of the children illustrated as explanation under each theme in cooperating direct quotations from the participants to preserve the natural pulse of the results. The findings presented in chapter 4 and in the findings name are not used in the text but the class, age and gender of the child was identified.

3.4 Research Ethical Clearance

Kumary (1999) stipulates that ethical principles in the conduct of research include acquiring research clearance and the informed consent of the participants as well as maintaining confidentiality. The research clearance to conduct the study was requested from the head of Research and Consultant at the Open University in Tanzania. The permit come from the Regional Administrative Secretary who communicates with the District Administrative Secretaries of education in primary school and social welfare department in which allowed the researcher to visit the schools, interview parents and to have permission from teachers to conduct a research.

In the present study it was essential that parent's permission was thought for children participation in the research process and researcher only approached particular children to inform them about the study and invite them to participate on the sheet of a signed parental consent form, children were given sufficient opportunity to opt in or out of the study. It was also emphasized to the children that they would not asked specifically about their own family experiences during the focus group discussion. All children whose parents had given consent form for their children participation and who were present in school on the day of the fieldwork agreed to take part. The whole process was adhering and respects the participant confidentiality.

3.5 Limitations of the Study

In conducting this study, the researcher was accoutered with the following challenges which are hereby considered as the limitations of the study.

Academic and scientific materials:

1. Availability and accessibility of reference books and materials to be used in research was a challenging factors to the researcher because in our Open University Library there is very few reference books which the researcher can use in the research synthesize the background information, literature review and developing a sound discussion at the end of the proposed study. Due to this the researcher searched most of the material using internet sites (reasonably cheaper) and also travelling to other places in looking for appropriate articles such as Arusha regional centre, regional Library.
2. Some of respondent was very shy to disclose the situation especially children of age 7 and 8 only few of them have confidence to explain the reality of their parenting.

CHAPTER FOUR

4.0 PRESENTATION OF THE RESEARCH FINDINGS

4.1 Introduction

This chapter contains results from the analysis of exploration of children's perspective, parents and teachers patterning to the way they perceive parent's involvement in raising their children. The researcher had formed pre-determined themes from which various subthemes emerged from the children's, parents and teachers own views in their respective discussion groups and interviews.

The presentation of these results starts by demographics, and pre-determined themes which are disciplining actions and tools used, preparations for disciplinary actions and resolutions, parents' state during disciplinary actions, Children's perceived conditional care, children participation in the family, self and parental imposed bias and boundaries and children's rights. Maltreatment and death is the last theme in this chapter and it came up as an emerging theme. The pre-determined themes, sub themes and their categories are presented in this chapter to cater for result part of this research project.

4.2 Demographic Characteristics

Five schools were government owned, and two were private owned (English medium). Age of the participants ranged from 7 to 16 years from primary 2 to 7. Only one school was located at the town Centre, the rest were located few kilometers from the town Centre but all are within Moshi municipality.

Table 4.1: Schools Symbols, Kind of School and Ages of Participant. (Children)

School symbol	School location	Age / class	Type of school
A1	Town mid	7 -14 years	Government
A2	Memorial society	7-16 years	Government
A3	Out of town	7-15years	Government
A4	Institution based	7-16 years	Government
A5	From peasants society	7-16 years	Government
A6	Around town	7- 14years	Private
A7	Few miles from town	7- 15Years	Private

Source: Field Data, (2013)

NB: The above symbols represent schools names for the purpose of the confidentiality of the children as indicated above.

Table 4.2: Distributions of Social and Geographical Details of Parents and Teachers

Respondent	Family Status	Resident	Economic activities	Parenting style used
P1	Single Mother with 4 children	Magereza cottage	Magereza police	Authoritarian parenting
P2	Married women with 2 children	Soweto area	Small business (Selling bananas at the market)	Authoritarian parenting
P3	Never married she live with 2 children both are school children	Karanga area	A primary teacher and peasant women	Authoritarian and authoritative sometimes
P4	Married live with his wife and 3 children	National housing	Porter at the tour company	Authoritarian parenting
P5	Married in a family of four wives am the first live my 5 children	Njoro	Business women of “Mitumba” memorial ground	Authoritarian parenting.
P6	Divorced his wife live with his son	Memorial	Tour guider	Authoritarian parenting\
P7	Married live with his wife and 5 children	Shirimatunda	Peasant	Authoritarian parenting and little authoritative

P8	Widow live with her 4 children	Memorial	Selling vegetables' at the Mbuyuni market	Authoritarian
P9	A father live with his wife and 2 children	National house	Bank tailor	Authoritative mostly and sometimes authoritarian for some reasons
P10	A father with 5 children and marry a business wife	Soweto	Business man (big shop at the centre of the town, with a business wife at memorial ground)	Authoritarian Parenting
P11	Married live with her 6 children	Shirimatunda	Peasant and business women at memorial ground with small restaurant	Authoritarian parenting
P12	Married live with 1 child (step father)	Magereza cottage	Police	Authoritarian
P12	A father live with his wife and 3 children	Majengo	Bank manager	Authoritarian and authoritative

Source: Field Data, (2013)

NB: The above symbols represents hide parent's names in ensuring their confidentiality.

4.3 Children's Perceived Conditional Care

Under this pre-determined theme, three sub themes were formed which are child's condition and conduct, parent's condition and conduct and parent/child relationship. These sub themes address the conducive and supporting social environment under which the child can receive a due care from the parent. To be noted is the fact that the groups sounded as if these were compulsory conditions if the child had to receive needs and care from his/her parents.

4.3.1 Child's Condition and Conduct

In discussing the situation surrounding the environment that supports provision of care, most children indicated that they had to conduct themselves in various manners which is pleasing to their parents so that they can be cared for. One of such conditions is such as being of a support to the family as said by one girl in school A1:

“If you do not do the work, when you ask them they can't give you, thus we are not allowed sometimes, you ask something tells you come later.” (A girl of 12 years old of standard five).

Furthermore a child is supposed to accept morals for him/her to receive a deserved care from the parent. One child from school A7 (15 years) puts it clearly in a form of a command:

“If you are obedient you can receive the items that you need and if not obedient you cannot receive them” (A boy of 15 years of standard seven)

Add to this, another argument by other children expressed the view that themselves as children should be responsible for their life and what they are doing as heard from one boy of standard 4 at school A3.

“When a child studies hard at school, looks at its school facilities parent can trust and cooperate them in plans of the family decision making”. (A boy of 12 of standard four).

Conversely, other child of class7 from school A1 expressed the view that

“Another thing a child should respect parents and parents love you even if you ask anything they give you not to run and disrespect parents who can lead them to be angry with you ask and even when you ask something they cannot give you”. (A girl of 14 years old of standard seven)

Also on the side of parents, they are providing care mostly for the child who is responsible in the family mean that is pleased to his parents and help them in some

cases such as small jobs at home and even out of home without complaining. P1 described how parents feel when children are disobey as she explain

.... "How can I west my time and my money which I used my power and efforts to find at the day and night to a child who is very jealous and always is stubborn never I can't do that" if she/he want my help has to obey what I say"

4.3.2 Parents Conditions and Conduct

In the current study, children showed that they know that provision of their needs depends very much on the financial status of their parents during that time of need. It a common occurrence to find that a parent is willing to cater for the child's needs but he/she is not financially stable at that given time. From what is heard in the discussion with both parents and children is that, children are aware of this situation and sympathize with their parents and parents feel bad once fail sometimes to fulfill children wishes in the family. One of the children of school A1 comments on this as follows;

"You find other parents cannot afford you find a parent has no work to do is a housewife and a father doing manual labor so you find the parents don't have money to give a child his essential requirements for all times". (A boy of 14 years of standard seven).

Also on parents side P6 explained that sometime situation dictate us to remain silent in the family as he said.

"It's real painning real just imaging as a parents you want your child to get education as have a better life but sometime you find money everywhere but still it's hard even a school fees? my friend you end up running walkup early in the morning and come at the midnight It is not a style but life forced people to..."

The effect of alcohol consumption is not only seen in the way the parents behave towards children but also affects the financial stability of the family as disclosed by one child from school A5:

“Others can afford but as he gets money he runs to the alcohol”. (A boy of 7 years old of standard one).

P12 a well educated man states for the above as he said

“Sometime parents want to relax their mind after working for a long hours though others over use the alcohols consumption which may lead them to abandon their families which is very dangerous”

4.3.3 Parent - Child Relationship

Children expressed that good relationship among them and their parents motivate parents in provision of needs but when this relationship is tempered, deliverance of such needs is equally mitigated. Children perceive that the authoritarian parenting which is characterized with no communication between them may limit their deliverance of their needs rather authoritative style of parenting in which encourage good communication between a child and parents in which it strengthen the good relationship and their needs can be fulfilled by any means. A child of class 2 from school A1 generally states:

“...you find other parents do not like their children thus why they are not fulfill their needs. “(A girl of 8 years old of standard two)

P5 contributed by saying

“mmm this children sometime lead their mothers to be abused by their father that your stupid child come again use your own money he/she is not mine, all coursed by a child to be stubborn or being poor in class.”

When a relationship between the child and parent is affected the consequences can be compound than earlier explained. This includes a state of child-parent repulsion as indicated below by one girl of 16 years old from school A5 said:

“...So that even when she/he is in trouble can tell his parents, because you find children have different ideas of giving in the family, you may find a child

is sick and cannot tell his parents because he/she fears he will beat him as he/she is sick, so as the children to be comfortably should be the presence of a good relationships between parent and his child, so as for children to know the meaning of respect for parents and elders, parents should give children freedom of expression".(A girl of 16 years old of standard seven)

On the contrary, harmonious relationship is said to bring a sense of understanding and care as summarized by a child from A7 below and P9:

"So he can get his needs and build good relationship and as he builds good relationship between him and his parent, firstly a child is a blessing within the family" (A boy of 12 years old of standard five)

"Good relationship provide room for children to be free in the family even when something happen to them in any way they can say it to you, so it's good to talk with children sometimes". (p9 explain on the position of the parents)

4.4 Children Participation and Boundaries

Children in the current study showed greater awareness and understanding about their participation at the family level, majority of the children believes that they have good ideas on different things that can help the family. Under this pre-determined theme, three sub themes were formed which are participation in school related issues, family related issues and self and parental imposed bias and boundaries.

4.4.1 School Related Issues

During the discussions children indicated that they value education and that they would like to be involved in issues that have effect on their education. They also indicated that if their parents were more concerned about their studies in terms of monitoring their progress, their performance would improve. Even parents show their concern on children participation that it's better for them to know what they are doing. For instance a child of class six from school A1 and P7 explained;

“Parents should follow their children so as for them to perform well in studies. They have to follow what they were taught so may lead a child to fail if a parent doesn’t follow them” (A girl of 13 years old of standard six).

“If parents take their responsibilities and children playing on their part they can succeed though other children knows their mistakes so hide themselves to their parents” (P7 sates as a parent)

Majority of children and parents showed that parents and children taking part in the joint development of children will be better than children not playing any role as class four children from school A4 said:

“... You find a parent thinks a child is in school, she/he can instruct as to inspect the exercise books so the child is being involved in small things which need them”. (A boy of 12 years old of standard four)

4.4.2 Family Related Issues

Family issues are things that everyone in the family needs to know. It was clearly stated that by most of the children that it is important for them to well informed and participate in major family dynamics especially on issues that would affect them in one way or another. They believe that they have ideas that can help in building, reconstructing and developing the family. For instance a class 3 of child from school A1 recommends:

“You can give advice or be heard in family maybe mother and father when they are discussing am there can contribute, and if they have quarreled I can settle their dispute”.(A boy of 10 years old of standard three).

P10 declare that it’s not their willing not to inform their children but it happen that you’re the head of the family to drive things to be going as he explained

“.....you decide and act and children can discover later to their mothers that is what we inherit from our fatherhood but I know the world is changed children have the right to know besides timeless is a problem to us most parents”

Fewer children feel that other parents are skeptical when it comes to a child wanting to participate on major family matters in view of danger of embarrassment. For instant one of the children of class 7 from school A5 said.

“May have good ideas and if the father sees, he sees this child will harass me its better I chase him. Child is having decision to speak for example father and mother are fighting and the child is watching, perhaps they are taken to police station the child should be taken there since he witnessed but father and mother may take a neighbor who was not present”. (A girl of 14 years old of standard seven)

Majority of children expressed their concern on economic issues in their families. They see the importance of participating in the planning of family income at least by contributing as they believe that their ideas can help in developing their parents economically. For instance a child of class 7 from school A4 says:

“You find a parent wants to sell the farm when the child just speaks is told “you stop talking, you’re talking is it your farm?” hence the child becomes unhappy, father speaks while the child remains silence”. (A boy of 15 years old of standard seven).

P11 who is very busy with his work (business) almost she did 18 hours per day said

“Not everything in the family you can disclose to children as for confidentiality as children may spread information to neighbors’ and the parent is not willing for other people to know what she/ he is doing at the time that’s why parents remain silent till they grow...

Fewer children were concerned that they are not involved when major changes are taking place in their families. One of the children from school A3 said of what ought to be done by the parents as follows:

“Parents should involve children in their plans and also to be able to share with children what they plan and in everything they do in the family they should associate with their children since the child also has the right to be heard”. (A boy of 9 years old of standard three).

Another child believes that even traumatizing incidences like death of a parent needs to be communicated to the child:

“Other matters a child should not know but parents should tell their children even if they die so that the children should know what their inheritance is and what is not” (A girl of 13 years old of standard six).

One child expressed his experience a good example of how a child can be involved in some crucial family matters:

“Father had got a client to sell his car called me and told me you would agree this car we sell? I said yes he took the car and sold it” (A boy of 12 years old of standard five).

4.4.3 Self and Parental Imposed Bias and Boundaries

Despite the recognition of the areas they can participate and express their views, many children felt no recognition and respected for their ideas or had a feeling that they were denied the opportunity to express their views by the way they are regarded by their parents. On the other side the children said that they restrict themselves from some family matters on the faith that such matters are beyond their age to comprehend. A child in class 5 from school A4 commented:

“There are other families they see a child can’t contribute any idea because he is young they can go on discussing themselves because the child is young can contribute nothing on their thoughts”. (A boy of 13 years old of standard five)

Children reported that sometimes traditions can lead to bias and participation restriction. According to tradition and ancient literature majority believes that the father is the head of the family and whatever he says must be adhered to. Children like this one of class 7 from school A7 are aware of this fact as here disclosed:

“Many people says the father is the head of the family you may find them talking then mother says,” you what are you doing here I am talking to your

father”, Because many people believe father is the one having all decisions so a child if you give anything in the family people cannot believe you” (A girl of 14 years old of standard seven)

Another child from school A3 argued:

“...the parent ignores that you know nothing. You still know nothing about life, so you find a parent ignoring the child” (A girl of 8 years old of standard two).

Moreover children spoke of self-set boundaries in involvement in special discussions. For example one of the children of class 5 from school A4 said:

“Sometimes children shouldn’t be given the chance to speak because you find father is scheduled to work far away from his current home place for example Mwanza, a child may say now what are we going to do in Mwanza, just going to eat fish its better we remain here in Moshi. So the child has to think about other things and not just speaking”. (A boy of 13 years old of standard five)

Another child from school A1 tries to draw a clear line in the sentence below:

“Yes other children involved in a session that is concerning to a child, is probably cannot be included if the session does not concerning to them”. (A girl of 14 years old of standard seven)

4.5 Children’s Rights

The researcher was determined to find out whether or not children and parents in this context are aware of children rights and if possible if these rights are observed within their families. The issue of whether these rights were practically observed in their families did not come out directly but children and parents seem to know a lot about children a right which forms categories under this pre-determined theme. Such rights which came very clearly during discussions are such as right to be heard, right to play, right to be cared and loved, right to education, right to rest.

4.5.1 The Right to be Heard

The current study shows that majority of the children are not having that opportunity of being listened to in the family and fewer families are reported to listen to the child and consider their argument. For instance one of the children from school A4 says of the two types of parents that she knows of: depict.

“For me I can say some parents they can listen to their children's problems, but others can not because the parent is very strict, the parent does not want to hear the words of his child. A child saw we had finished eating let me go to speak with my parents about my school problem. Mother our teacher says you have to go to school tomorrow, parent says it is your own ignorance you can go yourself a fool, she started insulting the child when it is not his mistake, begins to beat oppressed him while there is nothing wrong”. (A boy of 12 years old of standard five)

P4 explain a bit about the above as he said

“We listen them but sometime you're tired and a child comes just spoke irrelevant issues and remember a parent's work for a full day and he/she didn't get expected money, then a child spoke I have a right to be heard is a stupidity”

4.5.2 The Right to Play

Children are entitled to exercise choice and autonomy in their life. In explaining freedom majority of children while speaking on freedom to play indicated that playing is essential. One of the children from school A2 elaborates clearly:

“Parents when allow their children to play recreational they've built physically and mentally if you go read that has enabled it to discuss with colleagues and increase in mind”. (A boy of 15 years old of standard seven)

Even parents on their contributions shows that playing is essential but not exceed and a child spend for the whole time in playing as P3 contributed.

“Children deserve to play but as a parents need to set their limit as to what time they can play and perform other activities”

Another child considers parental monitoring and guidance as another right for the child as disclosed below;

“You find other parents to decrease their strictness you may find that is true they’ve arranged a timetable but that child has found his parent at home maybe a parent comes too drunk and angry, so you find a child the time to play he use to continue to do work that is not his work, parents are required to reduce their severity that is to be kind to their children”.(A girl of 14 years old of standard six).

In other side of the coin the children recommended too much freedom can spoil the child especially when some parents who use permissive parenting style in which exert control over their children and do not monitor their activities, as one of the children from school A4 explained.

“The children deserve freedom but not the freedom to pass you wear short skirt, Tops and you went up to night around eleven you return home, you may have given your child the freedom to pass on, you need to give freedom your child but it is not far since maybe playing with a neighbor your tired just return home, is not all the time at no play and child also deserves to play but there is another freedom pass and another not pass for me I want parents that they give children their freedom not too much. When you give a too much freedom will cause your child to be a prostitute will know sleeping the whole day out of the house turns out morning where have you been? My mother you gave me my freedom why are you asking? (A girl of 12 years old of standard five).

A child from school A7 says unpleasant children’s conduct may be the reason for impeded rights in some circumstances:

“Children can be given freedom but other children have a disobedience to their parents because their mother can allow them to go and play but asking them come and work for this one then you can go but they refuse and say am not a house girl or a house boy tell the house girl because we are not divided the salary and leave to play”. (A girl of 12 years old of standard five).

4.5.3 The Right to be Cared and Loved

Love, monitoring and even reprimand are heard from the voices of the children of the current study as forms of care as simply said by a child from school A2:

“Taking care of them and punish them if they are wrong”. (A girl of 7 years old of standard one)

Other two children commented on the importance of parents being there for their children: Child from School A3

“...because when the parents care their child they give him morals and humanity but a parent can move and leaving his child with a house worker who will be less valuing him and he will leave him as he is without teaching him”. (A boy of 11 years old of standard four)

Also a child from school A1 said:

“Not receiving better care of parents, lack of acceptable morals”. (A girl of 9 years of standard three)

Furthermore children showed concern to their government for the children who are vulnerable and do not have parents and relatives who will care for them. One of the children from school A5 highlighted:

“Government should giving the care and upbringing like those children who roam in the streets they should have the centre’s and schools that they may be given care, education, food and shelters”. (A boy of 14 years old of standard six).

However children recommended by saying

“Solution to all problems, parents should prefer to supervise their children from their birth, means that to give them best care from their childhood”. (A girl of 14 years old of standard seven).

4.5.4 The Right to Education

Children see the position of their parents in the life of schooling as one of class 7 children from school A4 recommended:

“Parents are supposed to follow children after school and they have to be blamed if the child fails because of them not following children. Also following the teacher and check your child’s progressing”. (A boy of 16years old of standard seven)

Also in other side one of the parents P3 explain deeply as she said:

“My friend its real amazing that in schools parents do not follow their children even if you say they have to come and pick for the report they won’t what they do is just to pay a school fees not follow up no what I can say may be only 10% among 100% of parents come at school to ask for their children progress without been called officially by the school”

Additionally another child from school A2 says that [parents]:

“Should follow their children so as for them to perform well in studies. They have to follow what they were taught so may lead a child. The children are likely to fail if a parent doesn’t follow them”(A girl of 13 years old of standard six).

4.5.5 The Right to Rest

On the discussion children said about their right to rest as a requirement and that they should be given a chance to prioritize their studies than household chores. One of the children from school A4 says this is how it should be:

“... a child comes from school and are suppose to study because have an examinations but been told to go and sell vegetables, other children even time to shower parents did not give all the time do this do that...”(A boy of 14 years old of standard seven)

4.6 Mode of Disciplining the Child

The key issues which arose under this pre-determined theme formed three sub-themes are disciplining actions and tools used preparations for disciplinary actions, and parents’ state during execution of disciplinary actions.

4.6.1 Disciplining Actions and Tools Used

Majority of the children sounded supportive to the concept of punishment and respect in the family as it is noted throughout their focus groups that they were not against the punishment itself but had concerns on the manner and tools used to

execute such punishments. Children expressed their concerns on such actions like beating and canning and aware of punishments which do not compare fairly with the committed errors. Here is one of the children indicating that generally punishment is of paramount importance to a child as she warns:

*“Because if you do not punish him/her will be undergoing the same behavior”.
(A girl of 9 years old of standard two)*

4.6.1.1 Beating

Most children reported that beating is a common practice in the family but the manner in which it is done is what they have issues on. Interviewed children expressed that it either done without enough explanations and preparation or done excessively. For instance a child from school A4 said:

“...as a parent beating for his child failed the test is ok but just the mother does not know anything going on, the child is asking for forgiveness and promises to do well again”.(A girl of 13years of standard six)

Also parents support child discipline by beating them as the stratagem of teaching them but have a caution to other parents who beating children and hurt them badly.

P5 put this clearly as she said

“To beat a child is ok but other parents it’s too much and harmfully sometimes even take dangerous objects pose to their children like knife and fire that not good”

Majority of children also reported that parents transfer their work problems to home in which the most affected group are the children as they treat them in stress due.

One of the children from school A5 commented:

“.... you can find other parents have quarreled in the office, in their business, they pass their anger to their children and beat them without asking them what punishment they want”.(A boy of 15years of standard seven).

4.6.1.2 Canning

It seemed some of the parents use this punishment but children felt not bad being punished by canning. However, most children stated that punishment providers have to look on children levels and ages, as one of the children advices:

“For me I recommend that in this cane that parents canning children have to look at a child for example if kindergarten child being canning as he arrives to form one, when reaches standard four will have found it difficult to adjust and even pinching will be resistant”. (A boy of 13years old of standard six)

Also another child from school A2 comments on the amount of canes:

“You can choose because you find a parent canning his child in the amount that he is not supposed to be canning and sometimes can kill a child”. (A girl of 12 years old of standard five)

4.6.1.3 Depth and Means of Punishment

In parenting retribution is part of helping children but in the current study children showed a clear concern on the level of penalties and mode of punishment as here by one of the child.

“For example you just did a small mistake but your father said to day you will see am going to beat you until you will remember where your real mother is....”(A boy of 8 years of standard two)

Also one of the parent P1 contribute on this by saying

“No way can a child set a punishment over parents, children have to obey to their parents”

4.6.1.4 Objects used to Execute Punishment

A key issue emphasized by most children is the objects used to execute the punishment. Some of the tools were viewed as dangerous and inhuman acts. It was heard from their own voices the possibility that some parents uses objects which would harm children physically and mentally. One of the children from school A7 commented that:

“Because some parents do not like their children, she/he can beat even with a big stick and the law states a person should beat a child with a normal stick”.(A girl of 15 years of standard seven)

Also one of the parents (P7) feels concern for others who use dangerous objects in punishing their child as said

“Some times for some parents it’s too much just imaging a child done a just miner mistake which may need a warning but other parents may use that as a weapons take even a fire and burn a child it’s like they are not come from their womb its real paining”

Children on their explanations show that parents heat them that’s why they give strong punishment but it s different to parents as P8 explained below that

“Parents love their children that’s why they provide discipline for those who do not how can they help to become good children heat some time help, when a child have an offence need to be well disciplined”

In addition another child from school A3 speaks of another object which is even more dangerous as here disclosed:

“For example, the child is caned by using the wire and the law says that children should be caned by stick but parent takes a wire and cane a child any place they wants”. (A boy of 10 years of standard four)

More than a half of the children suggested that some parents in punishment they did other inhuman acts such as a hot wire painted with pepper, pinched using a knife or fork, using hands to slap. In commenting this one of the children from school A1 said:

“...so he took a knife put in fire and painted it with pepper then ask you take off your clothes and starting beating you where he wanted....”(A girl of 13 years old of standard six)

Fewer children explained that some parents use punishments such as whip with belt, rubber that is used to tie the catapult, piercing with knife, burn plastic bags and drop

those liquid materials on the whole body, tie hands and feet's with rope and lay on the table, using shoes, using bucket, bite with their parents. To be noted here is the fact that the explanations from the children is not purely their lived experiences but of what they have seen or heard of .For instance one of the children from school A2 while responding to the question, "What are the things which are used by parents when beating children?" said:

"Other parents come home they are drunk and start conflicting with children then take knife and piercing you"(A boy of 9 years old of standard three)

In addition, another child from school A5 opened up:

"Rubber that is used to tie the catapult it's even better that would be just touching him with it but beating him even on the face, other using a stick to beat, piercing him with a knife and beat with electric wires, they take burned plastic bags and drop those liquid materials on whole of their bodies, others do whip them with belts". (A boy of 16 years old of standard seven)

Then another child continue by saying

"Some parents take children then tie hands and feet with rope, and lay them on the table and start whipping them at the buttocks with stick"(A boy of 11 years of standard four)

Furthermore one of the parents P2 gives a suggestion to parents as she said

"Parents have to provide discipline to their children for the purpose of rectifying them and not for hurting them with no reasons"

4.6.2 Preparations for Disciplinary Actions and Resolutions

Most children in the current study believe that negotiation can be used in errors rectification. In the process children would be able to provide their argument and suggestions for the proper punishment if inevitable. To be noted also is the children's belief that resolution can result from child's attitude even when found wrong and that punishment is not always the way to go. They therefore suggest some sub-themes

worth of a discussion which are pre orientation of the mistakes, find better disciplining actions, warning prior punishments.

4.6.2.1 Pre Orientation of the Mistake

Children suggested that parents should assess the situation or the offence done by the child before punishment as one of the children from school A4 suggested:

“Before giving any punishment parents should ask if the offence is related to community then can ask them and if he ever gotten confirmation that the child was doing the mistakes then can provide punishment. Child could not be committed an offence and his father might beat him so we have to investigate because other children may be speaking false against the child and given extraordinary cases”. (A girl of 13 years old of standard five)

P4 explain a little bit on the above statement as said

“Children having a long stories and tendencies of lying so when I discover that she commits an offence right on the way punishment follows.....”

However majority of the children suggested that parents should explain an offence made by the child and give the child chance to express self whereby the child may admit, rectify or explain the situation. . For instance one of the children from school A7 states:

“Before a parent takes a measure to beat his child, he should give first a child the opportunity to explain himself means that you find a child has done a mistake, you find a parent so very angry maybe that mistake is done at school then the parent before whipping a child he must give him chance to explain himself”. (A girl of 14 years old of standard seven)

Also other child from school A2 says about parents giving details of the offenses as she says:

“Parent before disciplining the child should explain first so that a child should know an offence that was committed is wrong or not wrong.”(A boy of 12 years old of standard four)

4.6.2.2 Find better Disciplining Actions

Punishing children was a hot discussion within all focus groups. It was generally observed that beating is acceptable if it is done considering such factors like age and the magnitude of the offence. However the majority of the children said parents should find a better and helpful way of punishment rather than the common practice of beating and canning. For instance one of the children from school A4 commented.

“On these penalties, whipping punishment should not be used largely because it is not a solution to the child, you can find the child has committed an offense and beat him very hard but as the days goes on is the way he repeats the same mistake. So whipping a child or student isn’t a solution anyone. It is better to give another penalty than whipping him. Penalties such as jumping like a frog [hopping]. You find sometimes due to that reason of putting pepper on a stick contributes your child to be chronic, so he’ll never sense even other times when he is whipped” (A girl of 13 years old of standard five)

4.6.2.3 Warning Prior Punishment

During the discussions most of the children suggested that parents should focus on warning children before disciplining them in order to give them change and have good behaviors as one of the children from school A2 said;

“Parents should give warning to a child for the first time when repeat the offense again can be punished” (A girl of 10 years old of standard four)

P8 contribute by saying

“Warning is better for some children but others without punishment nothing can be done”

Also another child arguing confidently by viewing on the environment surrounding the offense says:

“They should first do investigation to a child offence before punishment then they can warn or punish when having the fact”. (A boy of 12 years old of standard 5)

4.6.3 Parents' State During Execution of Disciplinary Actions

Under this pre-determined theme, participants spoke of the way they see or perceive their parents during execution of particular punishment. Most of the children reported that such punishments are anger driven and that the story does not end immediately after the punishment, rather some parents continue to complain on the same issue for some times later. The situation is reported to be even tenser as in most cases this happens while the parents are under the influence of alcohol and frequently accompanied by threats and insults. The above mentioned three sub-themes are as discussed here below.

4.6.3.1 Anger Driven and Continuous Complaint

Most of the children said that parents demonstrates and shows clearly that they are angry during execution of the punishment. For instance one of the children of ten years from school A5 speaks not only of anger but also that the time taken to meditate on the crime is insufficient as disclosed here bellow:

“Parents should not have sudden anger before punishing a child they have to think first not just they have been told a case then calling the child and whipping him without knowing his fault”. (A boy of 11 years old of standard four)

P3 explained on some situations parents have to do so as the above explanations as explain below:

“...You may find you come from work and your very tired, other people confusing you at your work place and then reach home you find children had done a terrible issues as a human you may be driven by anger and start fighting with children”

Moreover children perceive that parents do not have tendency of negotiating with their children due to their state of anger rather than giving punishment as a girl from school A6 explained that:

“...parents when you commit an offense at the same time they consider anger, you can’t tell mother that it was unfortunately and understand, when you have just committed an offense you will not have time to tell him that was unfortunate. He will consider the anger, catch you and beat you with anything. Another can take even electric and whip you with it and continue talking almost to everyone, it real hurt”. (A girl of 12years old of standard six).

4.6.3.2 Punishing under Influence of Alcohol

Majority of children perceived that parents have the tendency of taking alcohol and when they come back home they start “fighting with their children” with no reasons or punishing them severely for a very small offence which happened earlier on. One of the boys of 12 years from school A4.

“...because you find a child when he just hear the hone of his father’s vehicle outside runs and leaves even the food, when the father gets in, children start hiding themselves because they know that when father comes everyone will start being beaten so you find you have already feared...he went every day to drink alcohol returned at night drunk, you don’t know if the children have eaten or not eaten just starting to beat them so this affects children”.(A boy of 12 years old of standard four)

4.6.3.3 Combination of Threat and Insults

In this case, fewer children reported that some parents have the tendency of using bad language when disciplining their children, having mood sometimes, threats and complaining for no reasons. For instance once of the children from school A5 reported that:

“A parent becomes very angry even saying today I’ll kill you but the way he beats you even the God become unhappy”. (A girl of 8 years old of standard one)

Also another child elaborate on his view with deeper pain as speak very strongly as said:

“Sometimes you cannot even have good health because if you break even a glass accidentally your mother starts, “you’re very stupid, look at you! That’s why even at school you are poor, go a dog”. (A girl of 14 years old of standard seven).

4.7 The effects of Parents Neglecting their Children

This was clearly an emerging theme. The researcher did not intend to find out the effects of parents neglecting their children but it came up throughout the discussion in which children explained the effect of parents not taking care of their children. This theme forms categories such as displacement to unpredictable environment, development of unpleasant behavior, depression and stress to the children, maltreatment and death. A class four child from school A4 gave this view:

“ There are those relatives uncles or parents’ relatives come to take those properties that the child has been inherited, they chase him then he becomes a street child and he doesn’t get food then let’s say he become a beggar” (A girl of 12 years old of standard four)

Also another child contributes on the family separations and its affect to children. As a class seven child explains this from school A7.

“You find maybe father and mother are divorced, the father decides to marry another woman so she grew up staying with the stepmother, you find the stepmother does not love that child she loves her child, so the child will be tortured”. (A girl of 13 years old of standard seven)

Children also feel that parents nowadays are not responsible for their children upbringing which may affect them in their life and lead to child stress with effect in class attendance and performance. A child of class 4 from school A1 commented as he says:

“Now days parents do not like these childcare, you find some have lost their parents and are living with stepmother telling mother please buy for me clothes they refused, they told mothers today have returned fees rejecting the child is not even having desire to go to school because of this she/he losing hope of going to school”. (A boy of 10 years old of standard four).

Ways of parenting can help children in other side might affect them psychologically if parents do not have a good relationships with their children as one of the children of class seven from A2 commented by saying.

“...a child can be compromised psychologically that his parent doesn’t love him, maybe has no right to be listened in the family and see themselves lonely”. (A boy of 15 years old of standard seven)

In small number of cases children mentioned about chasing away children in day and night they had an advice to parents as a child of class four from school A3 she says

“ I advise them to stop casting out their children from their families because as they cast out those children are going to join evil groups such as marijuana smokers, they can be thugs, sometimes may die for lack of their needs as important as treatment”(A boy of 12 years old of class four of standard four).

One of the parents (P11) give an advice to other parents as said

“Parents as I am the one we have to know that this world is not ours as we were children there were no challenges as it is now as parents we have to be children sometimes not lay on parents position only.”

Another parent (P8) add by saying

“The conclusion is that each of us parents and children have to cooperate and help each other there we can succeed but if the parents wants to force a child and a child want to be against his parents parenting can be challenged every day”

CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS RESULTS

5.1 Introduction

This chapter presents a discussion of the findings which were obtained in the current study on the construct of parenting from children's perspective in Moshi Municipality. It attempts to provide plausible explanations for the results based on the focus group discussions conducted in primary school environment.

The major discussion of these results starts by demographics, and pre-determined themes which are disciplining actions and tools used, preparations for disciplinary actions and resolutions, parents' state during disciplinary actions, Children's perceived conditional care, children participation in the family, self and parental imposed bias and boundaries and children's rights. Maltreatment and death is the last theme in this chapter and it came up as an emerging theme.

5.2 Demographic Characteristics

Five of the schools were government owned, and two were private owned (English medium). Age of the participants ranged from 7 to 16 years from primary 2 to 7. Only one school was located at the town Centre, the rest were located few kilometers from the town Centre but all are within Moshi municipality. Also parents participate in this study in the provision of crucial information about the study as the founder of parenting.

This geographical diversity was necessary for this type of study as already known from the literature that children are affected by their surroundings are likely to

perceive and respond to different matters differently depending on where they are brought up. Difference in age has been reported to account for difference in thinking and response to situations and so the diversity in age in the current study gave a room for shared experiences across the board in which children differs in their progress in cognitive development. From age 7 to 11 Piaget calls it the concrete operational stage in which a child begin to think more logical but their thinking can also be very rigid in which they tend to struggle with abstracts and hypothetical concepts.

Also in age 12 and spans into adolescent Piaget call the formal operational stage in which children at this stage increase logic, the ability to use deductive reasoning and an understanding of abstract ideas (Piaget, 1983). The study cater in both age so as to know each of the age in childhood had an experience in parenting even though in little contribution from young one than older children but both of them contribute accordingly to their capacity and ability. What was considered important is the fact that the child at 7 years is able to express self and has stayed with the parent(s) for a considerable period of time.

5.3 Children's Perceived Conditional Care

Under this pre-determined theme, three sub themes were formed which are child's condition and conduct, parent's condition and conduct and parent/child relationship. These sub themes address the conducive and supporting social environment under which the child can receive a due care from the parent. To be noted is the fact that the groups sounded as if these were compulsory conditions if the child had to receive needs and care from the parents.

5.3.1 Child's Condition and Conduct

Most children in the current study indicated that they had to conduct themselves in various manners which are pleasing to their parents so that they can be cared for. Such manners are such as accept morals, being responsible and respecting the elders. This is as stated earlier in literature that a child have a responsibility to respect his parents, guardians, superiors and elders at all time and assist them in case of need, also children should work for the cohesion of the family. (The law of the child act, 2009). The law of the child act direct the duties and responsibilities of the child as can be one of the reasons for their parents to fulfill children's needs through this the act doesn't put clearly in other part for some children if would not fulfill their responsibility with no reasons or going against, what will be the initial stage for steps taken by parents.

5.3.2 Parents Conditions and Conduct

In the current study, children showed that they know that provision of their needs depends very much on the financial status of their parents during that time of need. It a common occurrence to find that a parent is willing to cater for the child's needs but he/she is not financially stable at that given time. Children seems to understand very well about the parents financial situations and their need requirement though some of the parents taking alcohol and forget about children and family needs for witch a child may suffers in lucking guidance, care, assistance and maintenance for the child and assurance of child survival and development, The law of the child act explain on the penalty for this kind of parents who violet the right of the child as it termed in the law that a person who commit this may be liable to a fine not exceeding five million

shillings or in prison not exceed six month or to both (Tanzania law of child act, 2009).

The child development policy show that more than 50% of Tanzania lives in poverty, in which it goes together as among parents there are those who lack sustainable income generating activities which means children lack basic services entitled to them. This can affect their physical, social and academic development. It is also reported that 75% of Tanzanians income is basically for food which means that very little catered other needs such as clothing, housing, health, and education services (Child development policy, 1996). This is very different from other developed countries (OECD countries) some of the countries such as Denmark, Norway, Sweden and Finland where basic education and health for children is free and poverty stricken families can benefit from central social grants such differences come as the results of this countries see some reasons such as to change the household component, rising female participation in labor market, growing number of women who are head one parent family and work responsibilities, good quality education services for the development of young children.

5.3.3 Parent /Child Relationship

Children expressed that good relationship among them and their parents motivate parents in provision of needs but when this relationship is tempered, deliverance of such needs is equally mitigated. The existence of children confidence, optimism and motivation are more concern on loving parents and better communication with them than those lacking these characteristics (Katz, 1997). Mostly numbers of parents tend

to value and love children who accomplish their duties and responsibilities and those who maintain respects to the parents, elders and other members of the family. However hatred to a child may not be the best way to correct him/her and may be even more destructive. It will be shocking if from these results it can then be assumed that parents with many children will tend to demonstrate love to the ones with manners and hatred on the un-behaving hence social discrimination. However the law remain silent for the parents to withdraw the basic needs from the child on the grounds of misconducts, rather a disciplinary action is called for (Tanzania of the child act, 2009).

5.4 Children Participation and Boundaries

Children in the current study showed greater awareness and understanding about their participation at the family level, majority of the children believes that they have good ideas on different things that can help the family. Under this pre-determined theme, three sub themes were formed which are participation in school related issues, family related issues and self and parental imposed bias and boundaries.

5.4.1 School Related Issues

During the discussions children indicated that they value education and that they would like to be involved in issues that have effect on their education. They also indicated that if their parents were more concerned about their studies in terms of monitoring their progress, their performance would improve. It can be understood that in the current life, parents are busy and have less time with their children, most of them being brought up by the house girls, brothers and sisters or boarding schools

in which children at the age of 0 to 8 still need parent's attachments for their basic knowledge needed for their proper development and maturity (Emanuel Onyango, 2012).

5.4.2 Family Related Issues, Self and Parental Imposed Bias and Boundaries

Family issues are things that everyone in the family needs to know. It was clearly stated that by most of the children that it is important for them to well informed and participate in major family dynamics especially on issues that would affect them in one way or another. They believe that they have ideas that can help in building, reconstructing and developing the family.

Despite the recognition of the areas they can participate and express their views, many children felt no recognition and respected for their ideas or had a feeling that they were denied the opportunity to express their views by the way they are regarded by their parents. On the other side the children said that they restrict themselves from some family matters on the faith that such matters are beyond their age to comprehend. In urban areas or less traditional families the mother may comment in family issues but the final say still rest with the father as women carry the primary responsibilities for child care, income generation and family guidance (Revolutionary government of Zanzibar and the united nation children fund, 2010). What we see here is "Mfumo Dume" and the child is the one oppressed even more! Seems like the Father as the head of the house is shutting mum down and mum and daddy are shutting the child down which is the violation of children right of a child to be heard. However it is of most complement that some children are aware of the

fact that some issues may need to be left to the adults only to resolve, explore or decide on. Such type of a child would as well respect when told not to watch or explore media materials which do not befit a child in our age of freely-booming media materials as children become lazy and irresponsible for their responsibilities. Authoritarian as the one of the type of parenting presented by (Thompson, Hollis, and Richards, 2003) described it as “harsh” discipline [that] encompasses a restrictive style of interaction with children which does not take their views and wishes into account, and in which the parent responds to unwanted child behavior with “severe punishment”.

5.5 Mode of Disciplining the Child

The key issues which arose under this pre-determined theme formed three sub-themes are disciplining actions and tools used preparations for disciplinary actions, and parents’ state during execution of disciplinary actions. These are discussed below.

5.5.1 Disciplining Actions and Tools Used

Majority of the children sounded supportive to the concept of optimal punishment and respect in the family as it is noted throughout their focus group discussions. However they had critical concerns on the manner and tools used to execute such punishments. In such a way in other studies about children perspectives on punishment, children mentioned that they get punished at home and school but never asked them why did they done such offense rather than punishments and even when explain none of the parents believe them. Interestingly all of the children in that

study as reported said it was ok to be beaten if misbehave (Tortola 1999). Also in other country majority of the children had different opinions 38.3% of the children age of 9 to 17 said that punishment is very bad and 29.9% of the children said people should not be pushed in this manner, however 11% of the children gave positive responses that punishment is good since they must be corrected in overall almost half of the children believe that corporal punishment should never take place but a similar number of children felt that it should be used sometimes (Paniamor foundation, 2003). On the other hand it has been seen that children in Tanzania and elsewhere see punishment as their correct methods in some percentage.

5.5.1.1 Beating and Canning

Most children reported that beating and canning is a common practice in the family and are very concerned about the manner in which it is executed. In Tanzania beating and canning are termed as a form of physical violence as already been reported in other Tanzanian studies such as the report by US Centers for Disease Control and prevention, 2011 who indicated that 60% of children at the age between 13 and 17 have had experienced physical violence from a close relative and or authority figure especially teachers.

This situation seems to be very common around the world in which even in other countries children faced beaten and canned by their relatives, parents and other authorities as one of the study in Costa Rica states that children get punished for 80.3% by their mothers, 74.7 by their father, 29.7 by their grandparents, 20.5 by uncle and aunt, 14.3 by their older brothers (Paniamor foundation, 2003). Here it

related into the authoritarian parenting described it as “harsh” discipline [that] encompasses a restrictive style of interaction with children which does not take their views and wishes into account, and in which the parent responds to unwanted child behavior with “severe punishment” (Thompson, Hollis, and Richards, 2003).

5.5.1.2 Depth and Means of Punishment

In parenting retribution is part of helping children as it seen by children themselves in the discussion besides in the other hand children showed a clear concern on the level of penalties and mode of the given punishment. In this study children perceive punishment is ok in shaping their behavior but not exceed the limit. They are of a view that punishment at home must follow what the government says in school that (when necessary) children must be caned not exceed 4 sticks at a time strokes under the supervision of the head teacher of the school and both of this punishment must be look on the sex example a girl must be canned with a female teacher and a boy for male teacher also the punishment must look upon the magnitude of the offense (Document in schools from the ministry of education and vocation training, 2002). In other words children in this context feels that there should be a certain guideline given to the parents which will guide them to discipline the children in the most effective, bearable and safe way.

5.5.1.3 Objects used to Execute Punishment

A key issue emphasized by most children is the objects used to execute the punishment. Some of the tools were viewed as dangerous and inhuman acts. It was heard from their own voices the possibility that some parents uses objects which

would harm children physically and mentally. Some parents use punishments such as whip with belt, rubber that is used to tie the catapult, piercing with knife, burn plastic bags and drop those liquid materials on the whole body, tie hands and feet's with rope and lay on the table, using shoes, using bucket, bite with their parents.

To be noted here is the fact that the explanations from the children are not necessarily their lived experiences but of what they have seen or heard of. These results are supportive of the Tanzania violence against children survey, (2009) which reported that children experienced physical violence when they get pinched, slapped, kicked, beaten up, whipped and threatened with weapons such as knife (age of 13 to 24). It was shown that the percentages were high in being kicked, whipped and punched in which 72.3% of female and 71.4% males experience this type of physical violence. Those threatened with weapons 3.3% of the female and 3.1% males experienced the physical violence. In other way round in Sweden there were some efforts taken to finish and reduce the child violation as it was to in 1979, Sweden became the first country to make the beating or spanking of children a criminal offence, while Swedish law ensures children are well protected. For instance the Swedish district court sentenced a couple as the result of physical punishment to children as they did as a normal part of parenting to discipline their children despite of their love for them (Hilary White, 2010).

5.5.2 Preparations for Disciplinary Actions and Resolutions

Most children in the current study believe that negotiation can be used in errors rectification. In the process children would be able to provide their argument and

suggestions for the proper punishment if disciplinary action is inevitable. To be noted also is the children's belief that resolution can result from child's attitude even when found wrong and that punishment is not always the way to go. They therefore suggest some sub-themes worth of a discussion which is pre orientation of the mistakes, find better disciplining actions, warning prior punishments. Children perceive disciplining as the way of helping them in good behavior but discipline should be immediate and should be administered in a matter of fact (Lovell, 2001). Through children views their desire on their parenting cut across to the authoritative parenting style which refers to democratic parenting characterized by listen to their children, encourage independence, place limit, express warmth and nurturance, allow children to express opinions, administer fair and consistence discipline (Diana, 1967).

5.5.2 Parents' State During Execution of Disciplinary Actions

Under this pre-determined theme, participants spoke of the way they see or perceive their parents during execution of particular punishment. Most of the children reported that such punishments are anger-driven and that the story does not end immediately after the punishment, rather some parents continue to complain on the same issue over and over for some times later. The situation is reported to be even tenser as in most cases this happens while the parents are under the influence of alcohol and frequently accompanied by threats and insults. If the alcoholic parent when they were drunk children can grow with a grater fear perhaps to avoid criticism or the anger of their alcoholic parents, many children from alcoholic homes become super responsible or perfectionist, they can become overachievers or workaholics, on

the other hand they can also go in the opposite direction, becoming very irresponsible members of the society (Dr. Janet, 1983). The main impact comes from parents stress and tiredness in which it may affect the atmosphere at home, and children own tasks and responsibilities. Parents need to avoid becoming upset while disciplining their children because after being punished children should start a clean slate, parents also should not remind or nag their children about their misbehaviors (Kristin and Nicholas, 1997).

CHAPTER SIX

6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the summary of the research findings, conclusion and recommendations for actions and further studies based on the results for the current study.

6.2 Summary

Through the experience of the researcher working with children for four years and being talk with them the researcher feel to conduct the study about children views concerning their parenting in making them have a full participation on building their parenting. The researcher came up with the topic which is the construct of parenting from children perspectives which was conducted in Kilimanjaro municipality among primary school children of between 7 and 16 years of age.

The purpose of the study was to investigate the constructs of parenting in Kilimanjaro from a children's perspective. The study was guided by three objectives which were to:

- (i) Find out about children's perception of their parents' sensitivity and support to their needs.
- (ii) Explore children's perceived freedom and involvement in family issues and
- (iii) Examine the disciplining style used by parents and their children's' views on such.

The conceptual framework of the study contain four component of parenting styles based on the accepting nature and respective features such as authoritative (accepting, responsive), authoritarian (rejecting, unresponsive), permissive indulgent –lax (rejecting, responsive), permissive neglectful (rejecting, unresponsive).

The research clearance to conduct the study followed all of the procedures from the Open university of Tanzania and to the regional administrative secretary and to the primary school department at the regional offices. The study employs qualitative design (focus group discussions) in government and private primary school selected purposively. Transcription and verbatim translation were done before content analysis from which major themes, subthemes, and categories were developed from the results while using very much the original statements from the participant.

The results of this study show that children are much concerned about their contributions on different matters in the family and they are aware of their limitations and boundaries. The majority of children opened up to show that they are not given a chance by their parents to air out their views on major family issues as parents perceive them as too young to contribute anything. Concerning disciplinary issues in the family, the majority of children support the concept of disciplinary actions in the families and other authorities such as school but they are against punishment that exceeds the government standard for example corporal punishment.

Also children were concerned about harsh emotions and dangerous tools used to execute such punishment. Objects such as big sticks, a pepper-coated hot wire, slapping, pinching using a knife or fork, belt, rubber that is used to tie the catapult,

burn plastic bags and drop those liquid materials on the whole body, tie hand and feet with rope, their tooth to bite any place of the body were frequently mentioned as commonly used tools and acts. As an emerging theme there came the issue of consequences of parents neglecting their children which are children displacement to unpredictable environment, development of unpleasant behaviors and maltreatment and death.

6.3 Conclusion

It is clear that children have contribution to make to our understanding of parenting in Tanzania. They have awareness on various issues which would make parenting easier, rewarding, enjoyable and socially acceptable. They would understand and comply if things were explained to them and given chance to contribute their ideas. They are supportive of disciplinary actions in the family yet against too frequent, harsh, anger-driven, un-negotiable and un-weighed punishment which is more of authoritarian type of parenting. There have been incidences where dangerous tools are brutally used to discipline a child and parents mentioned to be doing such under either anger or alcohol influence. On the other hand, parents are commended of their care and provision where the situation allows. Some (fewer) statements suggests that parents are caring and valuing ideas from their children which is the authoritative parenting desired by most children in the current study.

6.3 Recommendations

In the light of the findings of the study, the following recommendations are put forward by the researcher:

6.3.1 Recommendations for Action

1. All stakeholders namely parents, community members, teachers and local leaders need to be sensitized on the issue of children participation and include the roles that each stakeholder is supposed to fulfill.
2. Social welfare department should sensitized and lobbying by enabling parents and other community members to know their responsibilities in providing care to the child and all of the penalties for the parents who failed to fulfill by his will especially due to alcohol consumption and other ill-spending manners.
3. Children should be involved in all stages of their future plan in the family and their ideas used in broader perspectives such as policy making. They are the ones who experience the pinch once poor parenting policies are laid down. The intervention to promote parenting skills should exist for parents through parenting programs.
4. Child rights and laws are seen to be purely and clearly state about child protection and participation but back to the practice is seemed as ineffective because the situation of the child continue to be worse and the laws are there.
5. There is a need for standardization or guidelines for disciplinary actions in the family as in schools and children needs to be aware of these as well as instructed on what to do once these are violated.

6.3.2 Recommendations for Further Research

1. The same study can be conducted in rural areas to see the similarities and the differences of parenting and children perspectives in rural areas and urban areas.

2. Further studies can be done to explore the influence of parents stress on parenting in child disciplining, if stress contribute to the execution of punishment to the children.
3. Further studies can be done on the exploration of the awareness of parents concerning child perspectives on their parenting.
4. It will be very interesting and enriching if another study would be conducted to ascertain the degree of good and poor parenting in the same region. Such would be a quantitative study.

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APPENDICES

APPENDIX I: FOMU YA MAKUBALIANO KATI YA MTAFIGITI NA MSHIRIKI

IDARA YA USTAWI WA JAMII CHUO KIKUU HURIA CHA TANZANIA

JINA LA MTAFIGITI PEMBE SCHOLASTICA.

SIMU NAMBA: 0717592294 /0762167446

UTAFITI KUHUSU KUJENGA MALEZI KUTOKANA NA MAWAZO YA WATOTO WALIO KATIKA UMRI MDOGO NA WALE WALIO KATIKA UMRI WA KUBAREHE KATIKA SHULE ZA MSINGI KATIKA MANISPAA YA MOSHI MKOANI KILIMANJARO.

MADHUMUNI: Kupata mawazo ya watoto na wanavyopata nafasi ya kuchangia juu ya malez iambayo wamekuwawa kipewa katika familia wanapoishi na baba na mama katika manispaaya Moshi.

UTARATIBU UTAKAOTUMIKA: Kugawa watoto katika makundi na kujibu maswali ambayo wataulizwa na mtafiti.

FAIDA: Utafiti huu utawasaidia watoto kupata nafasi ya kuchangia juu ya malezi yao katika familia na kushiriki katika maamuzi juu ya mambo yanayowahusu.

MADHARAKWAMSHIRIKI: Hakutakuwa na madhara yoyote kwa mshirik iambaye ni mtotokwani mtafiti ataongea na waalimu na kujua ni muda gani utakuwa mzuri kufanya utafiti na watoto bila kuathiri masomo na vipindi vyao na malezi yao katika familia zao.

Taarifa zote zitakazotolewa katika utafiti huu zitakuwa ni siri na zitatumika kwa ajili ya dhumuni la kielimu tu katika Chuo Huria cha Tanzania.

HAKI NA MAKUBALIANO YA KUSHIRIKI AU KUTOSHIRIKI KATIKA UTAFITI HUU.

Ni haki kwa kila mshiriki kukubali kushiriki au kutokubali kushiriki katika utafiti huu bila kushindikizwa na mtu au mamlaka yoyote.

MAKUBALIANO: Mimi.....baada ya kusikiliza na kusoma kwa makini maelezo ya utafiti huu na kuelewa madhumuni ya fomu hii na kubali kuwa mtoto wangu ashiriki katika utafiti huu.

Jina la mzazi baba au mama.....

Saini.....

Tarehe.....

Jina la mtafiti

Saini ya Mtafiti.....

Tarehe.....

APPENDIX II: CONSENT FORM

PHONE NUMBER: 0717592294 / 0762167446

THE RESEARCH WILL INVESTIGATE THE CONSTRUCTS OF PARENTING FROM CHILDREN PERSPECTIVE IN MOSHI MUNICIPALITY OF KILIMANJARO REGION.

PROCEDURE: Investigator will divide children in groups and answer all questions used by investigator.

BENEFITS: There may be no direct benefits to me as a participant in the proposed study but the findings from the study may be beneficial to others such as children, parents and government in general.

RISK AND DISCOMFORT: There will be no any risk from the participating in the proposed study because the investigator will discuss with teachers about the suitable time for children in participating to the study apart from interfere their school time table and this study will not affect their parenting in their families.

CONFIDENTIALITY: All information obtained in the proposed study will be treated in privacy and used only for research purpose.

It is the right for each participant to participate in the proposed study voluntary and he / she is free to participate or withdraw at any time.

CONSENT

I..... After considering the explanation
of the study and having understood the consent form, I hereby give my child
opportunity to participate in the study.

Name of the parents father / mother

Signature

Name of the investigator.....

Date

INVESTIGATOR'S SIGNATURE.....

DATE.....

APPENDIX III: MWONGOZO WA MAJADILIANO YA UCHUNGUZI HUU

1. MATUNZO NA MALEZI KWA WATOTO

Swali la Msingi: Mnaweza kusema nini kuhusu matunzo na maelekezo ya msingi ya wazazi kwa watoto wao?

Dodoso:

- (i) Watoto wanapewa mahitaji yao ya muhimu na kwa wakati?
- (ii) Ni vitu gani ambavyo wazazi wanafanya kuonyesha wanawajali watoto wao?
- (iii) Ni jinsi gani wazazi huwa simamia watoto wao katika shughuli mbalimbali za kila siku?
- (iv) Je wazazi hufuatilia mabadiliko ya watoto wao katika maisha ya kila siku na masomo yao?
- (v) Ni matatizo gani ya kisaikolojia ambayo watoto wanapata wazazi wasipojali kuwapatia mahitaji yao?

2. UHURU WA WATOTO NA USHIRIKISHWAJI KATIKA FAMILIA

Swali la msingi: Mnaweza kusema nini kuhusu Uhuru na

Ushirikishwaji wa watoto katika mambo mbalimbali ya familia?

Dodoso:

- (i) Ni jinsi gani wazazi huwasiliana na watoto wao juu ya mambo yao ya siri (mahusiano, mabadiliko ya kimwili)?

- (ii) Mnafikiri wazazi wanatakiwa kufanya nini kuhusu uhuru wa watoto?
- (iii) Je kuna umuhimu gani kwa wazazi kuwapa watoto uhuru katika mambo yao?
- (iv) Mnasemaje juu ya ushirikishwaji wa watoto katika maamuzi mbalimbali ya familia?
- (v) Je watoto wa Napata nafasi ya kusema juu ya matatizo yao katika familia?
- (vi) Je watoto wanaweza kutoa maamuzi katika familia na wakajisikia salama?

3. UTEKELEZWAJI WA HAKI ZAWATOTO NA NJIA ZA UADABISHAJI

Swali la msingi: Wazazi huchukua hatua gani watoto wanapokosea?

Dodoso:

- (i) Je, watoto hupewa nafasi ya kushiriki katika kuamua adhabu pale wanapo wakosea wazazi wao?
- (ii) Je, watoto hupewa nafasi ya kujieleza kabla ya kuadhibiwa?
- (iii) Wazazi hutafuta ukweli wa jambo kabla ya kutoa adhabu kwa watoto inapolazimu?
- (iv) Je nini mawazo yako kwa wazazi pindi mtoto anapokosea katika familia?

APPENDIX IV: THE GUIDE DISCUSSION FOR THIS INVESTIGATION

1. Children Care and parenting.

Main Question:

What can you say about care and parents guidance to their children?

Questionnaire

- (i) Do children get their needs in time?
- (ii) What are things, in which parents do, to show they provide care to their children?
- (iii) How do parents supervise their children in daily activities?
- (iv) Do parents follow children development stage for their daily life?
- (v) What are psychological effects in denial of children needs?

2. Children freedom and their participation in families.

Main Question

What can you say about children freedom and their participation of different matters in their families?

Questionnaire

- (i) How parents communicate with their children in personal and secret issues? (In relationships with friends and partners for adolescent one, development stages).
- (ii) What are things do you think parents can do for children freedom?

- (iii) Is there any importance for the parents to provide freedom to their children?
- (iv) What do you say about children participation of different things in the family?
- (v) Do children get a chance to say about their problems to their family?
- (vi) Do children feel secured giving critical decision in the family?

3. Fulfillment of children rights and disciplining styles used by parents

Main question

What kind of action do parents take once their children misbehave?

Questionnaire

- (i) Do children get a chance of selecting punishment once they did misbehave in the family?
- (ii) Do children given a chance to express themselves to their parents before punishment?
- (iii) Do parents do investigation on children misbehavior before providing punishment?
- (iv) Is punishment harmful to children's life? Why?
- (v) What is your opinion for parents when a child misbehaves in the family?

