

**CONTRIBUTION OF PARENTING STYLES ON GIRL CHILD SECONDARY
SCHOOL COMPLETION IN ABIM SECONDARY SCHOOL IN ABIM DISTRICT**

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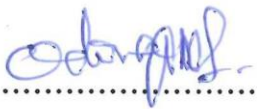
DECLARATION

I **OGWANG JOHN OKUDA**, declare that this research dissertation is my own original work and that it has not been presented and will not be presented to any other Higher Education Institution for a similar or any other degree award.

Signature *John Okuda* Date 20/8/2024

APPROVAL

I certify that the student carried out this research and wrote this research report under my supervision. I further certify that this research report has been presented to the department of Social Sciences of Uganda Christian University for examination with my approval as the student's supervisor.

Signature: 

Date: 4/09/2024

Name: Mr. Odongo Joseph

Title: University Supervisor

DEDICATION

I dedicate this work to my beloved parents. Thank you for the love and support you gave me throughout my studies. I would like also to dedicate this work to my friends. Thank you all for the contribution you have made in my studies

ACKNOWLEDGEMENT

First and foremost, I would like to give my gratitude to the Almighty God for giving me the opportunity, wisdom and energy through the course of this study. It has been a long and rough journey, and without God's grace I would not have made it to this end. During this long journey, I have also realized that it is not possible to achieve a goal in life and career without the support, mentorship, encouragement and friendship of many caring people. Therefore, I extend my thanks to my supervisor Mr. Odongo Joseph for his tireless efforts and guidance from the beginning up to the end of this long journey. My sincere thanks to my beloved family for their encouragement and support they have towards this achievement, further more I extend my appreciation to my colleagues of bachelor of public administration and management class for knowledge sharing, and guidance, may the Almighty Lord reward you abundantly.

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ABBREVIATIONS AND ACRONYMS

EFA	:	Education for All
FAWE	:	Forum for African Women Educationalists
FSE	:	Free Secondary Education
FDSE	:	Free Day Secondary Education
H.O.D	:	Head of Department
IPAR	:	Institute of Policy Analysis and Research
K.C.S.E	:	Kenya Certificate of Secondary Education
KIPPRA	:	Kenya Institute of Public Policy Research Analysis
SDG	:	Sustainable Development Goals
NARC	:	National Rainbow Coalition
SQASO	:	Sub County Quality Assurance Officer
UDHR	:	Universal Declaration of Human Rights
UN	:	United Nations
UNESCO	:	United Nations Educational and Scientific Cultural Organization
UNGEI	:	United Nations Girls Education Initiative

ABSTRACT

This research investigated the contribution of various parenting styles on the completion of secondary education by girls in Abim Secondary School, Abim District. Understanding the influence of parenting on educational outcomes is crucial, particularly in contexts where female education faces significant challenges. The study focused on four primary parenting styles: authoritative, authoritarian, permissive, and neglectful, examining their impact on factors such as academic performance, school attendance, motivation, and psychological well-being among female students.

Utilizing a mixed-methods approach, the research combined quantitative surveys with qualitative interviews involving students, parents, and educators to gain a comprehensive understanding of how parenting practices affect girl child secondary school completion. The study finds that authoritative parenting, which balances discipline with emotional support, is most conducive to academic success and higher completion rates. In contrast, authoritarian and neglectful parenting styles are associated with increased dropout rates, largely due to the negative effects on students' self-esteem and motivation. Permissive parenting also poses challenges, as a lack of structure and guidance can lead to poor academic discipline and performance.

The findings underscore the importance of promoting positive parenting practices through community-based education programs that emphasize the role of parental involvement and support in ensuring girls' educational success. Additionally, the study advocates for stronger partnerships between schools, parents, and community organizations to provide the necessary resources and support systems that can help girls overcome challenges associated with less effective parenting styles. By addressing these issues, the research aims to contribute to strategies that improve girl child secondary school completion rates in Abim District, thereby enhancing opportunities for gender equality and empowerment in the region.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covered the background to the study, problem statement, purpose of the study, objectives of the study, research question, and scope of the study, hypothesis and significance of the study.

1.1 Background of the Study

Globally, education is recognized as a fundamental human right and a key driver for development. However, the completion rate for secondary education among girls remains a significant challenge in many parts of the world. The role of parenting styles is increasingly being recognized as a critical factor influencing educational outcomes. Research suggests that authoritative parenting, characterized by high responsiveness and high demands, is positively correlated with academic achievement and completion rates (Baumrind, 2021). Conversely, neglectful or permissive parenting styles are associated with lower academic performance and higher dropout rates (Spera, 2015).

According to United Nations report (2022) the rights to education is recognized and guaranteed under several regional human rights instrument which include the African Charter on Human and Peoples Rights (article 17) and African Charter on the Rights and Welfare of the Child, and Framework Convention for the Protection of National Minorities (article 13 and 14) among others. Article 13 and 14 of the International Covenant on Economic, Social and Cultural Rights set out detailed formulations of the right to education. Article 13 contains a general statement that everyone has the right to education and that education should contribute to the full development of the human personality (World Bank, 2016).

In the world, the education of the population is very important and healthy for the development and progress of every nation. According to a World Bank report (2015), education is essential to the life chances of each individual within and among different social groups. In addition, the individual benefits of education have positive effects where the entire economy and society benefits from the increase in human capital achieved through education (Victoria et al., 2023).

Globally, some 39 million girls of lower secondary age are currently not enrolled in either primary or secondary education, while two thirds of the worlds' 796 million illiterate adults are women. Only about one third of countries have achieved gender parity at secondary level. Gender differences in retention and achievement vary by region and country and tend to reduce as countries achieve higher levels of industrial development and democratic practice, indicating that gender differences are not due to innate cognitive capacity (UNESCO, 2020)

In sub-Saharan Africa, it is common practice for many parents and much of the community to prefer a boy to go to school over a girl, on the assumption that if the girls do go to school, they will become lazy wives and not receive a formal education, they will forget how to grow or care for their homes in the future (Anthony et al., 2023). Most parents believe that girls' mothers and aunts are better teachers who would mold their daughters into better brides (Ogwang, 2022). In Africa, girls enrolled in secondary schools make up only 57% of school-age children (Mark et al., 2023). According to UNESCO, of the 75 million children out of school by 2012, about 55% were girls (UNESCO, 2012 in Shahid and Karim, 2015). Socio-cultural factors have for many years been an obstacle to the education of girls in most communities still remain and therefore reduce their potential to compete favorably with their male counterparts, which is the situation in Abim district, this has remained unrevealed, hence the need for this study to find out the case for the district Abim (Derrick et al., 2023).

In Africa, secondary school completion rates for girl child are generally lower compared to boys due to a variety of socio-economic and cultural survey. According to UNICEF report (2020), only 40% of girls in Sub-Saharan Africa complete lower secondary education. Factors such as early marriage, teenage pregnancy, economic barriers, and cultural attitudes towards girls' education significantly affect their educational attainment. Parenting styles in African contexts often reflect broader socio-cultural norms, which can either support or hinder girls' education.

In East Africa, countries like Kenya, Tanzania, and Uganda have made strides in improving access to education for girls. However, challenges remain, particularly in rural areas. Research in the region highlights the importance of parental support and involvement in girls' education. For instance, a study in Kenya found that girls with supportive parents were more likely to complete secondary education compared to those without such support (Nyarko, 2021).

In Uganda, the government has implemented policies to promote girls' education, including the Universal Secondary Education (USE) program. Despite these efforts, the completion rate for girls in secondary education remains low. Cultural practices, economic hardships, and gender-based violence are significant barriers. Studies indicate that parenting styles play a crucial role in educational outcomes. Authoritative parenting, which combines warmth and discipline, has been associated with higher academic achievement among Ugandan students (Namukwaya & Kibirige, 2019)

In Abim District, located in the Karamoja sub-region of northeastern Uganda, the completion rate for girls in secondary school is particularly low. The region faces unique challenges such as high levels of poverty, cultural resistance to girls' education, and limited access to educational resources. Abim Secondary School, the focus of this study, reflects these broader regional challenges. Understanding the impact of parenting styles on girls' secondary school completion in this specific context can provide valuable insights for policy and intervention strategies (UNICEF, 2020)

Abim Secondary School is one of the few secondary schools in the district, serving students from various socio-economic backgrounds. The school faces numerous challenges, including inadequate infrastructure, shortage of teaching staff, and cultural barriers to education, particularly for girls (Namukwaya, V, 2020). This study aims to investigate how different parenting styles influence the completion of girls in their secondary education at Abim Secondary School. By examining this issue in a localized context, the study seeks to contribute to the broader understanding of educational attainment and inform targeted interventions. Therefore with this, the study aims to find out the contribution of parenting on girl child secondary school completion in Abim district

1.2 Statement of the Problem

Despite global, continental, and national efforts to enhance girls' access to and completion of secondary education, significant disparities persist. In Uganda, and particularly in the Karamoja sub - region where Abim District is located, the rate of secondary school completion for girls remains alarmingly low. While numerous factors contribute to this issue, the role of parenting styles is crucial but under-researched in this specific context (Spera 2023)

Parenting styles have a profound impact on various aspects of a child's life, including their educational outcomes (Baumrind, 2022). Authoritative parenting, characterized by warmth, responsiveness, and the setting of high expectations, is often associated with better academic performance and higher completion rates (Spera, 2023). In contrast, neglectful or permissive parenting styles are linked to poorer academic outcomes and increased likelihood of school dropout.

In Abim Secondary School, the completion rate for girls is notably lower than the national average. The region faces unique challenges such as economic hardship, cultural resistance to girls' education, and limited educational resources (Namukwaya, V, 2020). These challenges are compounded by parenting practices that may not support or prioritize girls' education, thus exacerbating the problem.

There is a need to explore and understand how different parenting styles influence the likelihood of girls completing their secondary education in this context. By identifying the specific parenting practices that contribute to or hinder educational attainment, this study aims to inform targeted interventions and policies that can enhance girls' secondary school completion rates in Abim District and similar settings. It is based on the above that the researcher was set to investigate the contribution of parenting on girl child secondary school completion in Abim Town Council in Abim district.

1.3 General objective of the study

To find out the contribution of parenting styles on girl child secondary school completion in Abim secondary school in Abim district.

1.4 Objectives of the Study

- i. To assess the effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school in Abim district.
- ii. To analyze the impact of Permissive Parenting style on girl child secondary school completion in Abim secondary school in Abim district.
- iii. To find out the effects of Neglectful Parenting style on girl child secondary school completion in Abim secondary school in Abim district

1.5 Research Questions

- i. What are the effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school in Abim district?
- ii. What is the impact of Permissive Parenting style on girl child secondary school completion in Abim secondary school in Abim district?
- iii. What are the effects of Neglectful Parenting style on girl child secondary school completion in Abim secondary school in Abim district?

1.6 Scope of the study

1.6.1 Geographical scope

The study was conducted in Abim Town Council in Abim district and it will cover the following cells; Abim Central, Angwee north, Angwee south, Yenglemi east, new corner, Oringowelo parish, Kalakala parish. Abim District is located in the Karamoja sub-region in northeastern Uganda. Abim district is bordered by several districts: Kotido District in the north, Napak District in the east, Otuke District in the south and Agago District in the west with the coordinates of Approximately 02°42'N latitude and 33°40'E longitude. Abim Town Council is located in Abim District in the Karamoja sub-region of northeastern Uganda with the coordinates of Approximately 02°42'N latitude and 33°39'E longitude. Abim Secondary School is located in Abim Town in Abim District in the Karamoja sub-region of northeastern Uganda with the **coordinates of approximately 02°42'N latitude and 33°39'E longitude**

1.6.2 Content Scope

The study focused on the information and literature concerning the contribution of parenting on girl child secondary school completion in Abim district

1.6.3 Time scope of the study

The study was carried out for a period of two years that is to say 2023 and 2024. This timeframe was enough for the researcher to explore the contribution of parenting styles on girl child secondary school completion in Abim secondary school in Abim district

1.7 Significance of the Study

It is important since the outcome of the research helped educational planners, school administrators, teachers, policy makers, parents or guardians and all stakeholders to have a clear understanding of some fundamental issues related to girl-child education in Abim Town Council in Abim district

Through the findings and recommendations of this research, parents will be more enlightened on their responsibilities towards girl-child education in Central district.

This study will be used as a base line for researchers to conduct further researches on related issue. Through the findings and recommendations of this research, that educational planners, school administrators, teachers, policy makers, parents or guardians and all stakeholders would have a clear understanding of some fundamental issues related to girl-child education in Abim Town Council in Abim district and Uganda at large.

It is also hoped to enhance girl-child education which will lead to their contributions to the development of whole country and to participate fully in her health and health related issues as well developing her, siblings, husband, home and the whole nation.

The findings and recommendation from the study will benefit the girl child whereby the study aims to improve the educational outcomes of girls at Abim Secondary School. By identifying effective parenting practices, the study can help in creating a more conducive learning environment that supports girls' academic success and overall development.

1.8 Conceptual framework of the study

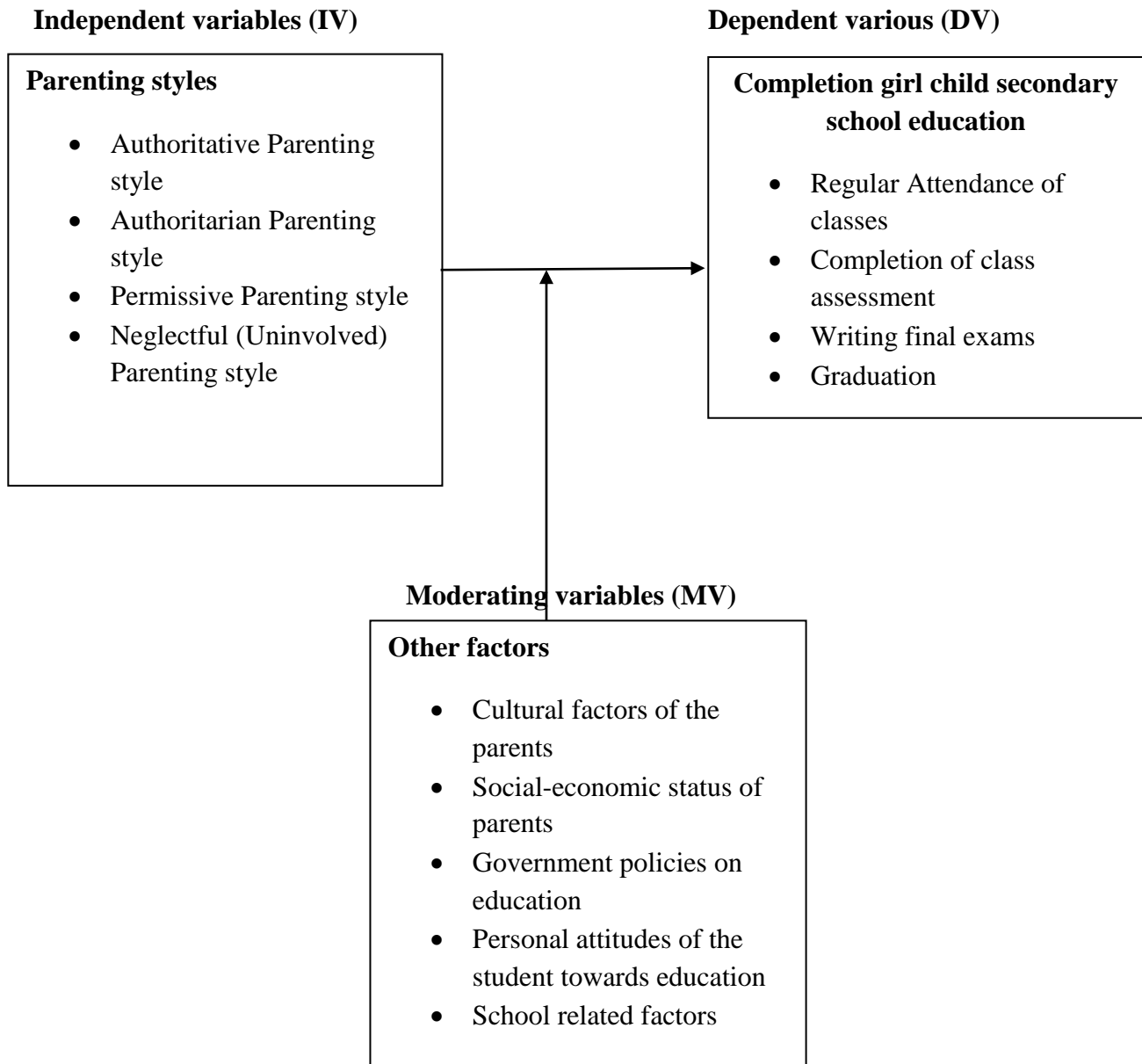


Figure I: Conceptual framework of the study

Explanation of the conceptual framework

The conceptual framework for the study on the contribution of parenting styles to girl child secondary school completion in Abim Secondary School explores how different parenting styles Authoritative, Authoritarian, Permissive, and Neglectful—(IV) influence key educational outcomes such as regular attendance, completion of class assessments, writing final exams, and graduation (DV). This relationship is further shaped by moderating factors including the cultural background of the parents, their socio-economic status, government education policies, the girl's personal attitudes towards education, and various school-related factors (MV). Together, these elements interact to determine the overall impact of parenting styles on the likelihood of a girl child successfully completing her secondary education in this context. The conceptual framework for the study on the contribution of parenting styles to girl child secondary school completion in Abim Secondary School explores how different parenting styles that is to say Authoritative, Authoritarian, Permissive, and Neglectful (IV) influence key educational outcomes such as regular attendance, completion of class assessments, writing final exams, and graduation (DV). This relationship is further shaped by moderating factors including the cultural background of the parents, their socio-economic status, government education policies, the girl's personal attitudes towards education, and various school-related factors (MV). Together, these elements interact to determine the overall impact of parenting styles on the likelihood of a girl child successfully completing her secondary education in this context.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter dealt with review of literature relevant to the study that was obtained from various sources that include; journals, text books and internet and is presented in relation to the study objectives that include; the effects of Authoritative parenting style on girl child secondary school completion in Abim secondary school in Abim Town Council in Abim district, the effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school in Abim Town Council in Abim district, the impact of Permissive Parenting style on girl child secondary school completion in Abim secondary school in Abim Town Council in Abim district and the effects of Neglectful Parenting style on girl child secondary school completion in Abim secondary school in Abim Town Council in Abim district.

2.1 Definition of key terms

Parenting; According to the American Psychological Association (APA), "parenting practices are behaviors defined by specific content and socialization goals, such as developing competence or regulating behavior" (APA, 2023)

Parenting styles; According to Darling and Steinberg (2023), "parenting style is conceptualized as a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviors are expressed.

Girl child; The term "girl child" refers to a female child or adolescent, typically under the age of 18. It emphasizes the distinct experiences, needs, and rights of young females in various cultural, social, and economic contexts. The term is often used in discussions about gender equality, education, health, and rights (United Nations. (2023))

Secondary education; Secondary education refers to the stage of education following primary education and preceding tertiary or higher education. It typically includes high school or equivalent levels and serves students who are generally between the ages of 12 and 18. Secondary education aims to provide students with a more specialized and in-depth

understanding of various subjects, preparing them for higher education or vocational training (UNESCO, 2020).

Completion; Completion refers to the successful finishing or fulfillment of a task, process, or course of study. In educational contexts, completion often refers to students meeting all the requirements of a particular level of education, such as graduating from a secondary school (OECD, 2019).

2.2 Effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school

Research indicates that authoritarian parenting can lead to mixed academic outcomes. While some studies suggest that the strict discipline associated with authoritarian parenting might encourage adherence to school rules and a focus on academic tasks, others highlight the potential negative effects on motivation, self-esteem, and overall academic engagement (Fraleigh, et al 2017). Children raised in authoritarian environments often exhibit lower levels of intrinsic motivation and struggle with anxiety and depression, which can negatively affect their academic performance.

In Abim Secondary School, like many other schools in similar contexts, girls face unique challenges that can hinder their educational progression. These challenges include societal expectations, gender-based discrimination, early marriage, and domestic responsibilities (UNESCO, 2020). The authoritarian parenting style, with its rigid rules and lack of emotional support, may exacerbate these challenges by not providing the emotional resilience and problem-solving skills necessary for girls to overcome obstacles in their educational journey.

The impact of authoritarian parenting on girl child secondary school completion is often negative. Girls raised in authoritarian households may comply with school rules out of fear, but this compliance does not necessarily translate into academic engagement or passion for learning. The lack of open communication and emotional support from authoritarian parents can lead to increased dropout rates, as girls may not feel empowered to pursue their education despite external pressures (Steinberg et al., 2019). Moreover, the high levels of stress and anxiety

associated with authoritarian parenting can further contribute to poor academic outcomes and higher dropout rates.

The cultural context of Abim may also influence the effects of authoritarian parenting. In some cultures, strict discipline is seen as a necessary component of child-rearing, particularly in environments where resources are scarce and education is highly valued. However, while authoritarian parenting may enforce discipline, it often fails to foster the critical thinking, creativity, and emotional well-being necessary for sustained academic success (Chao, 2023). In Abim Secondary School, where socio-economic challenges are prevalent, the lack of emotional support in authoritarian households may particularly disadvantage girls, who are already vulnerable to dropping out due to external pressures.

The long-term effects of authoritarian parenting on educational outcomes extend beyond secondary school. Girls who grow up in authoritarian households may struggle with self-confidence, independence, and the ability to make decisions, which can affect their further education and career choices (Baumrind, 2021). This parenting style may also limit girls' ability to navigate the complexities of adulthood, including managing relationships and careers, further perpetuating cycles of poverty and limited opportunity.

2.3 Impact of Permissive parenting style on girl child secondary school completion

Research generally indicates that permissive parenting is linked to poorer academic outcomes compared to authoritative or authoritarian styles. Children raised in permissive households often struggle with self-regulation, motivation, and responsibility, which are crucial for academic success (Fraleigh, et al 2017). The lack of structure and discipline in permissive parenting can lead to disengagement from academic tasks and lower academic performance.

Girls face unique challenges in educational settings, especially in contexts where gender disparities persist. In many societies, girls' education is often interrupted by domestic responsibilities, early marriage, and socio-cultural expectations (UNESCO, 2020). The permissive parenting style may exacerbate these challenges by failing to provide the necessary guidance and support that girls need to navigate these obstacles.

Permissive parenting can negatively affect girls' secondary school completion rates. Without the structure and expectations that are characteristic of more authoritative styles, girls may lack the motivation and discipline required to persist in their education. Studies suggest that permissive parenting is associated with lower academic achievement, higher absenteeism, and a greater likelihood of dropping out of school (Maccoby & Martin, 2023). Additionally, the lack of parental involvement and oversight in permissive households can lead to an increased risk of early pregnancy or marriage, which further hinders educational attainment (Fletcher, Steinberg, & Sellers, 2019).

The impact of permissive parenting on educational outcomes can be influenced by the socio-cultural context. In cultures where education is highly valued and strongly enforced by societal norms, the negative effects of permissive parenting may be somewhat mitigated. However, in environments where there is less societal pressure to complete education, permissive parenting may contribute to higher dropout rates (Spera, 2015).

The long-term effects of permissive parenting extend beyond secondary school completion. Girls raised in permissive households may struggle with self-discipline, time management, and goal-setting in adulthood, which can affect their higher education and career prospects (Baumrind, 2021). These challenges are compounded if the permissive parenting style is combined with other socio-economic factors such as poverty or lack of access to quality education.

2.4 Effects of Neglectful parenting style on girl child secondary school completion

Neglectful parenting, also referred to as uninvolved parenting, is characterized by a lack of responsiveness to a child's emotional and developmental needs. Unlike other parenting styles, neglectful parents are often indifferent, detached, and provide little supervision or guidance. This parenting approach has significant implications for a child's academic performance, including the likelihood of completing secondary education, particularly among girls.

Neglectful parenting often results in a lack of academic support and encouragement. Research indicates that children of neglectful parents receive minimal guidance on educational matters, leading to lower academic motivation and achievement. Girls, in particular, may suffer from this lack of support, as they might not receive the necessary encouragement to overcome societal and

gender-related barriers to education. For instance, a study by Garbarino et al. (2017) found that students with neglectful parents were less likely to complete secondary school due to the absence of parental involvement in their academic lives.

The absence of emotional and psychological support from neglectful parents can lead to low self-esteem in children. This is particularly detrimental to girls, who may already face societal pressures and challenges in accessing education. According to Dornbusch et al. (2016), students with low self-esteem are more likely to disengage from school activities, leading to poor academic performance and an increased likelihood of dropping out.

Neglectful parenting is also associated with an increase in behavioral problems among children. Girls who experience neglect may seek attention through negative behaviors, leading to disciplinary issues at school. This can disrupt their educational trajectory and increase the risk of not completing secondary school. Steinberg et al. (2018) highlight that students from neglectful homes are more likely to exhibit disruptive behavior in the classroom, which can result in academic failure and school dropout.

Neglectful parents often fail to provide basic necessities, which can affect a child's school attendance. For girls, this may include the inability to afford school uniforms, textbooks, or even basic hygiene products, all of which are essential for maintaining regular attendance. Research by Muola et al. (2020) in Kenya found that girls from neglectful households had significantly lower attendance rates, which directly impacted their ability to complete secondary school.

Girls face unique challenges in education, including societal expectations, gender biases, and the burden of domestic responsibilities. In neglectful households, these challenges are exacerbated as girls may be forced to take on additional household duties or care for younger siblings, further hindering their ability to focus on their studies. Njogu and Ngige (2019) argue that in such environments, the likelihood of secondary school completion for girls is greatly diminished.

While neglectful parenting has detrimental effects on girls' secondary school completion, the role of school and community support cannot be overlooked. Schools that provide mentorship programs, emotional support, and extracurricular activities can help mitigate some of the negative impacts of neglectful parenting. Community initiatives aimed at supporting girls'

education, such as scholarships and awareness campaigns, are also crucial in promoting school retention and completion among girls from neglectful households (Smith et al., 2021).

2. 5. Conclusion

Much of the existing literature on parenting styles and educational outcomes are based on studies conducted in Western or urban contexts. There may be limited research specifically focusing on rural, culturally unique settings like Abim District in Uganda. A lack of context-specific studies on how different parenting styles influence girl child secondary school completion in rural Ugandan settings

Many studies might address the influence of parenting styles on general academic outcomes without specifically focusing on the girl child, who may face distinct socio-cultural challenges that impact school completion rates. Insufficient focus on how parenting styles specifically affect the girl child's secondary school completion in patriarchal or traditional societies like those in Abim District.

The interaction between parenting styles and other factors like economic conditions, access to education, societal norms, and gender-based violence is often underexplored. Limited examination of how these additional factors interplay with parenting styles to affect girl child school completion.

Quantitative studies on parenting styles and educational outcomes have dominated the literature, with fewer studies providing qualitative insights into the lived experiences of girls, parents, and teachers. A need for qualitative research that explores personal narratives and cultural contexts to understand the mechanisms through which parenting styles impact girl child school completion

Many studies are cross-sectional, offering a snapshot in time but not capturing how parenting styles influence the girl child's educational journey over the years. A lack of longitudinal studies that track the long-term effects of parenting styles on the girl child's educational progression in secondary school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter explained the methodology of study. It explained the study design, study site, study population, inclusion and exclusion criteria, sample size determination, sampling procedure and techniques, data collection methods and tools, data sources, how data quality will be ensured and techniques for analysis, ethical considerations and plan for dissemination of study findings.

3.1 Research Design

The research was a case study that was largely qualitative in nature (Kothari, 2020). This was because it did not involve a lot of mathematical computations but instead asking questions to the girls, parents and some key informants about the contribution of parenting styles on girl child secondary school completion in Abim secondary school listening to their feedback and views.

3.2 Area of the study

The study was conducted in the Abim secondary school in Abim district, Abim Secondary School is located in Abim District, which is situated in the Karamoja sub-region in northeastern Uganda. The school serves as an important educational institution within the district, providing secondary education to students from Abim town and surrounding areas. Abim District is characterized by its rural setting, with the local economy primarily based on agriculture and pastoralism. The district is part of a region known for its cultural diversity and challenges related to education access, particularly for girls.

3.3 Population of the study

Etyang (2018) defines research population as a large collection of individuals or objects that is the main focus of a scientific query. A researcher chose a study population to generalize the study findings. This study was carried out on all female students currently enrolled at Abim Secondary School, their parents or guardians, and school administrators or teachers. This population was chosen to capture a comprehensive understanding of how different parenting styles influence the educational outcomes of these students. By including both the students and their parents, the study aims was to explore the direct and indirect effects of parenting on regular

attendance, completion of assessments, participation in final exams, and overall graduation rates. The inclusion of school administrators and teachers was to provide additional insights into how these factors are perceived within the school environment.

3.2 Sample size

According to Jeovany (2016), sample size is defined as a subset of participants drawn from the target population whose characteristics are of interest to the research team. The sample size is a significant feature of any empirical study in which the goal is to make inferences about a population from a sample. The total population of the target population was 120 and the sample size was 66 respondents.

3.3 Sampling technique

The study applied purposive sampling technique. This method is a non-probability sampling that is extensively used in qualitative research to obtain the participants that can provide valuable data regarding the phenomenon being investigated (Palinkas et al., 2015)

Table 2: showing the procedure of the respondents

Category	Total population	Sample size	Sampling technique
Girl child students	80	35	Purposive sampling
Parents	50	20	Purposive sampling
Teachers	30	10	Purposive sampling
Head teacher	01	01	
Total	161	66	

Source: researcher (2024)

3.4 Sampling selection

To select the respondents, simple random sampling technique was used to select respondents. A list of number of respondents that was found in the organization was listed down on small papers written on serial numbers from 1-100 was availed to respondents. They were requested to randomly pick one piece of paper each and only those who picked pieces of paper with even numbers and consent to participate in the study was sampled

3.5 data collection techniques

3.5.1 Interview guide

This method was applied to various respondents basically to solicit their views on the contribution of leadership style on the employee performance at Industrial Division in Mbale city. According to Mugenda (2019), this instrument allowed flexibility in asking questions as questions initially posed but important to the study are brought forward. The tool was also convenient to the respondents and to the researcher as it took less time in collecting needed information. It also allowed the researcher time to translate in the local language especially to the elderly who could not feel conformable with using English.

3.5.2 Observation

Observation is a qualitative research technique where researchers observe participants' ongoing behavior in a natural situation. In other words, researchers can capture data on what participants do as oppose to what they say according to (Kawulich, 2019). Observations enabled the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study. The researcher used this method to allow the identification of features, events in the field as it was cheap to use although it needed ample time that was carefully dedicated by the researcher.

3.5.2. Questionnaire

Self-administered set of questions was distributed to respondents. The obtained information using this method was general on the subject matter. This instrument is preferred in that it allowed respondents ample time, to think and probably give accurate information. It was also convenient in that the respondents could fill questions at the time of their choice. This was the best way of getting first-hand information, which represents the right thinking of respondents without any bias.

1.6 Data collection instruments

One semi-structured interview schedule was compiled to specifically address the four research objectives. This acted as a guide to prompt an in-depth discussion around various themes that the researcher wished to address with the participants. a semi-structured interview schedule was a model for collecting comprehensive and comparable data.

In the interview schedule, simple language was used and leading questions was avoided so as not to distort the data. The questions in the interview schedule were open-ended to allow participants to give more data. The schedule begun with the introduction which introduced the researcher; the study objectives; the study ethics around voluntary participation, issues of confidentiality; permission to use a digital recorder, informed consent, access to the research findings and the length of the interview. This introduction helped the participants prepare for the interview, to open up after knowing that their information was to kept confidential, and to generally know their role during the interview.

After the introduction, the interview schedule had four sections that covered the study objectives. Questions that related to a similar objective was grouped together so as to capture and understand the themes, categories, and sub-categories that was emerging from the data for each research objective, this encouraged probing for more information during the interviews. Lastly, the interview schedule had a conclusion which included: the appreciation of the researcher for participation in the study; probing for more information from the participant; reassurance of confidentiality of the information they shared; and it gave participants an opportunity to express their experience of the interview section.

Through the questions were posed in the conclusion part of the interview schedule, the researcher was able to get additional important information about the study that has been missed out during the time of the interview.

3.7 Data presentation and Analysis

The data collected were analyzed by the researcher, using the eight steps suggested by Tesch (1990) which are as follows:

- This process involved transcribing all the interviews and analyzing each transcript.
- During the analysis, labels were accorded to various texts in an effort to understand the underlying meanings in relation to the objectives of the study.

- The texts were then coded according to the main themes, categories and sub-categories.
- Further refinement of this coding was done in order to arrive at a coding framework, to make sense of the data.
- The findings were then written up using the coding framework as a guideline.
- Actual quotes were used to illustrate the themes/categories/sub-categories and these quotes were linked to various authors in the literature review.
- The researcher added his critical commentary in the discussion. This was done by comparing and contrasting the research findings with other studies in order to provide critical understanding as to why it is similar or different.
- A further step was then taken to use a causal layered analysis approach and developing a deeper level of understanding.

3.8 Research procedure

Respondents were met at Industrial division with the aid of the management of the organization; the investigator gained access to the respondents. Each respondent was asked questions from the questionnaire and responses promptly filled in the questionnaire according to the answers given by the respondent.

Each of the questionnaires and checklists were cross-checked for completeness and any errors before leaving the respondent. The filled questionnaires and checklists were kept safely under lock and key after each day of data collection.

3.8 Ethical Considerations

Ethical considerations in this study were professionally adhered to in line with the guidelines by the ethical standards of social science research. This was done in order not to endanger the mental, emotional or physical health of the participants as the nature of the study may induce sensitivity or worry in them as they come to new understandings about themselves (Babbie & Mouton (2010). Below are the ethical considerations incorporated into this research?

Voluntary participation: At the first the researcher contacted all the research participants; they were informed that taking part in the research is voluntary, and that they are free to decide not to

participate at any time. Participants again were reminded at the beginning of the research interviews. They were given a document (informed consent) to read and sign to cement their voluntary agreement to be interviewed.

Confidentiality: The researcher informed the research participants that the interview recordings was kept strictly confidential and was available only to himself and the supervisor. The recorded interviews were protected by a pass-word known only by the researcher. Research participants were also informed that the final research report was only to be used for academic purposes (Engel & Schutt, 2010).

Anonymity: The researcher asked the participants to choose a pseudonym before each interview so that their real names remained unknown to all, other than the researcher (Babbie & Mouton, 2001).

Deception of subjects: To avoid deception of all the research subjects, the researcher withhold any information from any of the research participants in an effort to secure their participation; the objectives of the study were known to all the research participants, so that no false hopes were raised regarding the benefits of participating in the study (Babbie & Mouton, 2001).

Limiting Harm to Participants: The Potential harm to the girl child students were psychological, as they were recalling negative life experiences and consequences they had gone through due to their parenting style situation (Babbie & Mouton, 2010). To limit potential harm to participants, the researcher explained the objectives of the study at the very first meeting with them, and again before the research interviews. The researcher made arrangements to refer girl child students to an appropriate resource should the need arise during the interview.

Participant's Access to the Research report: The researcher made sure that the final report and findings are made available to the research participants by contacting them on their cell numbers and meeting them individually to give them a hard or soft copy of the report.

3.10 Quality control: Validity and Reliability

3.10.1 Reliability

Reliability refers to the measure of the degree to which research instruments yield consistent results (Mugenda and Mugenda, 2023). Reliability also refers to the stability, accuracy and precision of measurement. In order to achieve this, the researcher administered the instruments in person in order to assess their clarity. To assess the reliability of the research instruments, the researcher employed split-half technique whereby the questionnaires were administered to two groups; odds and evens and the results was compared. This measures the extent to which all parts of the test contributed equally to what is being measured. This was done by comparing the results of one half of a test with the results from the other half. The two halves of the test provided similar results with a high correlation ($r = 0.646$) which was suggest that the test had internal reliability.

This ensured the reliability of the research instruments as the two results were compared to measure the consistency of the scores obtained.

3.10.2 Validity

Validity of the instrument was used to measure the degree to which the items represented specific areas covered by the study. Validity of the instrument was determined by experts in the field of research who looked at the measuring technique and coverage of specific areas (objectives) covered by the study. The questionnaires were given to professionals in the field of research to critique it and to give suggestion on the necessary areas to change in order to establish the validity of the instrument. The corrections on the identified questions were then incorporated in the instrument to ensure validity of the research instruments. Validity was ascertained by checking whether the questions were measuring what they were supposed to measure such as the: clarity of the wording and whether the respondents were interpreting all the questions in a similar way. Validity was therefore be established by the researcher by revealing areas causing confusion and ambiguity and this led to reshaping of the questions to be more understandable by the respondents and to gather uniform responses across various respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the presentation, interpretation and analysis of personal data of the respondents on the topic of the contribution of parenting styles on girl child secondary school completion in Abim secondary school in Abim district.

4.1 Demographic information of respondents

Table 2 showing sex composition of the respondents

sSex	Number	Percentage (%)
Female	36	55
Male	30	45
Total	66	100%

Source: primary data, 2024

From the above, 55% of the respondents were females while 45% were males. This was planned by the researcher to ensure that an equal opportunity is offered to both sexes to avoid bias in the data collected.

The table 3: shows the ages of respondents

(Age)Years	No. of respondents	Percentage (%)
10-18	17	26
19-27	20	30
28-36	09	13
37-45	15	23

46+	5	8
Total	66	100%

Source: Primary data, 2024

According to the information in the table above, 50% of the respondents were below 25 years of age. This means more percentage of the respondents were covered by the young people that were more experienced being in an active age bracket and were therefore participating in availing information on the topic of the contribution of parenting styles on girl child secondary school completion in Abim secondary school in Abim district.

Table 4: showing the Response rate of respondents

Instrument	Planned(n)	Actual(n)	Response rate (%)
Interview guides	25	25	38
Questionnaire	41	41	62
Total	66	66	100%

Source: Primary data, 2024

Based on the above table, it can be observed that the response rate of 100% is representative of the study and is in line with Amin (2005) who argues that a response rate equal or above 70% is good enough to generalize findings to the entire population.

Table 5: showing the level of education of the respondents

Level of education	Number of respondents	Percentage (%)
No education	25	38
Primary	20	30
Secondary	12	18
Tertiary	09	14
Total	66	100%

Source: primary data, 2024

Most of the respondents (38%) attained no education, 30% of the respondents attained primary level of education, 18% secondary education while only 14% tertiary level of education. This reveals that a big portion of the respondent had not gone to school and others stopped at primary and secondary level but very few respondents reported to higher institutions of learning

Table 6: Showing the religion of the respondents

Religion	No of respondents	Percentage (%)
Catholic	13	20
Muslim	15	23
Protestant	13	20
Adventist	06	9
Traditionalists	04	6
Pentecostal	11	16

Others	04	6
Total	66	100%

Source: primary data, 2024

Table above shows that 20% of the respondents were Catholic, 23% were Muslims, 20% of the respondents were Protestants and 9% of the respondents were Adventists, 6% of the respondents were traditionalists, 16% of the respondents were Pentecostal while 6% of the respondents were of other faith; this implies that the research at least covered all religions which reduced on the bias of the information basing on the religion.

Table 7 Showing the employment status of the respondents

Employment status	No. of respondents	Percentage %
Employed	26	39%
Unemployed	40	61%
Total	66	100%

Source: primary data 2024

The information in the table above shows that only 39% of the respondents were employed and 67% of the respondents were unemployed. This implies that the majority of the respondents were unemployed.

Table 1.8 showing the marital status of the respondents

Employment status	No. of respondents	Percentage (%)
Single	30	45
Married	20	30

Divorced	07	11
Separated	06	9
Windowed	03	5
Total	66	100%

Source: primary data 2022

Table 1.8 shows that 45% of the respondents were Single, 50% of the respondents were Married and 11% of the respondents were Divorced, 9% of the respondents were separated, and 5% of the respondents were windowed. This implies that the majority of the respondents were single.

4.2. Research objective one

Effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school in Abim district

Table 8: showing the effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school in Abim district (n=66)

	Objective one	Response of the respondents					
S/ N	the effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school in Abim district	1 (strongly disagree)	2 (disagree)	3 (Neither agree nor disagree)	4 (Agree)	5 (strongly agree)	
	Response	No of respondents					Total
1	Authoritarian parenting might encourage adherence to school rules and a focus on academic tasks	4 6%	5 8%	7 11%	20 30%	30 45%	66 100%

2	The authoritarian parenting style, with its rigid rules and lack of emotional support, may exacerbate challenges like societal expectations, gender-based discrimination, early marriage, and domestic responsibilities by not providing the emotional resilience and problem-solving skills necessary for girls to overcome obstacles in their educational journey	2 3%	6 9%	8 12%	19 29%	31 47%	66 100%
3	The lack of open communication and emotional support from authoritarian parents can lead to increased dropout rates, as girls may not feel empowered to pursue their education despite external pressures	1 2%	4 6%	10 15%	21 32%	30 45%	66 100%
4	the high levels of stress and anxiety associated with authoritarian parenting can further contribute to poor academic outcomes and higher dropout rates	4 6%	5 8%	7 11%	20 30%	30 45%	66 100%
5	authoritarian parenting may enforce discipline, it often fails to foster the critical thinking, creativity, and emotional well-being necessary for sustained academic success	1 2%	4 6%	10 15%	21 32%	30 45%	66 100%
6	Girls who grow up in authoritarian households may struggle with self-confidence, independence, and the ability to make decisions, which can	2 3%	6 9%	8 12%	19 29%	31 47%	66 100%

	affect their further education and career choices						
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Source: Primary source, 2024

Most of the respondents (45%) strongly agreed that Authoritarian parenting might encourage adherence to school rules and a focus on academic tasks while only 6% strongly disagreed.

Most of the respondents (47%) strongly agreed that the authoritarian parenting style, with its rigid rules and lack of emotional support, may exacerbate challenges like societal expectations, gender-based discrimination, early marriage, and domestic responsibilities by not providing the emotional resilience and problem-solving skills necessary for girls to overcome obstacles in their educational journey while only 3% strongly disagreed.

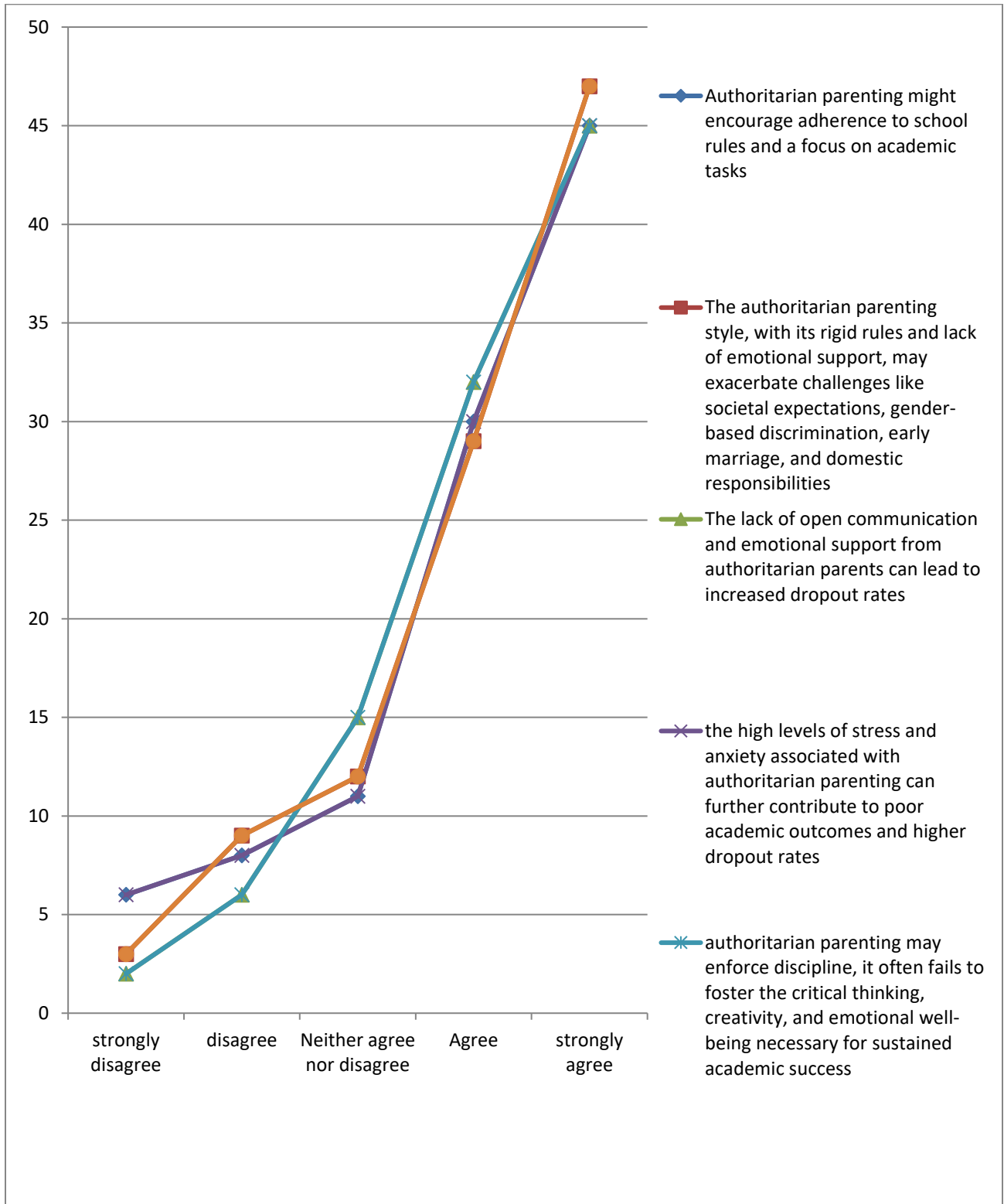
Most of the respondents (45%) strongly agreed that lack of open communication and emotional support from authoritarian parents can lead to increased dropout rates, as girls may not feel empowered to pursue their education despite external pressures while only 2% strongly disagreed.

Most of the respondents strongly (30%) agreed that the high levels of stress and anxiety associated with authoritarian parenting can further contribute to poor academic outcomes and higher dropout rates while only 8% disagreed.

Most of the respondents strongly (32%) agreed that authoritarian parenting may enforce discipline; it often fails to foster the critical thinking, creativity, and emotional well-being necessary for sustained academic success while only 6% disagreed

Most of the respondents (47%) strongly agreed that Girls who grow up in authoritarian households may struggle with self-confidence, independence, and the ability to make decisions, which can affect their further education and career choices while only 2% strongly disagreed.

Figure 2. A line graph the effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school in Abim district



4.3 Finding of the research objective two

The impact of Permissive Parenting style on girl child secondary school completion in Abim secondary school in Abim district

Table 9: Showing the impact of Permissive Parenting style on girl child secondary school completion in Abim secondary school in Abim district (n=66)

	Objective two	Response of the respondents					
S/N	The impact of Permissive Parenting style on girl child secondary school completion in Abim secondary school in Abim district	1 (strongly disagree)	2 (disagree)	3 (Neither agree nor disagree)	4 (Agree)	5 (strongly agree)	
	Response	Number and percentage of respondents					Total
1	Children raised in permissive households often struggle with self-regulation, motivation, and responsibility, which are crucial for academic success	3 4%	6 9%	9 14%	19 29%	29 44%	66 100%
2	The lack of structure and discipline in permissive parenting can lead to disengagement from academic tasks and lower academic	1 2%	2 3%	7 11%	21 32%	35 53%	66 100%

	performance						
3	The permissive parenting style may exacerbate challenges like domestic responsibilities, early marriage, and socio-cultural expectations by girls failing to provide the necessary guidance and support that girls need to navigate these obstacles	2 3%	3 5%	8 12%	22 33%	31 47%	66 100%
4	girls may lack the motivation and discipline required to persist in their education	1 2%	4 6%	6 9%	23 35%	32 48%	66 100%
5	permissive parenting is associated with lower academic achievement, higher absenteeism, and a greater likelihood of dropping out of school	1 2%	3 5%	5 7%	24 36%	33 50%	66 100%

6	the lack of parental involvement and oversight in permissive households can lead to an increased risk of early pregnancy or marriage, which further hinders educational attainment stress	1 2%	2 3%	7 10%	27 41%	29 44%	66 100%
7	Others						

Source: Primary source, 2022

Most of the respondents (44%) strongly agreed that Children rose in permissive households often struggle with self-regulation, motivation, and responsibility, which are crucial for academic success while only 14% neither agreed nor disagreed.

More than half of the respondents (53%) strongly agreed that the lack of structure and discipline in permissive parenting can lead to disengagement from academic tasks and lower academic performance while only 2% strongly disagreed

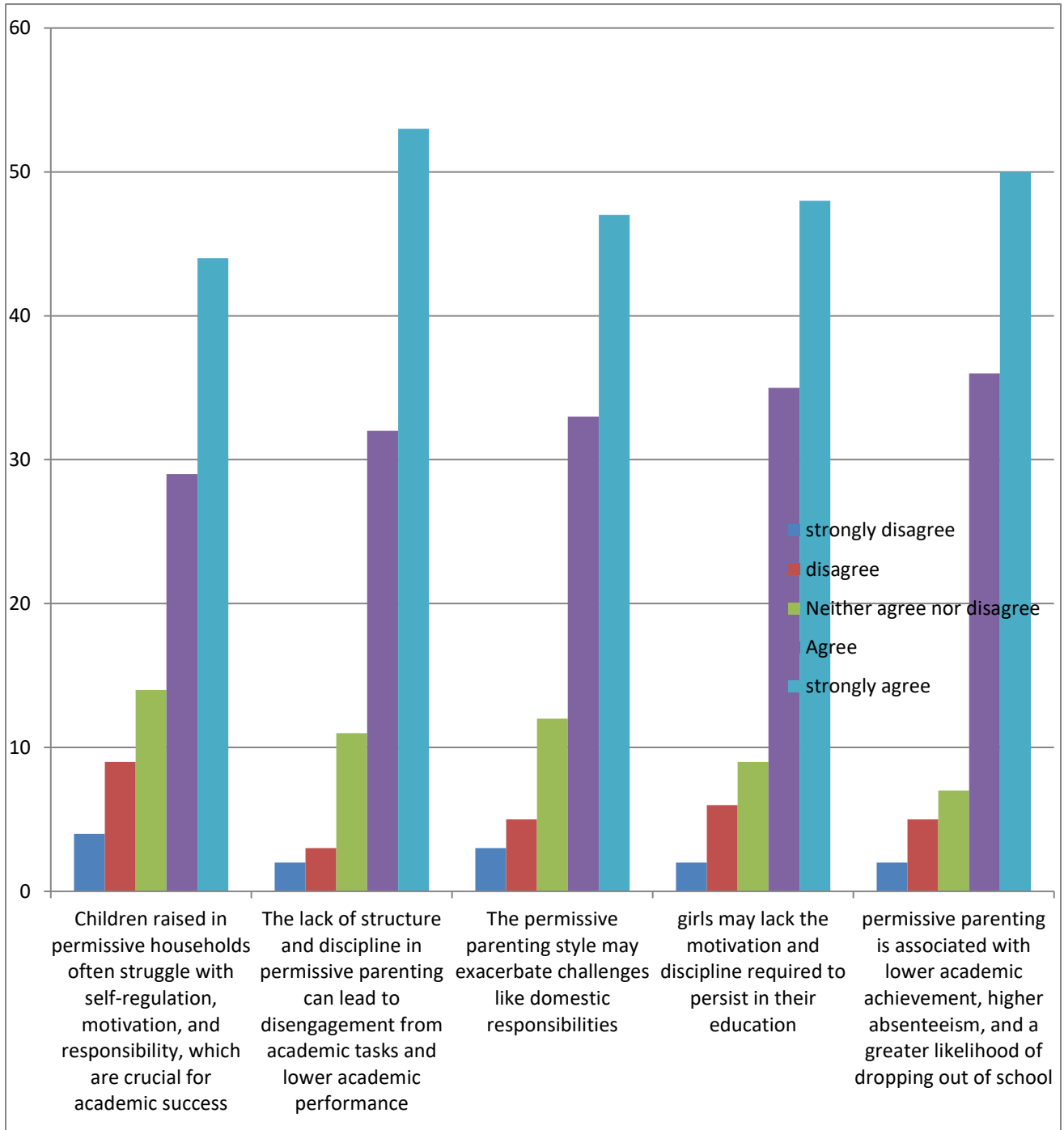
Majority of the respondents (33%) agreed that the permissive parenting style may exacerbate challenges like domestic responsibilities, early marriage, and socio-cultural expectations by girls failing to provide the necessary guidance and support that girls need to navigate these obstacles while only 5% disagreed.

Majority of the (35%) of the respondents agreed that girls may lack the motivation and discipline required to persist in their education while only 2% strongly disagreed.

Most of the respondents (36%) agreed that permissive parenting is associated with lower academic achievement, higher absenteeism, and a greater likelihood of dropping out of school while only 2% disagreed

Lastly, Majority of the respondents (33%) agreed with the fact that the lack of parental involvement and oversight in permissive households can lead to an increased risk of early pregnancy or marriage, which further hinders educational attainment stress while only 2% disagreed.

Figure 3: A bar graph showing the impact of Permissive parenting style on girl child secondary school completion in Abim secondary school in Abim district (%)



4.4 Findings on the objective three

Effect of Neglectful Parenting style on girl child secondary school completion in Abim secondary school in Abim district

Table 10: showing the effects of Neglectful Parenting style on girl child secondary school completion in Abim secondary school in Abim district (n=66)

Objective three		Response of the respondents					
S/N	The effects of Neglectful Parenting style on girl child secondary school completion in Abim secondary school in Abim district	1 (strongly disagree)	2 (disagree)	3 (Neither agree nor disagree)	4 (Agree)	5 (strongly agree)	
	Response	Number and percentage of respondents					Total
1	children of neglectful parents receive minimal guidance on educational matters, leading to lower academic motivation and achievement	2 3%	2 3%	7 11%	25 38%	30 45%	66 100%
2	Girls may suffer from this lack of support, as they might not receive the necessary encouragement to overcome societal and gender-related barriers to education	1 2%	1 2%	4 6%	23 34%	37 56%	66 100%

3	students with neglectful parents were less likely to complete secondary school due to the absence of parental involvement in their academic lives	3 5%	2 3%	4 5%	25 38%	32 49%	66 100%
4	The absence of emotional and psychological support from neglectful parents can lead to low self-esteem in children	4 6%	1 2%	2 3%	26 39%	33 50%	66 100%
5	students with low self-esteem are more likely to disengage from school activities, leading to poor academic performance and an increased likelihood of dropping out	2 3%	2 3%	1 1%	27 41%	34 52%	66 100%
6	Girls who experience neglect may seek attention through negative behaviors, leading to disciplinary issues at school that increase the risk of them not completing secondary school	3 5%	1 2%	2 3%	28 42%	32 48%	66 100%

7	Neglectful parents often fail to provide basic necessities, which can affect a child's school attendance. this may include the inability to afford school uniforms, textbooks, or even basic hygiene products, all of which are essential for maintaining regular attendance	3 5%	2 3%	4 5%	25 38%	32 49%	66 100%
8	Girls face unique challenges in education, including societal expectations, gender biases, and the burden of domestic responsibilities which can lead them be forced to take on additional household duties or care for younger siblings, further hindering their ability to focus on their studies	2 3%	2 3%	7 11%	25 38%	30 45%	66 100%
9	children of neglectful parents receive minimal guidance on educational matters, leading to lower academic motivation and	1 2%	1 2%	4 6%	23 34%	37 56%	66 100%

	achievement						
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Source: Primary source, 2024

Almost half of the respondents (45%) strongly agreed with the fact that children of neglectful parents receive minimal guidance on educational matters, leading to lower academic motivation and achievement while only 3% strongly disagreed.

More than half of the respondents (56%) strongly agreed that Girls may suffer from this lack of support, as they might not receive the necessary encouragement to overcome societal and gender-related barriers to education while only 2% disagreed.

Also a number of respondents (49%) of the respondents strongly agreed that students with neglectful parents were less likely to complete secondary school due to the absence of parental involvement in their academic lives while only 5% disagreed.

Most of the respondents (50%) strongly agreed that the absence of emotional and psychological support from neglectful parents can lead to low self-esteem in children while only 6% strongly disagreed

Over half of the respondents (52%) strongly agreed that students with low self-esteem are more likely to disengage from school activities, leading to poor academic performance and an increased likelihood of dropping out while only 3% strongly disagreed

Majority of the respondents (48%) strongly agreed that Girls who experience neglect may seek attention through negative behaviors, leading to disciplinary issues at school that increase the risk of them not completing secondary school while only 5% strongly disagreed

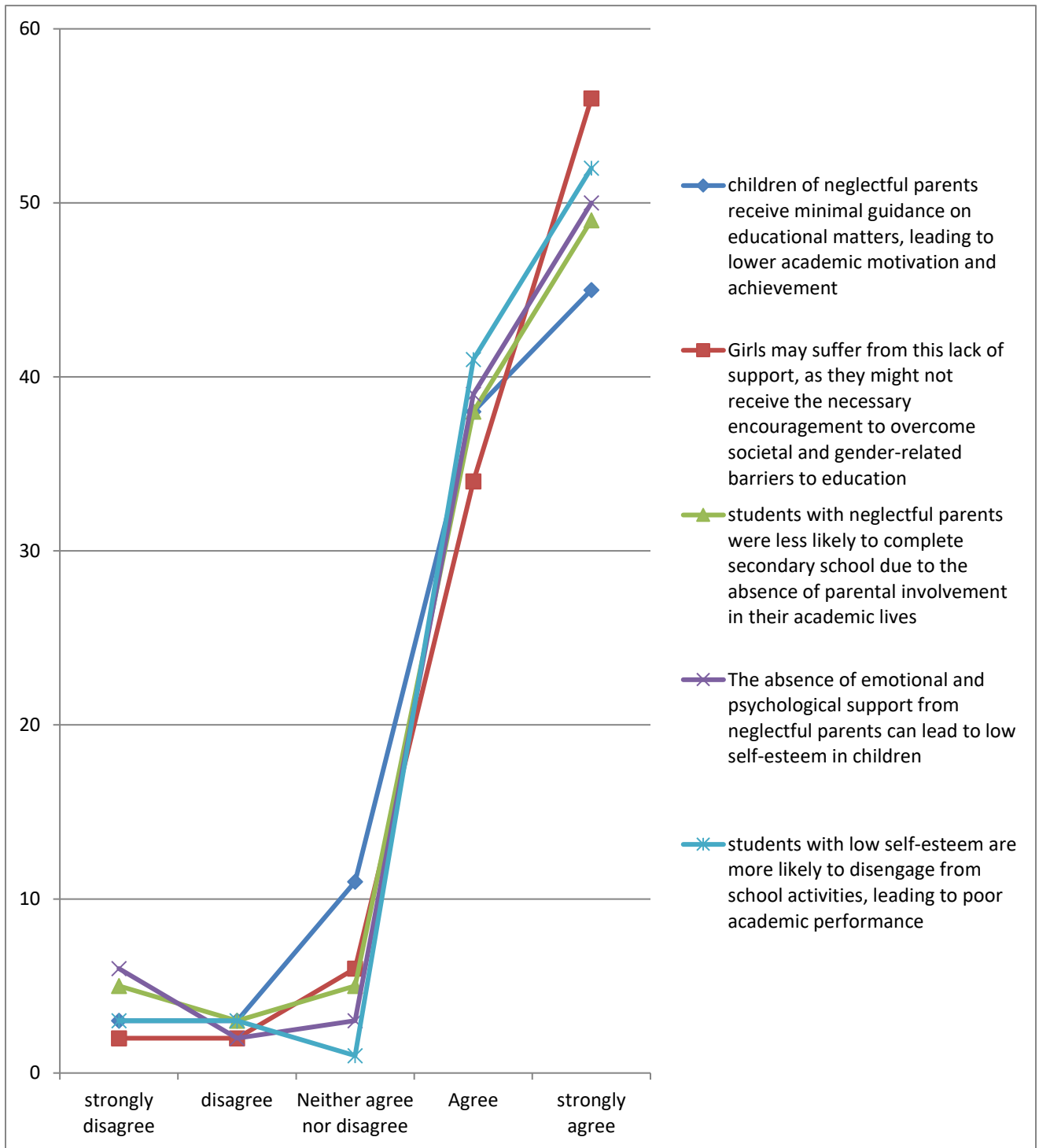
More than half of the respondents (49%) strongly agreed that Neglectful parents often fail to provide basic necessities, which can affect a child's school attendance. this may include the inability to afford school uniforms, textbooks, or even basic hygiene products, all of which are essential for maintaining regular attendance while only 5% disagreed.

Almost half of the respondents (45%) strongly agreed with the fact that Girls face unique challenges in education, including societal expectations, gender biases, and the burden of

domestic responsibilities which can lead them be forced to take on additional household duties or care for younger siblings, further hindering their ability to focus on their studies while only 3% strongly disagreed.

More than half of the respondents (56%) strongly agreed that children of neglectful parents receive minimal guidance on educational matters, leading to lower academic motivation and achievement while only 2% disagreed.

Figure 4: a line graph showing the suggestions toward the integration and psycho-social well-being of refugees in Northern City Division in Mbale district (%)



CHAPTER FIVE

SUMMARY FINDINGS, CONCLUSION, RECOMMENDATIONS

5.0 Introduction

This chapter deals with interpretation and discussion of the findings objectively in relation to the study background, problem statement and literature review to answer research questions, conclude and make recommendations about the effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school in Abim district, the impact of Permissive Parenting style on girl child secondary school completion in Abim secondary school in Abim district and the effects of Neglectful Parenting style on girl child secondary school completion in Abim secondary school in Abim district. All the questionnaires of 66 respondents recruited in the study were returned completely filled thus a response rate of 100% as shown earlier.

5.1 Summary

5.1.1 Effect of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school in Abim district

Most of the respondents (45%) strongly agreed that Authoritarian parenting might encourage adherence to school rules and a focus on academic tasks while only 6% strongly disagreed. The research study agrees with that of Fraleigh, et al (2017) who carried out research and indicated that authoritarian parenting can lead to mixed academic outcomes. They further asserted that while some studies suggest that the strict discipline associated with authoritarian parenting might encourage adherence to school rules and a focus on academic tasks, others highlight the potential negative effects on motivation, self-esteem, and overall academic engagement. Children raised in authoritarian environments often exhibit lower levels of intrinsic motivation and struggle with anxiety and depression, which can negatively affect their academic performance.

Most of the respondents (47%) strongly agreed that the authoritarian parenting style, with its rigid rules and lack of emotional support, may exacerbate challenges like societal expectations, gender-based discrimination, early marriage, and domestic responsibilities by not providing the emotional resilience and problem-solving skills necessary for girls to overcome obstacles in their educational journey while only 3% strongly disagreed. The research study correlates with those

of UNESCO, (2020) who carried out research and found out that authoritarian parenting style, with its rigid rules and lack of emotional support, may exacerbate these challenges by not providing the emotional resilience and problem-solving skills necessary for girls to overcome obstacles in their educational journey.

Most of the respondents (45%) strongly agreed that lack of open communication and emotional support from authoritarian parents can lead to increased dropout rates, as girls may not feel empowered to pursue their education despite external pressures while only 2% strongly disagreed. The study findings conquer with those of Steinberg et al., (2019) who revealed that the lack of open communication and emotional support from authoritarian parents can lead to increased dropout rates, as girls may not feel empowered to pursue their education despite external pressures. Moreover, the high levels of stress and anxiety associated with authoritarian parenting can further contribute to poor academic outcomes and higher dropout rates.

Most of the respondents strongly (32%) agreed that authoritarian parenting may enforce discipline; it often fails to foster the critical thinking, creativity, and emotional well-being necessary for sustained academic success while only 6% disagreed. The study findings agrees with those of Chao, (2023) who found out that in some cultures, strict discipline is seen as a necessary component of child-rearing, particularly in environments where resources are scarce and education is highly valued. However, while authoritarian parenting may enforce discipline, it often fails to foster the critical thinking, creativity, and emotional well-being necessary for sustained academic success.

Most of the respondents (47%) strongly agreed that Girls who grow up in authoritarian households may struggle with self-confidence, independence, and the ability to make decisions, which can affect their further education and career choices while only 2% strongly disagreed. The research findings agrees with those of Baumrind, (2021) who revealed that girls who grow up in authoritarian households may struggle with self-confidence, independence, and the ability to make decisions, which can affect their further education and career choices. This parenting style may also limit girls' ability to navigate the complexities of adulthood, including managing relationships and careers, further perpetuating cycles of poverty and limited opportunity.

Qualitative data

Response from the Head teacher:

"We notice that girls from authoritarian homes are often disciplined and punctual, but they also seem stressed and fearful of failure because of the high pressure from their parents."

"While strict parenting might keep girls in school, it sometimes leads to burnout or rebellion. These students may feel overwhelmed by the high expectations placed on them."

Response from the Teachers:

"Girls with authoritarian parents tend to follow school rules closely, but they rarely participate in class discussions. They seem afraid to express their opinions, possibly fearing disapproval from both teachers and parents."

"Some of the students from very strict homes perform well academically, but their social skills and confidence are often lacking, which affects their overall school experience and sometimes leads to them wanting to leave school prematurely."

Response from the parents:

"I set very high expectations for my daughter and make sure she is disciplined. I believe that's the only way for her to succeed in school, but sometimes she complains about being too stressed."

"I don't tolerate laziness when it comes to my daughter's education. However, she often seems anxious, and I worry that I might be pushing her too hard."

The response from the Girl Child Student:

"I try to do well in school because my parents are very strict, but sometimes it feels like no matter how hard I try, I can never make them happy."

"My parents don't allow me to make mistakes. If I fail in anything, they get really angry, and this makes me feel scared about school and exams."

These quotes captured the tension between the structured discipline of authoritarian parenting and the emotional or psychological stress it can impose on girls, potentially affecting their secondary school completion.

5.1.3 The impact of Permissive parenting style on girl child secondary school completion in Abim secondary school in Abim district.

Most of the respondents (44%) strongly agreed that Children rose in permissive households often struggle with self-regulation, motivation, and responsibility, which are crucial for academic success while only 14% neither agreed nor disagreed. The research findings conquer with those of Fraleigh, et al (2017) who pointed out that research generally indicates that permissive parenting is linked to poorer academic outcomes compared to authoritative or authoritarian styles. He added that children rose in permissive households often struggle with self-regulation, motivation, and responsibility, which are crucial for academic success. The lack of structure and discipline in permissive parenting can lead to disengagement from academic tasks and lower academic performance.

Majority of the respondents (33%) agreed that the permissive parenting style may exacerbate challenges like domestic responsibilities, early marriage, and socio-cultural expectations by girls failing to provide the necessary guidance and support that girls need to navigate these obstacles while only 5% disagreed. The research findings are in line with those of UNESCO (2020) who argued that Girls face unique challenges in educational settings, especially in contexts where gender disparities persist. He explained that in many societies, girls' education is often interrupted by domestic responsibilities, early marriage, and socio-cultural expectations. The permissive parenting style may exacerbate these challenges by failing to provide the necessary guidance and support that girls need to navigate these obstacles.

Most of the respondents (36%) agreed that permissive parenting is associated with lower academic achievement, higher absenteeism, and a greater likelihood of dropping out of school while only 2% disagreed. The research findings agree with those of Maccoby & Martin, (2023)

asserted that Permissive parenting can negatively affect girls' secondary school completion rates. Without the structure and expectations that are characteristic of more authoritative styles, girls may lack the motivation and discipline required to persist in their education. Studies suggest that permissive parenting is associated with lower academic achievement, higher absenteeism, and a greater likelihood of dropping out of school

Lastly, Majority of the respondents (33%) agreed with the fact that the lack of parental involvement and oversight in permissive households can lead to an increased risk of early pregnancy or marriage, which further hinders educational attainment stress while only 2% disagreed. The research study conquer with those of Fletcher, Steinberg, & Sellers, (2019) who revealed that the lack of parental involvement and oversight in permissive households can lead to an increased risk of early pregnancy or marriage, which further hinders educational attainment.

Qualitative data

"When parents allow their children too much freedom, it becomes difficult for the school to enforce discipline. We see many girls skipping classes because they face no consequences at home."

"Permissive parenting creates a relaxed attitude towards education. Some girls don't prioritize their studies because their parents don't set academic expectations or monitor their progress."(Quotes from the head teacher of Abim Secondary School)

"Students from permissive homes tend to be disruptive in class. They believe they can do whatever they want, and this affects their performance and their peers' learning environment."

"We notice that girls with overly lenient parents are more likely to underperform in exams. They don't put much effort into their studies because they aren't held accountable at home."(When one of the teachers when was asked about *the* impact of permissive parenting style on girl child secondary school completion in Abim Secondary School)

"I believe in giving my daughter freedom to make her own choices, but sometimes it's hard to control her when she decides not to go to school."

"I don't like to push my daughter too much, I want her to be happy, but now I see that maybe I should be more strict about her education." (One of the parents when they were discussing about the impact of permissive parenting style on girl child secondary school completion in Abim Secondary School)

"My parents don't mind if I miss a few days of school. They trust me to make my own decisions, but sometimes I feel like I need more guidance."

"I enjoy the freedom my parents give me, but sometimes I find it hard to stay focused on school when no one checks if I'm doing my homework or attending classes." (when one of the girl child students expressing their view on the impact of permissive parenting style on girl child secondary school completion in Abim Secondary School)

These quotes reflect the different perspectives on how permissive parenting affects a girl's secondary school completion, emphasizing the balance between freedom and academic accountability.

5.1.4 The effects of Neglectful parenting style on girl child secondary school completion in Abim secondary school in Abim district

Almost half of the respondents (45%) strongly agreed with the fact that children of neglectful parents receive minimal guidance on educational matters, leading to lower academic motivation and achievement while only 3% strongly disagreed. The research study is in line with those of Garbarino et al. (2017) who found out that neglectful parenting often results in a lack of academic support and encouragement. Research indicates that children of neglectful parents receive minimal guidance on educational matters, leading to lower academic motivation and achievement.

More than half of the respondents (56%) strongly agreed that Girls may suffer from this lack of support, as they might not receive the necessary encouragement to overcome societal and gender-related barriers to education while only 2% disagreed. The study findings conquer with those of Garbarino et al. (2017) who stated that girls, in particular, may suffer from this lack of support, as they might not receive the necessary encouragement to overcome societal and

gender-related barriers to education. For instance, a study by Garbarino et al. (2017) found that students with neglectful parents were less likely to complete secondary school due to the absence of parental involvement in their academic lives.

Most of the respondents (50%) strongly agreed that the absence of emotional and psychological support from neglectful parents can lead to low self-esteem in children while only 6% strongly disagreed. The research study agrees with those of Dornbusch et al. (2016) who found out that the absence of emotional and psychological support from neglectful parents can lead to low self-esteem in children. This is particularly detrimental to girls, who may already face societal pressures and challenges in accessing education . According to Dornbusch et al. (2016), students with low self-esteem are more likely to disengage from school activities, leading to poor academic performance and an increased likelihood of dropping out.

Over half of the respondents (52%) strongly agreed that students with low self-esteem are more likely to disengage from school activities, leading to poor academic performance and an increased likelihood of dropping out while only 3% strongly disagreed The research study agrees with those of Dornbusch et al. (2016) who found out students with low self-esteem due to neglectful parenting are more likely to disengage from school activities, leading to poor academic performance and an increased likelihood of dropping out.

Also a number of respondents (49%) of the respondents strongly agreed that students with neglectful parents were less likely to complete secondary school due to the absence of parental involvement in their academic lives while only 5% disagreed.

Majority of the respondents (48%) strongly agreed that Girls who experience neglect may seek attention through negative behaviors, leading to disciplinary issues at school that increase the risk of them not completing secondary school while only 5% strongly disagreed. The research study agrees with those of Steinberg et al. (2018) who found out that Neglectful parenting is also associated with an increase in behavioral problems among children. Girls who experience neglect may seek attention through negative behaviors, leading to disciplinary issues at school. This can disrupt their educational trajectory and increase the risk of not completing secondary school. Steinberg et al. (2018) highlight that students from neglectful homes are more likely to

exhibit disruptive behavior in the classroom, which can result in academic failure and school dropout.

More than half of the respondents (49%) strongly agreed that Neglectful parents often fail to provide basic necessities, which can affect a child's school attendance. This may include the inability to afford school uniforms, textbooks, or even basic hygiene products, all of which are essential for maintaining regular attendance while only 5% disagreed. The study findings agree with those of Muola et al. (2020) who stated that Neglectful parents often fail to provide basic necessities, which can affect a child's school attendance. For girls, this may include the inability to afford school uniforms, textbooks, or even basic hygiene products, all of which are essential for maintaining regular attendance. Research by Muola et al. (2020) in Kenya found that girls from neglectful households had significantly lower attendance rates, which directly impacted their ability to complete secondary school.

Almost half of the respondents (45%) strongly agreed with the fact that Girls face unique challenges in education, including societal expectations, gender biases, and the burden of domestic responsibilities which can lead them to be forced to take on additional household duties or care for younger siblings, further hindering their ability to focus on their studies while only 3% strongly disagreed. The study findings concur with those of Njogu and Ngige (2019) who found out that girls face unique challenges in education, including societal expectations, gender biases, and the burden of domestic responsibilities. In neglectful households, these challenges are exacerbated as girls may be forced to take on additional household duties or care for younger siblings, further hindering their ability to focus on their studies. Njogu and Ngige (2019) argue that in such environments, the likelihood of secondary school completion for girls is greatly diminished.

Qualitative data

“Girls from neglectful homes are often the ones with poor attendance records. Without parental involvement, it becomes difficult for them to stay focused and committed to school. We have seen many cases where neglectful parenting leads to early dropouts. Without parents checking on their progress, the girls are more likely to lose interest in education altogether.” (When the head

teacher was discussing his opinion on the effects of neglectful parenting style on girl child secondary school completion in Abim Secondary School)

"When parents are not involved, these girls tend to perform poorly. They miss assignments and exams because they don't have the support or motivation from home." "A lot of girls from neglectful families end up distracted both emotionally and academically. They struggle to stay in school, and some end up dropping out due to lack of parental care." (Teachers expressed their emotional response on the neglectful parents as it negatively affects the academic performance)

"I don't check my daughter's schoolwork often because I'm busy with other things, but I realize now that she's losing interest in school without my involvement." "I thought letting my daughter handle her school on her own was enough, but now I see her grades dropping, and I feel like I've failed her by not being more present."(One of the parents while discussing their parenting style and how they think it affects the children's academic performance)

"No one at home asks me about school, so sometimes I just don't go. It feels like no one cares whether I complete my studies or not." "It's hard to focus on school when my parents don't support or encourage me. I sometimes feel like there's no point in continuing if they don't care."(One of the girl child students from neglectful parenting when asked about how it affects their academic performance)

These quotes reflect the emotional, academic, and social impacts of neglectful parenting on girl child secondary school completion, showing the lack of support and guidance as key factors in hindering their educational progress.

5.2. Conclusion.

According to the study,

Cited effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school in Abim district include; Authoritarian parenting might encourage adherence to school rules and a focus on academic, authoritarian parenting style, with its rigid rules and lack of emotional support, may exacerbate challenges like societal expectations, gender-based discrimination, early marriage, and domestic responsibilities by not providing the emotional

resilience and problem-solving skills necessary for girls to overcome obstacles in their educational journey, lack of open communication and emotional support from authoritarian parents can lead to increased dropout rates, as girls may not feel empowered to pursue their education despite external pressures, high levels of stress and anxiety associated with authoritarian parenting can further contribute to poor academic outcomes and higher dropout rates, authoritarian parenting may enforce discipline, it often fails to foster the critical thinking, creativity, and emotional well-being necessary for sustained academic success and Girls who grow up in authoritarian households may struggle with self-confidence, independence, and the ability to make decisions, which can affect their further education and career choices

Cited impact of Permissive Parenting style on girl child secondary school completion in Abim secondary school in Abim district include, Children rose in permissive households often struggle with self-regulation, motivation, and responsibility, which are crucial for academic success, the lack of structure and discipline in permissive parenting can lead to disengagement from academic tasks and lower academic performance, the permissive parenting style may exacerbate challenges like domestic responsibilities, early marriage, and socio-cultural expectations by girls failing to provide the necessary guidance and support that girls need to navigate these obstacles, girls may lack the motivation and discipline required to persist in their education, permissive parenting is associated with lower academic achievement, higher absenteeism, and a greater likelihood of dropping out of school and the lack of parental involvement and oversight in permissive households can lead to an increased risk of early pregnancy or marriage, which further hinders educational attainment stress while only 2% disagreed.

The cited effects of Neglectful Parenting style on girl child secondary school completion in Abim secondary school in Abim district include, children of neglectful parents receive minimal guidance on educational matters, leading to lower academic motivation and achievement, Girls may suffer from this lack of support, as they might not receive the necessary encouragement to overcome societal and gender-related barriers to education, students with neglectful parents were less likely to complete secondary school due to the absence of parental involvement in their academic lives, the absence of emotional and psychological support from neglectful parents can lead to low self-esteem in children, students with low self-esteem are more likely to disengage from school activities, leading to poor academic performance and an increased likelihood of

dropping out while only 3% strongly disagreed, Girls who experience neglect may seek attention through negative behaviors, leading to disciplinary issues at school that increase the risk of them not completing secondary school, Neglectful parents often fail to provide basic necessities, which can affect a child's school attendance. this may include the inability to afford school uniforms, textbooks, or even basic hygiene products, all of which are essential for maintaining regular attendance, Girls face unique challenges in education, including societal expectations, gender biases, and the burden of domestic responsibilities which can lead them be forced to take on additional household duties or care for younger siblings, further hindering their ability to focus on their studies and children of neglectful parents receive minimal guidance on educational matters, leading to lower academic motivation and achievement.

5.3 Recommendations.

5.3.1 Recommendations according to the study

There is a need to implement awareness and sensitization programs targeting parents and guardians in Abim District. These programs should emphasize the negative impacts of authoritarian parenting, such as the potential for increased stress and reduced self-esteem in girls which can lead to poor academic performance and higher dropout rates.

Schools in Abim District should actively involve parents in the educational process through regular parent-teacher meetings, workshops, and school events. This involvement can help bridge the gap between home and school environments, allowing parents to understand their children's academic challenges and achievements better.

Introducing counseling and mentorship programs specifically designed for girls can help mitigate the negative effects of authoritarian parenting. These programs can provide a safe space for girls to express their concerns, build resilience, and receive guidance from role models who have successfully navigated similar challenges.

There is a need for policy reforms that recognize and address the challenges posed by authoritarian parenting styles. Educational policies should promote parenting practices that

encourage positive reinforcement and emotional support, which are critical for the academic success of girls.

Parents in Abim District should be encouraged to adopt a more structured approach to their involvement in their daughters' education. This can be achieved through training programs and workshops that teach the importance of setting boundaries, establishing routines, and maintaining consistent expectations regarding school attendance and academic performance.

Improving communication channels between parents and schools can help bridge the gap created by permissive parenting. Regular parent-teacher meetings, progress reports, and school visits should be encouraged to keep parents informed about their children's academic progress and any challenges they may face

Schools in Abim District should implement support systems that provide guidance and structure for students who may lack it at home due to permissive parenting. This could include after-school tutoring programs, study groups, and mentorship initiatives that offer academic support and help girls develop strong study habits.

Schools in Abim District should implement comprehensive support programs designed to assist students who experience neglectful parenting. These programs could include after-school care, tutoring, and emotional counseling to provide the guidance and support that might be lacking at home.

5.4 Area for Further Research

The Influence of Parental Education Level on Girl Child Academic Performance in Secondary Schools in Abim District

The Impact of Cultural Beliefs on the Educational Attainment of Girls in Rural Areas: A Case Study of Abim District

Assessing the Role of Community Support Systems in Enhancing Girl Child Secondary School Completion in Northern Uganda

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APPENDIX I: INFORMED CONSENT

Good morning/afternoon/evening?

My name is **OGWANG JOHN OKUDA** student from Uganda Christian University. I am here to conduct research on the contribution of parenting styles on girl child secondary school completion of Abim secondary school in Abim town council in Abim district “as a partial fulfillment of the requirements for the award of Bachelor’s degree in Public Administration and Management. You have been selected at random to participate in this study. The information gathered here will remain confidential and I will not write down your name or any information that can identify where you live or who you are. Your participation in the study is voluntary and you will not be affected in any way if you decide not to participate. You do not have to answer any questions that you do not want to. You can stop the interview at any time. The relevancy of this study will depend so much on your honest response to the questions asked. If you agree to participate, the interview will take about an hour. Do you agree to participate in the study? Do you have any questions or clarification you need before we begin?

Signature of the respondent

Date: _____/_____/_____

Appendix A: Questionnaire for the respondents

TOPIC: CONTRIBUTION OF PARENTING STYLES ON GIRL CHILD SECONDARY SCHOOL COMPLETION OF ABIM SECONDARY SCHOOL IN ABIM TOWN COUNCIL IN ABIM DISTRICT

Dear respondent,

I am **OGWANG JOHN OKUDA** from Uganda Christian University. I am carrying out a study on the contribution of parenting styles on girl child secondary school completion of Abim secondary school in Abim town council in Abim district. You have been selected to participate in this study due to the importance of your information in the study and the information that you will provide will help me to acquire my Bachelor's degree in Public Administration and Management. The information that you will give will be treated with utmost confidentiality.

Thank you for your positive response.

Sign.....

Bio - Data for the respondents (Please tick in the boxes below)

Sex

a) Female Male

b) Age 18-27 28-37 38-47 48-57 58+

c) **Religion** Catholic Protestant Pentecostal
Muslim Adventist Traditionalist Others

d) Level of education

No education Primary Secondary Tertiary

e) Marital status

Single Married Divorce Separated Widowed

Section A:

Instructions: Please read the following carefully and **tick** the options on the scale below to show your view.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Section A: The effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school

S/N	The effects of Authoritarian Parenting style on girl child secondary school completion in Abim secondary school	1	2	3	4	5
1	Authoritarian parenting might encourage adherence to school rules and a focus on academic tasks					
2	The authoritarian parenting style, with its rigid rules and lack of emotional support, may exacerbate challenges LIKE societal expectations, gender-based discrimination, early marriage, and domestic responsibilities by not providing the emotional resilience and problem-solving skills necessary for girls to overcome obstacles in their educational journey					
3	The lack of open communication and emotional support from authoritarian parents can lead to increased dropout rates, as girls may not feel empowered to pursue their education despite external pressures					

4	the high levels of stress and anxiety associated with authoritarian parenting can further contribute to poor academic outcomes and higher dropout rates					
5.	authoritarian parenting may enforce discipline, it often fails to foster the critical thinking, creativity, and emotional well-being necessary for sustained academic success					
6	Girls who grow up in authoritarian households may struggle with self-confidence, independence, and the ability to make decisions, which can affect their further education and career choices					
7	Others					

Section B: The impact of Permissive parenting style on girl child secondary school completion

S/N	The impact of Permissive parenting style on girl child secondary school completion	1	2	3	4	5
1	Children raised in permissive households often struggle with self-regulation, motivation, and responsibility, which are crucial for academic success					
2	The lack of structure and discipline in permissive parenting can lead to disengagement from academic tasks and lower academic performance					
3	The permissive parenting style may exacerbate challenges like domestic responsibilities, early marriage, and socio-cultural expectations by girls failing to provide the necessary guidance					

	and support that girls need to navigate these obstacles					
4	girls may lack the motivation and discipline required to persist in their education					
5	permissive parenting is associated with lower academic achievement, higher absenteeism, and a greater likelihood of dropping out of school					
6	the lack of parental involvement and oversight in permissive households can lead to an increased risk of early pregnancy or marriage, which further hinders educational attainment stress					
9	Others					

Section C: The effects of Neglectful Parenting style on girl child secondary school completion

S/N	The effects of Neglectful Parenting style on girl child secondary school completion	1	2	3	4	5
1	children of neglectful parents receive minimal guidance on educational matters, leading to lower academic motivation and achievement					
2	Girls may suffer from this lack of support, as they might not receive the necessary encouragement to overcome societal and gender-related barriers to education					

3	students with neglectful parents were less likely to complete secondary school due to the absence of parental involvement in their academic lives						
4	The absence of emotional and psychological support from neglectful parents can lead to low self-esteem in children						
5	students with low self-esteem are more likely to disengage from school activities, leading to poor academic performance and an increased likelihood of dropping out						
6	Girls who experience neglect may seek attention through negative behaviors, leading to disciplinary issues at school that increase the risk of them not completing secondary school						
7	Neglectful parents often fail to provide basic necessities, which can affect a child's school attendance. this may include the inability to afford school uniforms, textbooks, or even basic hygiene products, all of which are essential for maintaining regular attendance						
9	Girls face unique challenges in education, including societal expectations, gender biases, and the burden of domestic responsibilities which can lead them be forced to take on additional household duties or care for younger siblings, further hindering their ability to focus on their studies						
9	Others						

Thank you for Participating and may God Bless You

APPENDIX B: INTERVIEW GUIDE FOR THE RESPONDENTS

TOPIC: THE CONTRIBUTION OF PARENTING STYLES ON GIRL CHILD SECONDARY SCHOOL COMPLETION OF ABIM SECONDARY SCHOOL IN ABIM TOWN COUNCIL IN ABIM DISTRICT

Dear respondent,

I am **OGWANG JOHN OKUDA** a student from Uganda Christian University. I am carrying out a study on the contribution of parenting styles on girl child secondary school completion of Abim secondary school in Abim town council in Abim district. You have been selected to participate in this study due to the importance of your information in the study and the information that you will provide will help me to acquire my Bachelor’s degree in Public Administration and Management. The information that you will give will be treated with utmost confidentiality.

Thank you for your positive response.

Section A

Identification of Particular Data

1. Name of the Respondent (optional)

.....

2. Age of the respondent

.....

3. Sex

.....

4. Education level

.....
5. Religion

.....
6. Marital status

.....
The general objective of this research is to find out the contribution of parenting styles on girl child secondary school completion of Abim secondary school in Abim town council in Abim district

Section B

1. Tell me about parenting?

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2. How do you define parenting?

.....
.....

3. What are some types of parenting that you?

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4. Have you ever had about authoritative parenting?

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5. If yes, what is authoritative parenting?

.....
.....

6. What is the impact of authoritative parenting on girl child secondary school completion of Abim secondary school?

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7. Do you know about authoritarian parenting?

.....

8. If yes, what is authoritarian parenting?

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.....

9. What do you think is the impact of authoritarian parenting on girl child secondary school completion of Abim secondary school?

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10. Do you know permissive parenting?

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11. How do you understand by permissive parenting

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.....

12. What do you think is the impact of permissive parenting style on girl child secondary school completion of Abim secondary school?

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13. Do you know neglectful parenting style?

14. What do you think is the impact of neglectful parenting style on girl child secondary school completion of Abim secondary school?

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.....

Thank you for Participating and may God Bless You

APPENDIX C: PROPOSED BUDGET FOR THE STUDY

S/N	ITEM	QUAMNTITY	UNIT COST	AMOUNT
1	Reams of papers	3	60,000	18,000
2	Pens	4	2,000	8,000
3	Notebooks	3	6,000	18,000
5	Printing questionnaire	170	500	75,000
6	Printing (proposal and report)	6 COPIES	40,000	85,000
7	Binding	2 COPIES	15,000	30,000
8	Transport			300,000
	Total			534,000



ABIM SECONDARY SCHOOL

P.O. BOX 85, KOTIDO.

E-mail: abim.secondary85@gmail.com Tel: 0774-284-819/0755628849

03/07/2024

The office of Academics

Dear sir/madam,

RE: STUDENT OGWANG JOHN OKUDA.

I am writing to acknowledge the above student **REGISTRATION NUMBER 522/MUC/BPAM/072** of Uganda Christian University, Mbale University College to carry out his academic research at ABIM SECONDARY SCHOOL on the topic **CONTRIBUTION OF PARENTING STYLES ON GIRL CHILD SECONDARY SCHOOL COMPLETION** in partial fulfilment of his degree course on public administration and management (BPAM).

I wish to inform you that we have considered your request.

Thank You

Yours in service

ADONG BILY ROSE

For Headteacher

0774772888

