

**EFFECT OF PARENTING STYLES ON THE STUDENTS' ACADEMIC
PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN NORTHERN DIVISION
MBALE CITY :A CASE STUDY OF NKOMA SENIOR SECONDARY SCHOOL**

SANDRA NABUKENYA

J22/MUC/BSW/064

**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCE AS A PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A DEGREE OF BACHELOR
OF SOCIAL WORK AND SOCIAL ADMINISTRATION AT UGANDA CHRISTIAN UNIVERSITY**

August, 2024



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I NABUKENYA SANDRA REG: J22/MUC/BSW/064 hereby declare that this is my original Research report done at Northern Division, mbale city and has never been produced, published and submitted in any institution or any University for any award to the best of my knowledge. It is all from my hard work and the guidance I got from my.

Signature NS

Date 30/08/2024

NABUKENYA SANDRA

J22/MUC/BSW/064

APPROVAL

I affirm that this research report has been carried out under my supervision and is now ready for submission to the board of examiners of Uganda Christian University for the intended award.

Signed: *D. Nabende*

Mr. Nabende Danny Wamukote

Date *30/08/2024*

DEDICATION

I dedicate this piece of work to my beloved family members especially to my parents for their financial, spiritual, moral guidance and compassion and my dear wife and children for their support and patience they rendered to me during my stay at Uganda Christian University.

May God bless you abundantly.

ACKNOWLEDGEMENT

I wish to express my sincere appreciation and thanks to the almighty God for the wisdom and knowledge he has given me,

I extend my sincere appreciation to my supervisor Mr. Nabende Danny Wamakote for the inspiration, dedication and patience they exhibited in supervising me to the completion of this research report.

Once again to my dear siblings, Adeke Sharon, Opio Trabriel, friends, Kemirembe Rehema, Namutosi Jovia Joan, Asio Stella, Musibika zainab, Nafuna Zainabu, Kabuni Celemesia who motivated me to finish this work and were able to support me morally and academically. I cannot forget my mother Anghoku Harriet Josephine for her financial and emotional support, encouragement, and prayers, God bless you all.

My supervisor Mr. Nabende Dan for his support and corrections during the process of study.

I wish to acknowledge Uganda Christian university Mbale university college for supporting me, the lecturers for teaching especially the department of social sciences headed by Mr Akampulira Timothy may the almighty lord bless you all

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF ABBREVIATION.....	viii
LIST OF FIGURES.....	ix
LIST OF TABLES.....	x
ABSTRACT.....	xi

CHAPTER ONE

INTRODUCTION

1.1 Introduction.....	1
1.2 Background information.....	1
1.3 Statement of the problem.....	5
1.4 Purpose of the Study.....	5
1.5 Objectives.....	5
1.6 Research Questions.....	6
1.7 Scope of the Study.....	6
1.7.1 Content Scope.....	6
1.7.2 Geographical Scope.....	6
1.7.3 Time Scope.....	7
1.8 Significance of the study.....	7
1.9 Conceptual framework.....	8

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.....	9
2.1 Effect of authoritative parenting on students' academic performance.....	9
2.2 Extent to which Permissive Parenting style influences students' academic performance.....	12
2.3 Neglectful Parenting and academic performance.....	14

CHAPTER THREE
METHODOLOGY

3.0	Introduction	17
3.1	Research Design	17
3.2	Population of the Study	17
3.3	Sample Size	17
3.4	Sampling Procedure.....	18
3.4.1	Random Sampling:.....	18
3.4.2	Purposive Sampling	19
3.5	Research instruments	19
3.5.1	Questionnaires.....	19
3.5.2	Interview	19
3.6	Validity and Reliability	20
3.6.1	Validity	20
3.6.2	Reliability	21
3.7	Data analysis methods	21
3.8	Limitations and delimitation of the study.....	21
3.9	Ethical consideration.	22

CHAPTER FOUR
PRESENTATION AND ANALYSIS OF FINDINGS

4.0	Introduction	23
4.1	Response rate.....	23
4.2	Background information.....	23
4.2.1	Sex of respondents.	23
4.2.2	Age of the respondents.....	24
4.2.3	Highest academic qualification of the respondents	24
4.2.4	Marital status of the respondents	25
4.3	Effect of authoritative parenting on students' academic performance of senior secondary schools	26
4.5	Extent to which Permissive Parenting style influences students' academic performance	28
4.6	Neglectful Parenting and academic performance	30

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0	Introduction	34
5.1	Discussion of the findings	34
5.1.1	Effect of authoritative parenting on students' academic performance of senior secondary schools	34
5.1.2	Extent to which Permissive Parenting style influences students' academic performance of senior secondary schools	35
5.1.3	How Neglectful Parenting influences students' academic performance of senior secondary schools	36
5.2	Conclusion	37
5.2.1	Effect of authoritative parenting on students' academic performance of senior secondary schools	37
5.2.2	Extent to which Permissive Parenting style influences students' academic performance of senior secondary schools	38
5.2.3	Neglectful Parenting influences students' academic performance of senior secondary schools	38
5.3	Recommendations of the study.....	38
5.4	Areas for Further Research.....	39
	REFERENCES	40

APPENDICES

APPENDIX I: QUESTIONNAIRE.....	44
APPENDIX II: INTERVIEW GUIDE	47
APPENDIX III: INTRODUCTORY	
APPENDIX IV: MAP	

LIST OF ABBREVIATION

CVI	-	Content Validity Index
CVI	-	Validity of the instrument.
DV	-	Dependent variable
IDMC	-	NORTHERN Division Mbale City
IV	-	Independent variable
MDEO	-	Mbale District education officer
NR	-	Not relevant
SRS	-	Simple random sampling
SWR	-	Somewhat relevant
UCE	-	Uganda Certificate Education
UN	-	United nations
VR	-	Very relevant
WA	-	West Africa

LIST OF FIGURES

Conceptual framework	8
----------------------------	---

LIST OF TABLES

Table 3.1: Number of Respondents for the Study (n = 92)	18
Table 3.2: Statistics from the Experts.....	20
Table 4.1; showing the results on the sex of the respondents.....	23
Table; 4.2 showing the age bracket of the respondents	24
Table 4.3, showing the highest academic qualification of the respondents	25
Table 4.4, showing the marital status of the respondents	25
Table 4.5: Findings on effect of authoritative parenting on students' academic performance of senior secondary schools.....	26
Table 4.6: Findings on the extent to which Permissive Parenting style influences students' academic performance	29
Table 4.7: Findings on effect of Neglectful Parenting on academic performance	31

ABSTRACT

This study was about the effect of parenting styles on the students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School. The study was guided by the following objectives; to determine the effect of authoritative parenting on students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School, to examine the extent to which Permissive Parenting style influences students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School, to establish the how Neglectful Parenting influences students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School, The study used a descriptive research design. The sample size was got from a total population of 120 people, The sample size was 92 people using self-administered questionnaires for both quantitative and qualitative methods and interview checklist. This chapter presents findings effect of parenting styles on the students' academic performance in senior secondary schools in NORTHERN division, mbale city, The respondents were asked to indicate their Sex, Age, Highest academic qualification, marital status, position and their religion , the research instruments used for data collection were relevant as they analyzed the data and ensured reliability and validity of the findings got from the study area, the study focused on the effect of parenting styles on the students' academic performance in senior secondary schools in NORTHERN division, mbale city. The researcher concludes that the effect of authoritative parenting on students' academic performance in senior secondary schools is a critical area of research that underscores the significance of parenting styles in shaping educational outcomes. This study has examined the relationship between authoritative parenting characterized by high responsiveness and high demands and students' academic performance. In conclusion, the evidence underscores that authoritative parenting is a key factor in fostering academic success among senior secondary school students. By promoting authoritative parenting practices, educational stakeholders can contribute to improved academic outcomes and overall student development.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study was about the effect of parenting styles on the students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School. This chapter introduced the background to the study, problem statement, objectives of the study, research questions, the scope of the study, and the significance of the study in relation to the effect of parenting styles on the students' academic performance of Nkoma Senior Secondary School and also the conceptual framework

1.2 Background information

Globally, highly academic accomplishment students are widely recognized as valuable assets to any nation, while low academic achievement can have detrimental effects like stress, hopelessness, delinquency, psychopathology, and substance addiction (Fatemeh et al., 2015). In order to raise the academic achievement of adolescents, it is important to address the factors that affect their performance. Parenting style is one of the most significant elements among the many that influence academic achievement. Scholars have emphasized the different facets of parenting styles that support improving adolescents' academic results due to the association between parenting style and academic accomplishment. The study focused on several facets of parenting approaches that support early children's growth, particularly in relation to academic achievements. Parents are important contributors to a child's growth since they serve as role models. Another element influencing children's social, emotional, cognitive, and behavioral competency is their family environment. (Fatemeh et al., 2015)

The task of parenting is intricate and involved a wide range of specialized activities that both individually and collectively affect the way the kids behave. While certain parenting practices, like reading aloud to your child or giving spanks, could affect their development, analyzing any one of these practices in isolation may be deceptive. As numerous academics have pointed out, the overall pattern of parenting is a better indicator of a child's wellness than particular parenting techniques. Diana Baumrind's notion of parenting style serves as the foundation for the majority of studies that try to characterize this wide parental environment.

The concept of parenting style is used to describe the typical variances in how parents try to discipline and socialize their kids (Baurrid, 2015).

According to several studies conducted in the USA, parents or older siblings read to nearly all children who are proficient readers before they start school (Cornell, 2016). His research yielded the following primary conclusions: children who are read to at home have a good correlation with language development, vocabulary expansion, enthusiasm to read, and success while starting school. The results indicate that, after adjusting for children's analytical ability, parents' exposure to adult reading material, and parents' educational background, variation in children's vocabulary scores might be explained by parents' familiarity with storybooks.

A study by Fuentes, (2019) carried out across Europe demonstrated the critical impact parents play in their children's development. Numerous studies have demonstrated that parents do, in fact, have a significant and lasting impact on their children's ability to be happy, and that certain parenting philosophies tend to foster happiness growth while others have the opposite effect. That is to say, parenting involves certain parenting styles that either have the tendency to help children develop well and be happy or may have the opposite effect on them. Parenting is the regulation of behavior and development of children with the intention that they can live a life that is socially desirable, adapt to their environment, and pursue their own goals

Furthermore, Seetet et al., (2022) used a sample of 159 adolescents to examine the relationship between parental participation and academic achievement and parenting style. The authors found that there was a complete mediation of the association between students' academic achievement and authoritative and authoritarian parenting styles. The findings of this study demonstrate how important it is for parents to comprehend how parenting practices and parental participation affect their children's academic success.

Parenting styles in Asian nations, such as Pakistan, describe the ways in which parents manage their children's life. The actions and attitudes of parents have an impact on children's early and future lives. Strong parent-child relationships are essential for children to develop social skills, self-sufficiency, consistent behavior, and independence (Hassan et al., 2022). This has to do with parenting styles, or the attitudes and actions of parents. Parenting philosophies that are prevalent include authoritarianism, permissiveness, apathy, and

overprotection. Authoritative parents supervise their children while taking urgent demands into account. An authoritative setting fosters healthy sovereignty development and self-confidence in children within reasonable limitations (Hassan et al., 2022).

According to a survey conducted in China by Yang & Zhao (2020), parents there are beginning to hold the view that a child's success is mostly dependent on how well they do in school. It is important to look at the strategies parents should use to help their kids do better in school. This research examines the impact of parenting styles on children's academic performance in order to shed light on this matter. Developmental psychology gave rise to the term "parenting style," which describes the general methods parents use to raise their kids. Four parenting philosophies are typically recognized: permissive, authoritative, authoritarian, and neglectful.

Over the years, Ghana has been hailed as an example of democracy, political stability, and harmony for both the entire continent of Africa and the West African subregion. It also experiences quick human and economic development (Sulaiman, 2012). It is the first nation south of the Sahara to declare its independence from British rule, a European power. Rich in natural resources, this nation has moved into the lower middle income bracket (UN-Ghana, 2013). Ghana has many great aspects, but it also faces complex social and economic issues, such as unemployment, poverty, and inadequate educational standards. As much as the government currently bears the primary duty for mitigating these complex issues, the youth will ultimately bear this burden in the future. This would be possible if the youth are properly developed cognitively as children and receive quality and high standards of education.

According to a study conducted in West Africa in the Ilorin Emirate of Nigeria by Igbo and Ihejiene (2014), parenting philosophies used by various households had an impact on pupils' academic achievement. Furthermore, it was found that students with authoritative parenting performed better than those with alternative parenting philosophies. The current study is consistent with the previous research. Even though it focused on junior secondary school pupils studying a certain subject, it sheds light on the impact of parenting methods, which is what this study aims to determine.

A study by Mekonnen (2017) in Ethiopia of parental involvement based on a model of children reading to parents found that children who read to their parents on a regular basis made greater gains than children receiving an equivalent amount of extra reading instruction

by reading specialists at school. Mekonnen (2017) also shows that “indirect factors including frequency of children’s outings with adults, level of maternal outings, emotional climate of the home, amount of time spent interacting with adults, level of financial stress, enrichment activities and parental involvement with the school had the stronger effect on many aspects of reading and writing than did direct literacy activities, such as help with homework”.

Uganda is a nation beset with complex social and economic issues. Though the government currently bears the majority of the burden for addressing these complex issues, in the future, it will fall on the younger generation. This would be achievable if the young people receive excellent education that meets high standards and have a healthy cognitive development as children (Bradley, 2018). Research has indicated that parenting and parenting styles have an impact on students' academic success in addition to the inherent issues affecting quality education. This is because cognitive development is a feature of parenting style and depending on the type of parenting received; a child’s cognition may develop (Bradley, 2018). Positively or negatively and affect educational attainment. Parenting and high standard quality education are crucial to developing the right human resources who can take part in the development endeavors in order to help alleviate the problems that plague the country.

In Uganda, parental engagement in their children's education expanded with the introduction of formal education. Parents were now expected to assume additional tasks in addition to continuing to provide their children with informal education. For instance, in Uganda, formal education was initially free for a small group of people chiefs' sons and daughters but over time, Christian missionaries persuaded even the children of commoners to attend school, and parents were forced to pay tuition, buy scholastic materials for their children such as books, pens and pencils as well as to collaborate with teachers and school managers by for example attending meetings at school, parents were also urged to ensure that their children attended church services on Sundays or else they could be sent back home on Mondays (the Uganda National Education Review Commissioner, 2014).

Parenting styles affect children’s academic achievement into the different ways. Humankind has been struggling to find the impeccable parenting recipe for compeers. Certainly, all the parents want their children to be succeeded in the academic but not at all parents are successful in providing this achievement

1.3 Statement of the problem

Education is one of the most important aspects of human resource development. Failure in the examinations especially school exams spells doom for the students whose life becomes uncertain and full of despair. School exams performance determines whether the students will proceed to perform well in Uganda Certificate Education (UCE). Therefore, a student's life is determined by academic performance in the national examinations.

The influence of parenting styles on students' academic performance in secondary schools is a multifaceted and significant area of inquiry. Understanding the interplay between various parenting approaches and their impact on academic achievement among secondary school students holds critical implications for educators, parents, and policymakers alike. However, despite existing literature highlighting the importance of parenting styles in shaping academic outcomes, there remains a gap in comprehensively exploring this relationship within the context of secondary education (Darling, 2023). Therefore, this research aims to investigate the distinct effects of authoritative, authoritarian, permissive, and neglectful parenting styles on students' academic performance in secondary schools, considering diverse socio-cultural backgrounds and educational settings.

1.4 Purpose of the Study

The study was to examine the effect of parenting styles on the students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School

1.5 Objectives

- i. To determine the effect of authoritative parenting on students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School.
- ii. To examine the extent to which Permissive Parenting style influences students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School.
- iii. To establish the how Neglectful Parenting influences students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School.

1.6 Research Questions

- i. What is the effect of authoritative parenting on students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School?
- ii. To what extent to which Permissive Parenting style influences students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School?
- iii. How dose Neglectful Parenting influences students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School

1.7 Scope of the Study

The scope of the study covered the content scope, geographical scope and time scope.

1.7.1 Content Scope

The study focused on the effect of parenting styles on the students' academic performance in secondary schools, a case study of Nkoma Senior Secondary School in Mbale City basing on the following objectives; to determine the effect of authoritative parenting on students' academic performance in Secondary Schools, to examine the extent to which Permissive Parenting style influences students' academic performance in Secondary Schools and to establish the how Neglectful Parenting influences students' academic performance of Secondary Schools, a case study of Nkoma Senior Secondary School.

1.7.2 Geographical Scope

The area under study was Mbale City; Mbale City is located on the foot slopes of Mt Elgon in Eastern Uganda. Mbale City is bordered by Sironko District to the north, Bududa District to the northeast, Manafwa District to the southeast, Tororo District to the south, Butaleja District to the southwest and Budaka District to the west. Pallisa District and Kumi District lie to the northwest of Mbale City.

1.7.3 Time Scope

The research covered a period of 3 years which was between 2021 – 2023 as this was the period in which there was low performance among the students in various secondary schools in NORTHERN Division Mbale City (DEO, 2022)

1.8 Significance of the study

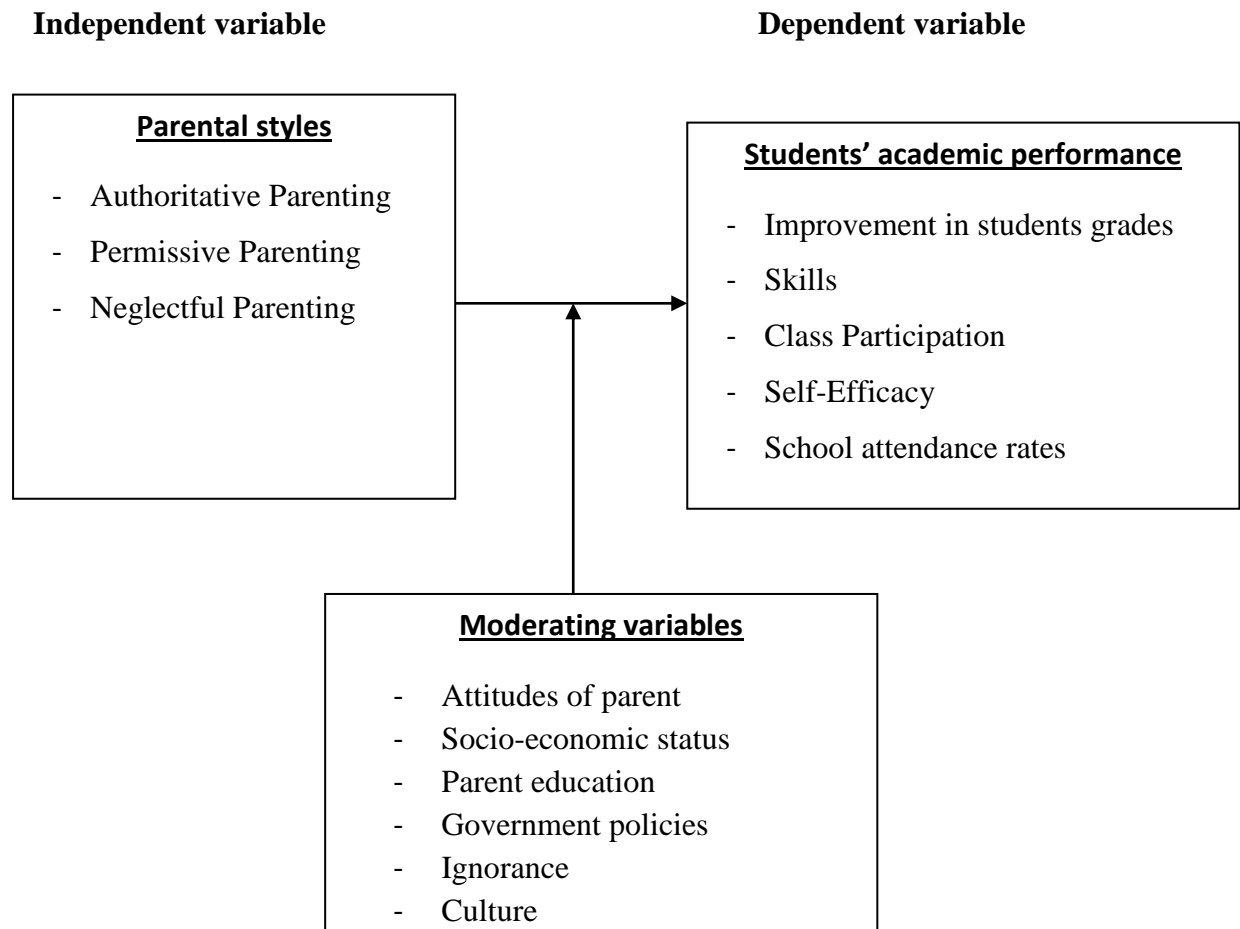
The findings increased the number of literature available on the effect of parenting styles on the students' academic performance in secondary schools. With this, it would open doors to further studies as it would enhance the peoples' scope of knowledge and unfold certain areas that may demand the attention of other researchers and students to carry out further studies

The researcher's findings helped policy makers to develop programs and initiatives that engage parents and educate them about the importance of their involvement and the best practices for supporting their children's academic growth

The study enabled the researcher gain skills in writing research proposals and reports after studies. In addition, it would also help the researcher to graduate as one of the requirements by the university leading to an award of the degree in social work and social administration

The study was significant to the government, policy makers, planners, community and schools at large to know the effect of parenting styles on the students' academic performance in secondary schools in Mbale City.

1.9 Conceptual framework



Source: Researcher, (2024)

The conceptual framework presents a roadmap for directing the relationship between the independent variable (IV) that is parenting style and dependent variable (DV) that is academic performance. The moderating variables are attitudes of parent, socio-economic status, Parent education, Government policies, Ignorance and culture. The conceptual framework operates in such a way that incase the intervening variables operate positively, then we get positive results and the reverse is true.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This study is about the effect of parenting styles on the students' academic performance in secondary schools in Mbale District. This chapter will review the literature related to the effect of parenting styles on the students' academic performance in secondary schools in Mbale District. The work of different authors and researchers who wrote on the field of parenting styles and academic performance will be reviewed.

2.1 Effect of authoritative parenting on students' academic performance

According to Baumrind, (2015) Authoritative parents are both demanding and responsive. "They monitor and impact clear standards for their children's conduct. identified authoritative parenting, which combines high levels of responsiveness with high demands, as the most effective parenting style for promoting healthy development. Authoritative parents use reasoning and discipline to guide their children, balancing the need for structure with the need for independence. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (Baumrind, 2015). Authoritative parenting creates warmth, loving and mutual understanding in the family and foster stable children's behaviour and personality. It is for this case that high or good academic performance of pupils in lower primary is associated with authoritative parenting style.

Authoritarian parents are highly demanding and directive, but not responsive. "They are obedience-and status-oriented, and expect their order to be obeyed without explanations" (Baumrind, 2015). These parents provide well-ordered and tend to emphasize obedience, respect for authority and order. The authoritarian parenting style places more pressure on the children than any other parenting style. In this case, the pupils are not left with freedom to concentrate on their academics, the parents are less or not supportive to the children, there is high degree of control on children and very low levels of warmth. Therefore, the performance of pupils from families with authoritarian parents is likely to below or is low. This is because children from such homes are known to develop personality traits such as being rebellious, fighting or quarreling, extremely submissive, indecisive, which affect their performance.

Authoritarian parents on the other hand, are strictly unbending and inflexible. They may try to control every aspects of their child's life and do not allow the child to make choices. Authoritarian parents expect obedience without questioning. Further Ang & Goh, (2016) in their Research has shown that in families with authoritarian parenting styles, children are less likely to voice their opinions or disagree with their parents due to fear of negative consequences or the desire to maintain harmony. They may use harsh disciplinary method on their children and may be insensitive to their children's emotional needs. Authoritarian parenting style is restrictive, directive, highly demanding and not responsive to the needs and demands of children (Ang & Goh, 2016). They do not often explain reasons behind the rules that they set and impose their consequences whenever a rule is broken. The use of punitive and forceful measure to enforce proper behaviour causes anger, resentment and deceit, and impairs parent child relationship. (Sailor, 2010).

Authoritarian parenting style follows a rather dictation style involving the highest degree of control on children and very low levels of warmth. Parents who adopt such styles expect strong obedience from their children and favor punitive discipline in response to acts of rebellion (Kang & Moore, 2016). They are usually found setting strict rules to abide by and monitoring their child's time as well as their activities during the day and night. Moreover, the use of this authoritarian style precludes effective discussion of any sort, between parents and children, which places more pressure on the children than any other parenting style (Hong 2012).

Authoritative parenting is an effective predictor of academic performance. Most of the academic performance and sustained optimal development of college students' outcomes are the result of authoritative parenting (Turner et al. 2014). There are several characteristics of the authoritative approach that are helpful in positive academic outcomes. Authoritative parenting styles support the autonomy of children which helps in better academic performance. Roche et al. (2016) found that school performance can be improved effectively when authoritative approach is used. Review suggests that adolescents whose parents had characteristics of the authoritative parenting style developed self-enhancing attributes. In one study, it was found that there is a positive relationship between the authoritative parenting style and academic achievement while permissive parenting was negatively associated with academic achievement in adolescents (Elham et al. 2016).

Similarly, Talib et al (2014) described parents with this type of parenting style as highly demanding and unresponsive. These parents attempt to mold and control the behaviour and attitudes of their children according to a set of standards. They tend to emphasize, obedience, respect for authority, and order. Authoritarian parents also discourage verbal give-and-take with children expecting rules to be followed without further explanation. Children's participation in family decisions is also seen as a way to promote democratic values within the household, teaching children the importance of responsibility and the consequences of their choices.

Another study was conducted by Owano (2017) in Kenya on the perception of secondary school students on the effect of parenting styles on students' academic performance in Kongo Division, Rongo District in Nyanza province of Kenya. Data analysis was done using descriptive statistics such as frequency, percentage, graphs and means. For inferential statistics Pearson Product moment correlation was used to analyze the data. The result showed that authoritative and authoritarian parenting styles perceived by secondary school students had significant influence on their academic performance. Parental admission of mistakes is associated with higher levels of trust and better communication between parents and children and are more likely to raise children who are resilient and capable of handling interpersonal conflicts effectively.

A study on the Influence of Parenting Styles on academic achievement performance of adolescents in secondary schools was carried out by Esther (2013) in Nairobi, Kenya. The purpose of the study was to investigate the influence of parenting styles on academic performance of adolescents in secondary schools, a survey of Manyatta constituency in Embu country. Findings revealed that students who performed best experienced authoritative parenting style and therefore was the best method of parenting style in relation to academic performance.

Erlanger et al (2013) examined the relations among authoritative parenting style, academic performance, self-efficacy, and achievement motivation and results indicated that authoritative parenting continues to influence the academic performance. According to Erlanger et al (2013), authoritative parenting is characterized by high levels of nurturance, involvement, sensitivity, reasoning, and encouragement of autonomy. Erlanger et al (2013) observed that authoritative parents direct the activities and decisions for their children through reasoning and discipline.

Similarly, Taylor (2015) posits that those students whose parents adopt autocratic parenting style score lower grades in school. Poor parenting in eastern Uganda established that parents and guardians were both too lenient and too harsh failed to provide for their daughters' needs and this only pressured them into early marriages instead of prioritizing their education. Also, students whose parents are permissive score lower grades. Also, implications of not allowing children to question decisions can stifle children's sense of autonomy and may hinder their ability to develop critical thinking skills.

2.2 Extent to which Permissive Parenting style influences students' academic performance

Permissive or indulgent parents are more responsive than they are demanding. They are nontraditional and lenient, are more conscientious engaged and committed to the child and non-directive parents. Consequently, the permissive parent's non punitive and accepting approach towards their children's desires (Baumrind, 2015) does not assist the children in building an appropriate educational foundation but, rather, harms their potential for academic success. Therefore, low academic performance is associated with permissive parenting style. However, a study by Barnhart et al (2013) argue that when children are given the opportunity to express their opinions and influence family decisions, it fosters a sense of autonomy and competency.

Permissive parenting style is characterized by low expectations of maturity and control, and disciplinary strategies over children, aiming for high levels of warmth. That is, the parents are non-restrictive and exhibit high levels of responsiveness. Unlike authoritarian parents, punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life (Kang & Moore, 2016). Being more responsive than demanding, parents of this style have relatively low expectations for their children, setting very few, if any, rules. They often take a very casual and easy-going approach (Verenikina, Vialle & Lysaght, 2016) towards their children, opening up conversation and subsequently developing warmer relationships between them. Subsequently developing warmer relationships between them. Again, supervision and bi-directional communication between parents and children are low.

According to Sarac, (2015) permissive parenting style is high on responsiveness and low on demandingness. Permissive parents rarely enforce rules for their children to follow. They are different from authoritarian parents as they practice high level of nurturance and clarity of

communication while exercising low level of control and maturity demands. Parental involvement in a child's upbringing is critical to shaping their behavior and future success. A key aspect of this involvement includes setting clear expectations and guidelines for behavior. The process of establishing boundaries and guidelines for children is a fundamental aspect of parenting, providing a framework within which children can learn, grow, and develop social norms and values. Further Sarac (2015) emphasizes the importance of consistent and clear communication of expectations as a tool for fostering responsible behavior in children and preventing the development of problem behaviors.

In addition, despite this frustration, permissive parents do not often step into, or cause change in the child's action as long as he will not be physically harmed. Permissive parents encourage autonomy and decision making by their children. These parents rarely discipline their children because they have relatively low expectations and self-control. Permissive parents are more responsive than they are demanding. They are nontraditional and lenient. Research links permissive parents with delinquency, substance abuse, and sexual activity (Sailor, 2015). However, the result of one study revealed that permissive parenting style sometimes called indulgent parenting style is the optimum style in Spain (Mandara, 2016). There is the probability of this parenting style influencing achievement orientation and academic achievement of secondary school students. This is because parents are the major influence in their children's lives. when children are allowed to express their views on family matters, it contributes to their cognitive development, emotional well-being, and social competence.

Baumrind (2015) is of the opinion that children from permissive homes may pose challenges for this present generation. The reason is that they completely lack limits, have no consistent routines, no predictability, causing the child not to adjust well in the school environment. Children of permissive parents may perform poorly academically. The reason is that permissive parents are very lenient with their children. They rarely monitor them as to the kind of friends they keep and what they spend their day doing. These children have the freedom to decide their own cause of actions without reference to anyone and with the implication of being nonchalant towards their studies. Kelly (2014) states that children of permissive parents usually have draw backs, and grow up to be juvenile delinquents. She further stated that permissive parenting style is usually an overly laid-back approach to parenting.

2.3 Neglectful Parenting and academic performance

According to Sheldon, & Eccles, (2007), their Studies have demonstrated that parents who actively engage in their children's activities, monitor their progress, and provide emotional support tend to have children with better academic outcomes, improved social skills, and enhanced overall well-being. Conversely, parental disengagement or lack of interest has been linked to negative consequences such as behavioral problems, lower self-esteem, and increased risk of delinquency (Sheldon, & Eccles, (2007)

Sheldon, & Eccles, (2007), Neglectful parents or uninvolved parents are low in both responsiveness and demanding-ness. In extreme cases, this parenting style might encompass rejecting parents, although most parents of this fall within the normal range. Since uninvolved parents do not provide the necessary attention for their children's needs, the children may likely engage in socially unacceptable behaviour within and outside of school, as they attempt to seek this attention. Engaged in such activities, and with the absence of expectations from others, they may not have the necessary motivation for educational pursuits. Moreover, because the parents do not provide them with warmth and nurturance, and the guidance they need in life, they are likely to resort to delinquent behaviour and most likely perform poorly as a result. In extreme cases, most of these children become school drop-outs.

Deci and Ryan's (2000) Self-Determination Theory posits that autonomy, competence, and relatedness are essential for psychological growth and well-being. Families that support autonomy by allowing freedom of expression and decision-making tend to foster environments where members feel valued and competent, leading to healthier relationships and individual well-being. balanced approach to freedom within the family contributes to harmonious family dynamics. Olson's (1986) Circumplex Model of Marital and Family Systems emphasizes the importance of balanced cohesion and adaptability in family functioning. Families that allow freedom while maintaining appropriate boundaries tend to score higher in both areas, indicating healthier interactions and stronger emotional bonds.

The uninvolved style is predominantly characterized by low levels of both warmth and control. This often reflects the parent's emotional detachment from the children as they are often seen responding only to their children's needs out of annoyance rather than compassion (Tilter et al, 2014), and would otherwise be completely for the child, as the name of the style

suggests, parents are usually uninvolved in the child's life in general. Thus, they do not often volunteer to participate in research studies (Tiller et al, 2014). This style type of parenting, style is low in four dimensions of disciplining strategies, warmth and nurturance, communication styles and expectations of maturity and control.

Kimble (2014) noted that neglectful parents do not set firm boundaries or high standards. They are indifferent to their children's needs and uninvolved in their lives. These uninvolved parents tend to have mental issues themselves such as maternal depression, physical abuse or child neglect when they were kids. Children of neglectful parents are more impulsive, cannot self-regulate emotion, encounter more delinquency and addictions problems and have more mental issues for example suicidal behavior in adolescents. In some cases, parents may adopt a hands-off approach, trusting the school system to provide adequate education without the need for close monitoring. This approach can be influenced by a belief that children should develop independence in managing their academic responsibilities (Seginer, 2006).

Many studies have observed that neglectful parenting style rank lowest across all life domains. As identified by Maccoby and Martin (1983), parents who adopt this type of parenting style are low in responsiveness and demandingness. Whilst the higher achievers are more likely to have parents who hold high expectations for them (Areepattamannil, 2010), children of uninvolved parents might be seen with a lack of direction in everyday life. Since uninvolved parents do not provide the necessary attention for their children's needs, the children may likely engage in socially unacceptable behaviour within and outside of school, as they attempt to seek this attention. Engaged in such activities, and with the absence of expectations from others, they may not have the necessary motivation for educational pursuits. Moreover, because they parents do not provide them with warmth and nurturance, and the guidance they need in life, they are likely to resort to delinquent behaviour and most likely perform poorly as a result. In extreme cases, most of these children become school drop-outs.

Spera (2005) suggests that child academic achievement can appreciate or depreciate which is used by parent based on the parenting style. Data from different studies show that authoritative, permissive and negligent style of parenting are negatively associated with academic performance (Pasasirat et al., 2013; Rahimpour et al., 2015).

According to Grusec and Davidov (2010), household chores serve as an opportunity for children to develop a sense of competence and self-efficacy. When parents assign duties, it instills in children a sense of responsibility and accountability, which are key components of their social and emotional development. Children are often expected to contribute to the household by performing age-appropriate tasks. This type of parenting, which includes setting expectations and providing guidance, is associated with positive child outcomes, including higher self-esteem, better academic performance, and improved social skills.

According to Epstein (2001), parental engagement encompasses a broad range of activities, from attending school events to providing home support for learning. This involvement helps create a supportive learning environment and fosters positive attitudes toward education. Parents' participation in school-related activities, such as parent-teacher conferences and school events, correlates with higher academic achievement among students. Attendance at school functions provides parents with insights into their children's educational experiences and fosters stronger home-school connections. Parental involvement in education is a critical factor influencing students' academic success and overall development. Various studies have highlighted the impact of parental engagement on educational outcomes, emphasizing the role of parents in supporting their children's learning experiences. However, the extent and nature of this involvement can vary widely, particularly regarding participation in school activities (Epstein, 2001),

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was applied while conducting the study. It focused upon the research design, study population, sample size, sampling techniques, data collection instruments, data processing and analysis and instrument reliability and validity.

3.1 Research Design

The research design used in this study was descriptive research design. According to Mugenda and Mugenda (2003), descriptive research is a process of collecting data in order to answer questions concerning the current status of the subjects in the study. Qualitative tools was used to collect and analyze quantifiable data while the qualitative approach was used to complement quantitative methods as a way of obtaining in-depth information beyond an ordinary survey can elicit.

3.2 Population of the Study

Mugenda & Mugenda, (2003) defines target population as the population to which a researcher wants to generalize the results of the study. The target population of the study was constitute of the head-teachers, teachers, district education officers, parents, community members, local leaders, religious leaders and opinion leaders. This is because they are knowledgeable of the topic under study.

3.3 Sample Size

The sample size was got from a total population of 120 people. This population was got from secondary data (Mbale District education officer, 2020) and since this population was big, the researcher estimated a population of 120 from a total population of 120 people and this was determined by using Slovene's formula shown below.

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = sample size

N = population

e = level of significance = 0.05 in social science research

$$n = 120$$

$$n = \frac{120}{\quad}$$

$$n = \frac{1+120(0.05)^2}{1+120(0.0025)} = \frac{1+0.3}{1.3} = \frac{1.3}{1.3} = 1$$

n = 92 respondents.

The sample size was 92 people and the sample was population from each category divided by the overall population and multiplied by sample size

Table 3.1: Number of Respondents for the Study (n = 92)

Category	Population	Sample	Sampling techniques
District Education Officer	1	1	Purposive sampling
Head-Teachers	2	2	Purposive sampling
Teachers,	15	12	Simple random sampling
Parents	80	61	Simple random sampling
Community Members	10	8	Simple random sampling
Local Leaders	3	2	Simple random sampling
Religious Leaders	4	3	Simple random sampling
Opinion Leaders	5	4	Simple random sampling
Total	120	92	

Source: (Primary data, 2024)

3.4 Sampling Procedure

The study employed both random and purposive sampling techniques as explained below:

3.4.1 Random Sampling:

Simple random sampling (SRS):

The researcher used simple random sampling technique (randomization) as it was given the same probability and equal chances to all members in the population. Therefore, the researcher made a random survey in selecting teachers, students, community members, local leaders, religious leaders and opinion leaders to get the required sample. Their understanding of the phenomena, length of stay in the organization and willingness to respond to questions was taken into consideration.

Simple random sampling was given a potential participant an equal opportunity to take part in the research study. In this, the researcher obtained a list of the teachers, students, community members, local leaders, religious leaders and opinion leaders. He wrote their names on the list of small papers (each name on its own paper), fold them and pour them in a box. The researcher then will shake the box vigorously before picking out a paper at random after which the researcher will note down the name on that paper on a separate sheet of paper and notebook.

The researcher was folded the paper and put it back into the box to maintain the probability and ensure the equal chance aspect. The same criterion was repeated from the part of picking out a paper until the required sample was obtained. Thus, the researcher therefore was used the people whose names appear on the separate sheet of paper as the sample respondents during the study.

3.4.2 Purposive Sampling

This refers to a technique that is used when the researcher is confident that the person has got the information, he/she wants. This technique was chosen as it was used to select focused information. District education officer and head-teachers was purposively sampled because they are knowledgeable about the research problem. Their participation was pre-arranged in advance to benefit from their rich knowledge.

3.5 Research instruments

3.5.1 Questionnaires

Sanga (1991) defined questionnaire as a self-administered schedule of questions and statements. The research used this method as it helps to collect a lot of information over a short period of time. This is because the population is literate, is large and time is limited and the information needed can be easily described in writing.

The researcher designed questionnaires to be distributed to the required persons with who I got information from. The questionnaires were closed structured. This tool was used in order to collect a lot of information hence questionnaires can be distributed to many people.

3.5.2 Interview

This involves presentation of oral/ verbal stimuli and reply in terms of oral responses. It

involves the researcher or interviewer asking questions to the respondent who is expected to give an answer immediately. It may be personal or through telephone and this was used by the researcher because the information you need is got very first because respondents are anxious to reply. This is because the information obtained cannot be directly observed, it's historical and you can gain control over the line of questioning.

3.6 Validity and Reliability

In order to reduce the possibility of getting the wrong answer, attention was being kept to the particulars on the research design, reliability and validity (Saunders et. al; 2003).

3.6.1 Validity

Validity refers to how well a test measures what is purported to measure (Cozby, 2001; George &Mallery, 2003). According to John Brennan (2002) validity is the extent to which instrument measures what it is supposed to measure. In this study, validity of the instrument will be assessed through consultation and rating the items as very relevant (VR), relevant (R), somewhat relevant (SWR) and not relevant (NR); and then computing the Content Validity Index (CVI) which is a measure of validity of the instrument. CVI was computed from a formula;

$$CVI = \frac{VR + R}{K}$$

Where VR is for Very Relevant, R for Relevant and K is for total number of items in the instrument.

The results from the ratings of the two experts will be presented in Table 3.2.

Table 3.2: Statistics from the Experts

Raters	VR	R	Total
Expert One	10	13	23
Expert Two	11	14	25
Average Rating			24

Source: Primary data (2023)

By substitution, the value of CVI = 24/30 which is equal to 0.8 and this value interpreted in accordance with George &Mallery (2003) scale (1 - 0.9 = Excellent; 0.8 – 0.89 = Good; 0.70 – 0.79 = Acceptable; 0.60 – 0.69 = Questionable; 0.50 – 0.59 = Poor; and 0.0 – 0.5 =

Unacceptable). Therefore, since the CVI of the instrument will be 0.8, it will imply that the instrument is of good validity for use in data collection.

3.6.2 Reliability

This according to Uma, (2000), is the dependability of the instrument. So, the instrument should consistently measure thus producing dependable data. The researcher was established the reliability of the instruments by carrying out pilot studies through pre-test. The researcher piloted the questionnaire and the interview guide where some ten respondents were picked from the head-teachers, teachers, district education officers, parents, community members, local leaders, religious leaders and opinion leaders will be used to test their accuracy and vagueness in some items, which will be corrected. A content validity index (CVI) of greater or equal to 0.7 confirms to the questions will be taken to be relevant to the study. To be liable cronbach Alpha co-efficient with values equal or greater than 0.7 will also be considered relevant. This was done to build confidence so that the instruments were to yield good results.

3.7 Data analysis methods

After collecting data from the field, the researcher needed to be analyzed so as to carry meaning to enable the researcher interprets the findings of the study and make appropriate conclusions. The researcher will use descriptive research design in analyzing data using a computer programs like SPSS. Quantitative study will include determining the mean and standard deviation while qualitative research data analysis was categorized. This involved coding and then determining the meaning of particular phrases while reporting quantitative data, tables, charts, and graphs will be used.

3.8 Limitations and delimitation of the study

The expected limitations to the study are:

- Unwillingness of some respondents to give necessary information hindered the study exercise; some respondents might not be willing to answer the required questions due to fear of exposing the secrets of the organisation hence slowing down the study therefore this was solved by providing the consent form to show that its really for education purposes.
- The research was so costly due to more expenses involved in the exercise like

formulation of questionnaires, phone calls among others, the researcher I solved this by reducing on the number of phone calls to the field and disturbing questions at once and collecting them also at once.

- There was the problem of misinterpretation of the questions by the respondents hence resulting to inadequate and irrelevant information to the researcher, the researcher made sure that the questions are simple and straight forward.

3.9 Ethical consideration.

To ensure utmost confidentiality for the respondents and the data that was provided by them as well as reflecting on the ethics practiced in this study, the research was guided by the principles of respect for people, beneficence, and justice. The researcher assured those participants' rights, including the right to be informed about the study, the right to freely decide whether to participate in the study, and the right to withdraw at any time without penalty considered. The participants requested to sign an informed consent form assuring them that all data collected was coded to protect their identity and privacy.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter presents the data analysis, interpretation and discussions of the findings while answering the research question outlined in Chapter One. The main rationale of this chapter is to present the analyzed data and its interpretation. The presentation was organized around the demographic characteristics and the research questions which guided the study and the result is presented below.

4.1 Response rate

The target sample size was 92, it constituted of head-teachers, teachers, district education officers, parents, community members, local leaders, religious leaders and opinion leaders out of which 75 responses were received, translating into 82% response rate. The response was considered appropriate since Sekaran, (2008) argues that any response above 75% is classified as best for data analysis.

4.2 Background information

The respondents were asked to indicate their Sex, Age, Highest academic qualification, marital status, position and their religion. The detailed results about each characteristic are presented as follows.

4.2.1 Sex of respondents.

The study captured sex of respondents in order to establish the most prevalent group, the respondents were asked to state their sex and the results are shown in the table below.

Table 4.1; showing the results on the sex of the respondents

Sex	Frequency	Percentage (%)
Male	45	60
Female	30	40
Total	75	100

Source: (Primary data, 2024)

Table 1 above revealed that 60% of the respondents were Male while 40% were female. The results revealed that there is almost equity in the gender representation since the difference is small. This implies that there was fairness in acquiring information from both genders.

4.2.2 Age of the respondents

The study wanted to capture different age brackets so as to be able to establish the effect of parenting styles on the students' academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School and the table below shown the results got from the field.

Table; 4.2 showing the age bracket of the respondents

Age	Frequency	Percentage (%)
20-24	3	4
25-29	15	20
30-34	21	28
35-39	19	25
40 above	17	23
Total	75	100

Source: (Primary data, 2024)

The finding show that the age bracket of the respondents varied (table 4.1) the age bracket was distributed in such a way that it covers all the age groups. The results show that among the respondents (28%) were in the age bracket of 30 - 34 who were the majority, respondents in the age class of 35 - 39 were (25%) while respondents in age class of 40 above were only (23%), 25 -29 were (20%) and those of the age of 20 - 24 years were represented by (4%). The results revealed that majority of the respondents were between the age bracket of 30 - 34. This means that they were mature enough and gave the researcher detailed information on the effect of parenting styles on the students' academic performance of senior secondary schools.

4.2.3 Highest academic qualification of the respondents

Academic qualifications were considered relevant in this study, given the technical nature of the topic, and type of data collection instruments used; it necessitated respondents who could grasp and understand the focus of the topic that makes the data collected reliable and trustworthy.

Table 4.3, showing the highest academic qualification of the respondents

Age	Frequency	Percentage (%)
Masters	8	11
Degree	33	44
Diploma	16	21
Certificate	13	17
Others	5	7
Total	75	100

Source: (Primary data, 2024)

Table 4.3 above indicated that 44% of the respondents had attained degree, 21% had attained diploma, 17% of the respondents had attained a certificate while 11% had attained masters and 7% of the respondents had others. This implied that the respondents had adequate knowledge about the topic under study and that the information given on effect of parenting styles on the students' academic performance of senior secondary schools and was from an informed point of view and experience.

4.2.4 Marital status of the respondents

Marital status was seriously taken into consideration by the researcher to find out the level of responsibilities of the respondents during their work. This was vital because it reveals the maturity of the respondents to handle most of the critical areas of the topic of study.

Table 4.4, showing the marital status of the respondents

Gender	Frequency	Percentage (%)
Married	47	63
Single	13	17
Widow/widower	5	7
Divorced/separated	10	13
Total	75	100

Source: (Primary data, 2024)

Finding from table 4.4 above indicates that 63% of the respondents were married, 17% of the respondents were single while 13% of the respondents were divorced/separated and 7% of the respondents were widow/widower hence the married were the most who participated in the study as this showed that they were responsible for their families and the information they gave was accurate and reliable.

4.3 Effect of authoritative parenting on students' academic performance of senior secondary schools

Under this objective the researcher wanted to find out the effect of authoritative parenting on students' academic performance of senior secondary schools as this would help to assess effect of authoritative parenting on students' academic performance of senior secondary schools and results on the table below are given according to the level of agreement which is rated according to the numbers on the table were SD = Strongly disagree, D = Disagree, N = Not sure, A = Agree and SA = Strongly agree.

Table 4.5: Findings on effect of authoritative parenting on students' academic performance of senior secondary schools

Response	%	%	%	%	%	Mean	Std. Dev
	SD	D	N	A	SA		
I direct the activities and decisions of the children in the family through reasoning and discipline	17	20	4	36	23	3.213	1.40744
I get very upset if my children tried to disagree with me	8	27	2	37	26	3.480	1.34927
I take my children's opinions into consideration when making family decisions	17	20	1	38	24	3.253	1.46207
I always admit to my children when I make a mistake that hurts them	11	20	2	40	27	2.493	1.36929
I do not allow my children to question any decision I make	7	20	0	45	28	2.320	1.26448
Average mean						2.952	

Source: (Primary data, 2024)

Table 4.5 above, revealed that 59% of the respondents were in agreement with the opinion that they direct the activities and decisions of the children in the family through reasoning and discipline while 4% were not sure and 37% disagreed with an average μ of 2.952 and a std dev, of 1.40744 hence meaning that the parental involvement in the decision-making and activities of children is a critical component of child development. The approach parents take in guiding their children whether through reasoning, discipline, or a combination of both

significantly impacts the children's emotional, social, and cognitive development. This was in line with Baumrind, (2015) who in their findings revealed that authoritative parents are both demanding and responsive. Authoritative parents use reasoning and discipline to guide their children, balancing the need for structure with the need for independence

Majority (63%) of the respondents were in agreement with the argument that they get very upset if their children tried to disagree with them while 2% were not sure and 35% of the respondents disagreed with a μ of 3.4800. This implied that parental authority and the expectations that parents have regarding their children's behavior, particularly in terms of obedience and conformity, play a central role in shaping these relationships. This was in line with Ang & Goh, (2016) whose findings revealed that in families with authoritarian parenting styles, children are less likely to voice their opinions or disagree with their parents due to fear of negative consequences or the desire to maintain harmony

This was also in line with the literature review and one of the respondents (X) who was interviewed who was quoted saying that;

“..... Parental expectations that children should not disagree with them are often rooted in cultural norms and values that emphasize respect for authority and hierarchy within the family.....” (Source: Key informant)

The findings also revealed that majority (62%) of the respondents agreed that they take their children's opinions into consideration when making family decisions while 1% and 37% were not sure and disagreed respectively with an average μ of 2.952 and a std dev, of 1.46207. This implied that when parents include children in decision-making processes, it not only strengthens the parent-child relationship but also contributes to the development of children's self-esteem, autonomy, and social skills. This was in line with Talib et al (2014), who suggested that children's participation in family decisions is also seen as a way to promote democratic values within the household, teaching children the importance of responsibility and the consequences of their choices

The findings also revealed that 67% of the respondents agreed that they always admit to their children when they make a mistake that hurts them while 31% of the respondents disagreed and 2% of the respondents were not sure with an average μ of 2.952. This was in line with Owano (2017) who stated that Parental admission of mistakes is associated with higher levels

of trust and better communication between parents and children and are more likely to raise children who are resilient and capable of handling interpersonal conflicts effectively

This was also in accordance with some of the respondent's interviewed;

“..... parents who do not admit their mistakes may inadvertently teach their children to avoid responsibility or to suppress their emotions. This can lead to difficulties in emotional regulation and interpersonal relationships in the long term....” (Source: Key informant)

Table 4.5 further revealed that 73% of the respondents agreed that they do not allow their children to question any decision they make while 27% of the respondents disagreed respectively with a std dev of 1.26448 and an average μ of 2.952. This implied that parental education and intervention, particularly in promoting the benefits of balanced parental authority that allows for open communication and fosters the development of critical thinking skills in children. This was in contra to Taylor (2015) stated implications of not allowing children to question decisions can stifle children's sense of autonomy and may hinder their ability to develop critical thinking skills.

4.5 Extent to which Permissive Parenting style influences students' academic performance

According to this second objective, the researcher intended to find out the extent to which Permissive Parenting style influences students' academic performance as this would help to assess the extent to which Permissive Parenting style influences students' academic performance. Results on the table below are given according to the level of agreement which is rated according to the numbers on the table were SD = Strongly disagree, D = Disagree, A = Agree and SA = Strongly agree.

Table 4.6: Findings on the extent to which Permissive Parenting style influences students' academic performance

Response	%	%	%	%	%	Mean	Std. Dev
12 23	SD	D	N	A	SA		
I feel that in a well-run home the children should have their way in the family as often as the parents do	14	19	3	39	25	2.5867	1.42462
I seldom give my children expectations and guidelines for their behaviour	13	20	3	37	27	3.44	1.41651
I always allow my children to decide most things for themselves without a lot of direction from me	41	24	0	12	23	3.4267	1.38694
I always allow my children to form their own point of view on family matters	17	20	5	32	26	3.28	1.47557
Average mean						3.183	

Source: (Primary data, 2024)

Findings in table 4.6 above revealed that most (54%) of the respondents were in agreement with the argument that they feel that in a well-run home the children should have their way in the family as often as the parents do while 33% of the respondents disagreed and 3% were neutral respectively. This implied that allowing children to participate in family decision-making processes can positively impact their development, self-esteem, and sense of responsibility. This was in line with Barnhart et al (2013) who argue that when children are given the opportunity to express their opinions and influence family decisions, it fosters a sense of autonomy and competency.

The study also revealed that 64% of the respondents agreed that they seldom give their children expectations and guidelines for their behavior while 3% were not sure and 33% of respondents disagreed respectively with an average μ of 3.183 and std dev with 1.41651. This implied that absence of clear guidelines can lead to behavioral issues. For instance, children without established behavioral expectations are more likely to engage in delinquent behaviors. This concurred with Sarac (2015) who stated that parental involvement in a child's

upbringing is critical to shaping their behavior and future success. A key aspect of this involvement includes setting clear expectations and guidelines for behavior.

Table 4.6 showed that 65% of the respondents were in disagreement with the opinion that they always allow their children to decide most things for themselves without a lot of direction from me while 35% of the respondents disagreed, this implied that it causes medical workers to lose focus and look unbalanced at work with an average μ of 3.171. This was in contra to Mandara, (2016) whose findings revealed that permissive parents do not often step into, or cause change in the child's action as long as he will not be physically harmed. These parents rarely discipline their children because they have relatively low expectations and self-control.

The findings also revealed that 58% of the respondents agreed that they always allow their children to form their own point of view on family matters while 37% of the respondents disagreed and 5% were not sure. This implied that recognition of the benefits of autonomy in child-rearing, there remains a significant portion of the population that either adheres to more traditional practices or is cautious about fully adopting autonomy-supportive approaches. This was in line with Mandara, (2016) whose findings revealed that when children are allowed to express their views on family matters, it contributes to their cognitive development, emotional well-being, and social competence.

This was in accordance with one of the interviewees who was interviewed and was quoted saying;

“.... Autonomy-supportive parenting encourages children to develop their own perspectives and opinions, fostering a sense of independence and confidence.....”

4.6 Neglectful Parenting and academic performance

The third objective of the study was to find out the effect of Neglectful Parenting on academic performance. Results on the table below are given according to the level of agreement which is rated according to the numbers on the table were SD = Strongly disagree, D = Disagree, A = Agree and SA = Strongly agree.

Table 4.7: Findings on effect of Neglectful Parenting on academic performance

Response	%	%	%	%	%	Mean	Std. Dev
	SD	D	N	A	SA		
I do not really care about what is going on in my children's life	39	21	3	20	17	2.5133	1.32744
I rarely do assign any duties for my children to do while at home	8	27	2	37	26	3.3280	1.421927
There is plenty of freedom in my home. There are no rules abide in	17	20	1	38	24	3.2533	1.46207
I have never checked my children's school results since they started studying	11	20	2	40	27	3.4933	1.36929
I have never attended a school activity in my children's schools	15	26	0	36	23	2.3200	1.26448
Average mean						2.9816	

Source: (Primary data, 2024)

Table 4.7 indicates that 60% of the respondents were in disagreement that they do not really care about what is going on in their children's life while 37% of the respondents agreed and 3% were not sure with an average μ of 2.9816. This implied that the diversity in parenting practices and highlight the ongoing negotiation between parental authority and children's autonomy in family dynamics. This balance is crucial as it impacts children's development, influencing their ability to make decisions, solve problems, and interact socially with others. This was in line with Sheldon, & Eccles, (2007), whose studies have demonstrated that parents who actively engage in their children's activities, monitor their progress, and provide emotional support tend to have children with better academic outcomes, improved social skills, and enhanced overall well-being.

Further the results also revealed that 63% of the respondents agreed that they rarely do assign any duties for their children to do while at home while 35% agreed and 2% of the respondents were not sure respectively with an average μ of 2.9816 and std dev with 1.421927. This was also in line with Grusec and Davidov (2010), who stated that household chores serve as an opportunity for children to develop a sense of competence and self-efficacy. When parents assign duties, it instills in children a sense of responsibility and accountability, which are key components of their social and emotional development.

The findings also revealed that 62% of the respondents were in agreement with the statement that there is plenty of freedom in my home while 37% of the respondents disagreed and 1% were not sure respectively. This implied that balance between structure and flexibility, allowing individuals to express themselves, make choices, and participate in family decision-making processes. This was also in line with Deci and Ryan's (2000) who stated that Families that support autonomy by allowing freedom of expression and decision-making tend to foster environments where members feel valued and competent, leading to healthier relationships and individual well-being. balanced approach to freedom within the family contributes to harmonious family dynamics.

One of the respondents (G) who was interviewed and was quoted saying;

“.....excessive freedom without appropriate boundaries can lead to negative outcomes. For example, permissive parenting styles, which often involve high levels of freedom, have been linked to lower academic performance and higher rates of behavioral problems.....”

Furthermore, 67% of the respondents agreed with the statement that they have never checked their children's school results since they started studying while 31% and 2% of the respondents disagreed and were not sure respectively with an average μ of 2.9816. This implied that parental involvement can vary significantly based on cultural, socioeconomic, and educational factors. Some parents, especially in low-income or less-educated households, may struggle with involvement due to a lack of time, resources, or confidence in their own educational abilities. This was in line with Seginer, (2006) who stated that in some cases, parents may adopt a hands-off approach, trusting the school system to provide adequate education without the need for close monitoring. This approach can be influenced by a belief that children should develop independence in managing their academic responsibilities

Most (59%) of the respondents were in agreement with the opinion that they have never attended a school activity in their children's schools while 41% disagreed respectively. This implied that this lack of attendance may result from various barriers such as conflicting schedules, lack of awareness, or logistical challenges. This gap in involvement could potentially impact the quality of the support system available to students and may hinder the development of strong home-school partnerships. This was

contra to findings by Epstein (2001), who stated that parental engagement encompasses a broad range of activities, from attending school events to providing home support for learning. This involvement helps create a supportive learning environment and fosters positive attitudes toward education. Parents' participation in school-related activities, such as parent-teacher conferences and school events, correlates with higher academic achievement among students

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides the discussion, summary, conclusion and recommendations of the study. The conclusions and recommendations are derived from the findings of the study which are presented in chapter four.

5.1 Discussion of the findings

5.1.1 Effect of authoritative parenting on students' academic performance of senior secondary schools

Study findings on objective one presented that most of the respondents agreed that they direct the activities and decisions of the children in the family through reasoning and discipline with an average μ of 2.952 and a std dev, of 1.40744. This implied that parental involvement in the decision-making and activities of children is a critical component of child development. The approach parents take in guiding their children whether through reasoning, discipline, or a combination of both significantly impacts the children's emotional, social, and cognitive development. This was in line with Baumrind, (2015) who in their findings revealed that authoritative parents are both demanding and responsive. Authoritative parents use reasoning and discipline to guide their children, balancing the need for structure with the need for independence; 63% of the respondents agreed that they get very upset if their children tried to disagree with them. This implied that parental authority and the expectations that parents have regarding their children's behavior, particularly in terms of obedience and conformity, play a central role in shaping these relationships. This was in line with Ang & Goh, (2016) whose findings revealed that in families with authoritarian parenting styles, children are less likely to voice their opinions or disagree with their parents due to fear of negative consequences or the desire to maintain harmony.

Further most of the respondents agreed that they take their children's opinions into consideration when making family decisions with an average μ of 2.952 and a std dev, of 1.46207. This implied that when parents include children in decision-making processes, it not only strengthens the parent-child relationship but also contributes to the development of children's self-esteem, autonomy, and social skills. This was in line with Talib et al (2014),

who suggested that children's participation in family decisions is also seen as a way to promote democratic values within the household, teaching children the importance of responsibility and the consequences of their choices; the study also revealed that of the respondents agreed that they always admit to their children when they make a mistake that hurts them with an average μ of 2.952. This was in line with Owano (2017) who stated that Parental admission of mistakes is associated with higher levels of trust and better communication between parents and children and are more likely to raise children who are resilient and capable of handling interpersonal conflicts effectively; lastly majority of the of the respondents agreed that they do not allow they children to question any decision they make with a std dev of 1.26448 and an average μ of 2.952. This implied that parental education and intervention, particularly in promoting the benefits of balanced parental authority that allows for open communication and fosters the development of critical thinking skills in children. This was in contra to Taylor (2015) stated implications of not allowing children to question decisions can stifle children's sense of autonomy and may hinder their ability to develop critical thinking skills.

5.1.2 Extent to which Permissive Parenting style influences students' academic performance of senior secondary schools

Research findings on objective number two indicate most of the respondents agreed they feel that in a well-run home the children should have their way in the family as often as the parents do. This implied that allowing children to participate in family decision-making processes can positively impact their development, self-esteem, and sense of responsibility. This was in line with Barnhart et al (2013) who argue that when children are given the opportunity to express their opinions and influence family decisions, it fosters a sense of autonomy and competency; 64% of the respondents agreed that they seldom give their children expectations and guidelines for their behavior an average μ of 3.183 and std dev with 1.41651. This implied that absence of clear guidelines can lead to behavioral issues. For instance, children without established behavioral expectations are more likely to engage in delinquent behaviors. This concurred with Sarac (2015) who stated that parental involvement in a child's upbringing is critical to shaping their behavior and future success. A key aspect of this involvement includes setting clear expectations and guidelines for behavior.

Most respondents disagreed that they always allow they children to decide most things for themselves without a lot of direction from me with an average μ of 3.171. This was in contra

to Mandara, (2016) whose findings revealed that permissive parents do not often step into, or cause change in the child's action as long as he will not be physically harmed. These parents rarely discipline their children because they have relatively low expectations and self-control and lastly 58% of the respondents agreed that they always allow their children to form their own point of view on family matters. This implied that recognition of the benefits of autonomy in child-rearing, there remains a significant portion of the population that either adheres to more traditional practices or is cautious about fully adopting autonomy-supportive approaches. This was in line with Mandara, (2016) whose findings revealed that when children are allowed to express their views on family matters, it contributes to their cognitive development, emotional well-being, and social competence.

5.1.3 How Neglectful Parenting influences students' academic performance of senior secondary schools

Research findings on third objective of the study presented that most of the respondents disagreed that they do not really care about what is going on in their children's life with an average μ of 2.9816. This implied that the diversity in parenting practices and highlight the ongoing negotiation between parental authority and children's autonomy in family dynamics. This balance is crucial as it impacts children's development, influencing their ability to make decisions, solve problems, and interact socially with others. This was in line with Sheldon, & Eccles, (2007), whose studies have demonstrated that parents who actively engage in their children's activities, monitor their progress, and provide emotional support tend to have children with better academic outcomes, improved social skills, and enhanced overall well-being; the study also revealed that respondents agreed that they rarely do assign any duties for their children to do while at home with an average μ of 2.9816 and std dev with 1.421927. This was also in line with Grusec and Davidov (2010), who stated that household chores serve as an opportunity for children to develop a sense of competence and self-efficacy. When parents assign duties, it instills in children a sense of responsibility and accountability, which are key components of their social and emotional development.

The study also revealed that most of respondents agreed that there is plenty of freedom in my home. This implied that balance between structure and flexibility, allowing individuals to express themselves, make choices, and participate in family decision-making processes. This was also in line with Deci and Ryan's (2000) who stated that Families that support autonomy by allowing freedom of expression and decision-making tend to foster environments where

members feel valued and competent, leading to healthier relationships and individual well-being. balanced approach to freedom within the family contributes to harmonious family dynamics; respondents also agreed with the statement that they have never checked their children's school results since they started studying with an average μ of 2.9816. This implied that parental involvement can vary significantly based on cultural, socioeconomic, and educational factors. Some parents, especially in low-income or less-educated households, may struggle with involvement due to a lack of time, resources, or confidence in their own educational abilities. This was in line with Seginer, (2006) who stated that in some cases, parents may adopt a hands-off approach, trusting the school system to provide adequate education without the need for close monitoring. This approach can be influenced by a belief that children should develop independence in managing their academic responsibilities and lastly most of the respondents agreed with the opinion that they have never attended a school activity in their children's schools. This implied that this lack of attendance may result from various barriers such as conflicting schedules, lack of awareness, or logistical challenges. This gap in involvement could potentially impact the quality of the support system available to students and may hinder the development of strong home-school partnerships. This was contra to findings by Epstein (2001), who stated that parental engagement encompasses a broad range of activities, from attending school events to providing home support for learning. This involvement helps create a supportive learning environment and fosters positive attitudes toward education. Parents' participation in school-related activities, such as parent-teacher conferences and school events, correlates with higher academic achievement among students.

5.2 Conclusion

5.2.1 Effect of authoritative parenting on students' academic performance of senior secondary schools

The researcher concludes that the effect of authoritative parenting on students' academic performance in senior secondary schools is a critical area of research that underscores the significance of parenting styles in shaping educational outcomes. This study has examined the relationship between authoritative parenting characterized by high responsiveness and high demands and students' academic performance. In conclusion, the evidence underscores that authoritative parenting is a key factor in fostering academic success among senior secondary school students. By promoting authoritative parenting practices, educational

stakeholders can contribute to improved academic outcomes and overall student development.

5.2.2 Extent to which Permissive Parenting style influences students' academic performance of senior secondary schools

In conclusion, while permissive parenting may promote a positive and supportive home environment, it appears to have a detrimental impact on students' academic performance. Schools and parents should work together to foster a balanced approach to parenting that combines warmth and support with appropriate levels of guidance and structure. By providing clear expectations, setting limits, and encouraging responsible behavior, parents can help their children develop the skills and motivation necessary to succeed academically and in life.

5.2.3 Neglectful Parenting influences students' academic performance of senior secondary schools

Furthermore, neglectful parenting may increase the likelihood of students engaging in risky behaviors, such as substance abuse or delinquency. These behaviors can have a detrimental impact on academic performance, as they may disrupt students' attendance, concentration, and overall well-being. In conclusion, neglectful parenting appears to have a significant negative influence on students' academic performance. Schools and communities should work together to provide support and resources to families experiencing neglectful parenting. By promoting positive parenting practices, fostering supportive home environments, and addressing the underlying causes of neglect, we can help to improve the academic outcomes of students at risk.

5.3 Recommendations of the study.

Based on the findings and conclusions of the study the following recommendations are necessary;

There is need to develop and organize workshops and seminars for parents focused on the principles of authoritative parenting, including balanced discipline, supportive guidance, and open communication and also to collaborate with educational psychologists and child development experts to provide evidence-based strategies and practical examples during these sessions.

School management should establish support services such as counseling and academic mentoring for students to help them navigate academic challenges with the guidance of their parents. Create parent support groups where families can share experiences, discuss challenges, and receive advice on implementing authoritative parenting strategies effectively.

Government should provide practical strategies for setting appropriate rules and expectations for students, while maintaining a supportive and nurturing environment. Educating parents about the characteristics of permissive parenting, including the lack of firm boundaries and the high level of leniency, and how these traits can affect students' academic motivation and performance and also encouraging parents to establish consistent routines and expectations for homework and study time to help students develop better time management and academic habits.

The study recommends that there is need to collaborate with local community organizations, social services, and non-profits to provide additional resources and support for families in need. These partnerships can offer services such as family counseling, financial assistance, and parenting workshops and also establish support groups for parents and families to share experiences, receive guidance, and build a sense of community. These groups can provide a platform for parents to learn from one another and access resources for improving parenting practices.

5.4 Areas for Further Research

Since this study was limited to Northern Division Mbale City, more study can be done in other constituencies and districts or at a larger geographical area. Also, further studies can be carried out to determine whether parents' economic status has influence on academic performance among the adolescent.

REFERENCES

- Ang, R.P & Goh, D.H. (2014). Authoritarian parenting style in Asian society, A cluster – analytic investigation. *Contemporary Family Therapy: An International Journal* 28(1), 67-89.
- Baumrind, D. (2015). Childcare practices anteceding three patterns of pre-school behaviour. *Genetic Psychology Monographs*, 75, 43-88
- Baumrind, D. (2015). Childcare practices anteceding three patterns of pre-school behaviour. *Genetic Psychology Monographs*, 75, 43-88
- Bradley, R. H., & Caldwell, B. M. (2018). Care Giving and the Relation of Child Growth and Development: Describing Proximal Aspects of Care Giving Systems. *Developmental Review*, 15(1), 38-85.
- Cornell G, (2016) Cultural context in parenting style and their effects on teens self-esteem, perceived parental relationship and self-satisfaction. Thesis, Carnegie University, New Jersey, USA
- Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227-268.
- education matters 2012, 2 (1), 36-41.
- Erlanger, A. T., Chandler, M. & Heffer, R. W. (2013). The Influence of Parenting Styles, Achievement Motivation, and Self-Efficacy on Academic Performance in College Students. *Journal of College Student Development*, 50, 337-346
- Fatemeh, A., Hossein, B., & Asqar, A. (2015). An epidemiological study of obsessive-compulsive disorder among high school students and its relationship with religious attitudes. *Archives Iranian Medicine*. 9(2), 104–107.
- Fuentes, M. C., García-Ros, R., Pérez-González, F., & Sancerni, D. (2019). Effects of parenting styles on self-regulated learning and academic stress in Spanish adolescents. *International journal of environmental research and public health*, 16(15), 2778.

- Fuentes, M. C., García-Ros, R., Pérez-González, F., & Sancerni, D. (2019). Effects of parenting styles on self-regulated learning and academic stress in Spanish adolescents. *International journal of environmental research and public health*, 16(15), 2778.
- Hassan, M., Malik, A. S., Sang, G., Rizwan, M., Mushtaque, I., & Naveed, S. (2022). Examine the parenting style effect on the academic achievement orientation of secondary school students: The moderating role of digital literacy. *Frontiers in Psychology*, 13, 1063682.
- Hassan, M., Malik, A. S., Sang, G., Rizwan, M., Mushtaque, I., & Naveed, S. (2022). Examine the parenting style effect on the academic achievement orientation of secondary school students: The moderating role of digital literacy. *Frontiers in Psychology*, 13, 1063682.
- Hong, E. (2012) Impacts of parenting on children's schooling. *Journal of student's engagement*:
- Igbo, J. N., & Ihejiene, M. A. (2014). Influence of parenting styles on deviant behaviors and academic achievement in secondary school students in Garoua, northern Cameroun. *International journal of Educational science and Research*, 4(5), 19-34.
- Igbo, J. N., & Ihejiene, M. A. (2014). Influence of parenting styles on deviant behaviors and academic achievement in secondary school students in Garoua, northern Cameroun. *International journal of Educational science and Research*, 4(5), 19-34.
- Journal of Child and Family Studies*, 4(3), 293-302
- Kelly, B. D. (2014). Parenting styles and adverse effects on growing children. *Journal of Child Development*, 17(9), 132-157.
- Kimble BA. (2014) The parenting styles and dimensions Questionnaire: a reconceptualization and validation [dissertation] Oklahoma: Oklahoma State Universit
- Mandara, J. (2016). The impact of family functioning on African American males' academic achievement: A review and clarification of the empirical literature. *Teacher College Record*, 10, 205-222

- Mekonnen, M. A. (2017). Effects of Family Educational Background, Dwelling and Parenting Style on Students' Academic Achievement: The Case of Secondary Schools in Bahir Dar. *Educational Research and Reviews*, 12(18), 939-949
- Mekonnen, M. A. (2017). Effects of Family Educational Background, Dwelling and Parenting Style on Students' Academic Achievement: The Case of Secondary Schools in Bahir Dar. *Educational Research and Reviews*, 12(18), 939-949.
- Munyi, Esther. (2013). Influence of parenting styles on academic performance of adolescents in secondary schools. Master's Thesis in Project Planning and Management. University of Nairobi, Kenya.
- Owano, D.A. (2017). Perception of secondary school students on effect of parenting styles on their academic performance. Unpublished M.ed Thesis in Guidance and Counselling University of Egerton Kenya.
- Roche, K.M., Ensminger, M.E., Cherlin, A.J.: (2016) Parenting style and adolescent outcomes among African and Latino families living in low income. *J. Fam. Issue* 11, 882–909
- Sailor, D. H. (2010). Effects of parenting style on children's behaviour. Allyn Bacon, Prentice. Retrieved from reference/article/effect. Parenting-styles-children Behaviour/ Authoritarian parenting.
- Sarac, S. (2015). Parenting styles how they affect children. Retrieved from Src=images/logo7.png>issue34/April-June
- Seetee S, Strage, A., & Brandt, T. S. (2022), *Authoritative parenting and College Students' Academic Adjustment and Success. Journal of Educational Psychology*, 91(1), 146-456.
- Sheldon, K. B., & Eccles, J. S. (2007). The role of parent involvement in children's academic engagement and achievement. *Journal of Educational Psychology*, 99(1), 71-87
- Sulaiman, T. (2012). Africa Investment - After Ghana Vote, Investors Turn to Economy. <http://www.reuters.com/article/2012/12/19/ghanainvestmentidUSL5E8NH7RP20121219?irpc=932>. Accessed:28/11/2012.

Taylor, L. H. (2015). Parental influence on academic performance in African-American students.

Yang, J., & Zhao, X. (2020). Parenting styles and children's academic performance: Evidence from middle schools in China. *Children and Youth Services Review, 113*, 105017.

Yang, J., & Zhao, X. (2020). Parenting styles and children's academic performance: Evidence from middle schools in China. *Children and Youth Services Review, 113*, 105017.

APPENDIX I
QUESTIONNAIRE

I am **Nabukenya Sandra**, a student of UCU carrying out study research on *“effect of parenting styles on the students’ academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School”*. You have been selected to participate in this study by filling in this questionnaire. The information you provide will be treated as confidential and only used for academic reasons.

Instructions

- 1 – Fill in the blank
- 2- Tick against the answer of your choice

Section A: Background information of the respondents

A. Sex

- 1. Male []
- 2. Female []

B. Age

- 1. 20-24 years []
- 2. 25-29 []
- 3. 30-34 []
- 4. 35-39 []
- 5. 40 above []

C. Highest academic qualification

- 1. Non []
- 2. Primary []
- 3. O’level []
- 4. A’level []
- 5. Diploma []
- 6. Certificate []
- 7. Degree []
- 8. Master []
- 9. Others please specify.....

D. Marital status

- 1 Single []
- 2. Married []
- 3. Widow/widower []
- 4 Divorce / separated []

SECTION B: Effect of authoritative parenting on students’ academic performance of senior secondary schools

For this please put a tick according to the level of agreement where 1=strongly disagree, 2=disagree, 3= Not sure, 4= Agree and 5 = Strongly agree

Response	1	2	3	4	5
I direct the activities and decisions of the children in the family through reasoning and discipline					
I get very upset if my children tried to disagree with me					
I take my children’s opinions into consideration when making family decisions					
I always admit to my children when I make a mistake that hurts them					
I do not allow my children to question any decision I make					

SECTION C: Extent to which Permissive Parenting style influences students’ academic performance.

For this please put a tick according to the level of agreement where 1=strongly disagree, 2=disagree, 3= Not sure, 4= Agree and 5 = Strongly agree

Response	1	2	3	4	5
I feel that in a well-run home the children should have their way in the family as often as the parents do					
I seldom give my children expectations and guidelines for their behaviour					
I always allow my children to decide most things for themselves without a lot of direction from me					
I always allow my children to form their own point of view on family matters					

SECTION D: How Neglectful Parenting influences students’ academic performance of senior secondary schools

For this please put a tick according to the level of agreement where 1=strongly disagree, 2=disagree, 3= Not sure, 4= Agree and 5 = Strongly agree

Response	1	2	3	4	5
I do not really care about what is going on in my children’s life					
I rarely do assign any duties for my children to do while at home					
There is plenty of freedom in my home. There are no rules abide in					
I have never checked my children’s school results since they started studying					
I have never attended a school activity in my children’s schools					

THANK YOU SO MUCH FOR PARTICIPATING

APPENDIX II:
INTERVIEW GUIDE

I am Nabukenya Sandra, a student of UCU carrying out study research on “effect of parenting styles on the students’ academic performance of senior secondary schools in NORTHERN Division, Mbale City a case study of Nkoma Senior Secondary School”. You have been selected to participate in this study by filling in this questionnaire. The information you provide will be treated as confidential and only used for academic reasons.

1. Can you describe your understanding of different parenting styles?
2. Which parenting style do you believe most closely aligns with how you were raised?
3. How do you think your parents’ approach to parenting has influenced your academic performance?
4. How would you describe the impact of an authoritative parenting style on your motivation and academic achievements?
5. In what ways do you think an authoritarian parenting style affects a student’s academic performance and mental well-being?
6. How do you feel your parents’ level of involvement in your education has impacted your grades and overall academic success?
7. Do you believe that the expectations set by your parents influence your academic performance? If so, how?
8. What are the specific characteristics of permissive parenting that are most prevalent among students?
9. How does the academic performance of students raised under a permissive parenting style compare with those raised under other parenting styles (authoritative, authoritarian, and neglectful)?
10. What is the relationship between the level of parental involvement in a permissive parenting style and students' academic achievements?

‘THANK YOU FOR YOUR PARTICIPATION’



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE.

Office of the Academic Registrar

To THE HEAD TEACHERS
OFFICE: NKOMA S.S.

Received and granted
Permission
NKOMASEG SCHOOL
29 MAY 2024
DEPUTY HEADTEACHER
P.O. BOX 513 MBALE

Dear Sir/Madam,

Re: Academic Research

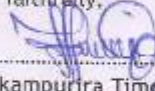
Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. NABUKENTA SANDRA
Of Registration Number 522/0002135W/064 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree
BACHELOR'S DEGREE

He/ she is required to carry out academic research on the topic
EFFECT OF PARENTING STYLES ON THE STUDENT'S ACADEMIC PERFORMANCE IN SENIOR
SECONDARY SCHOOLS IN NORTHERN DIVISION, MBALE CITY: A CASE STUDY OF NKOMA
SENIOR SECONDARY SCHOOLS
and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK) copies for Postgraduate students as a university
requirement for the award of a degree/diploma in the academic discipline that he /
she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,


Mr. Akampurira Timothy
Academic Registrar



A Complete Education for a Complete Person

P.O Box, Mbale, Uganda, email: academicregistrar@mbale.ucu.ac.ug