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Relationship between Parenting Styles and Academic Adjustments among Selected Kenyan Secondary School Students

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Abstract

The present study examined the relationship between parenting styles and the academic adjustments among form one secondary school students in Nyaribari Chache Sub-County, Kisii County, Kenya. The study employed Expo-facto research design. The total numbers of secondary schools in the Sub-County were 30 while the entire population of grade nine secondary school students was 5480. The study used a sample of 548. A stratified random sampling technique was used to select 15 secondary schools from the 30 schools in the sub-county. Stratified random sampling was also used to select respondents to reflect gender in each sampled school. Questionnaires were used to collect data from the form 1 students. The split-half method was used to determine reliability of questionnaires and a value of $r=0.832$ was reported. Descriptive statistics such as frequencies, percentages and means, the inferential statistics such as Regression analysis was used to analyze data. The study findings were that parenting variables statistically significantly predicted academic adjustment, $F(4, 95) = 32.347$, $p < .05$, $R^2 = .661$. The more parents were authoritative, the more likely the students were adjusting positively to new academic environment for good academic performance as shown by a positive ($\beta=0.665$). Teacher counselors should seek ways to strengthen their relationship with the parents in order to gain a better understanding of their parenting styles and then handle each child according to the parenting style applied.

Key words: Relationship, parenting styles, academic adjustments, form one, Kenyan secondary school students

1.0: Introduction

Traditionally, education has been viewed as the exclusive job of the experts in the education sector. As a result, parental involvement has not been valued for any major influence on adolescents' academic achievement. In the contemporary world, schools have shifted from restricted professionalism to open a debate on actual parental involvement in school life, which has enabled closer ties to be developed between the home and the school, translating into enhanced attendance and higher academic achievement. Hung (2007) states that parental involvement is a democratic concern in terms of individual rights and as a way of making the educational system more self-governing and developing more power at the local level, allowing for greater accountability by schools to the society. Mohan adds that in general, society needs to increase its level of educational involvement, and that this starts with the support by the parents. Among other conditions, parents should: respond, support, control, supervise and guide their children towards academic adjustment. It is believed that parenting activities such as, nurturing and educating matters more to the child than the structural functions of the family (Hamner & Turner 2001). In general, how parents behave is shaped by their goals and expectations. Parenting goals are a set of principles about what to aim for and what to avoid when raising children, (Spera 2006.) More importantly it has been noted that parents educational aspirations play a critical role in how adolescents come to view school as well as their occupational future.

Other researches also indicated the role of parenting styles to psychosocial adjustment among adolescents, where families are said to act as socializing agents for children. The family has the greatest socializing influence on children (Ngwiri 2008). This is because through words indeed of parents, children's personality is shaped and their ways of doing things become habitual. Moreover, it is the prime responsibility of the parents to socialize their children in order to conform to societal standards and be able to function successfully in the community. Academic adjustment refers to meeting educational goals and in the current study, academic adjustment was determined in terms demands innate to the school experience (Shaw, 2008). Adequate academic adjustment suggests that the student is applying himself or herself to academic work and meeting institutional requirement (Shaw, 2008). of the number of drop outs, reduction/ improvement/ maintenance of academic performance of the students who are admitted with high marks and those who were consistently breaking the school rules, and finally, the students' participation in the co-curricular activities within the school. Some of the students drop out of school before completing the course (Shaw 2008). Among those who manage to go through, there are those who find a lot of difficulty in adjusting to the system. Still, some students who get admission into form one with very high marks perform poorly at form one, but later, at form two after they adjust to the system, they start performing well.

The study was guided by the Baumrind (1967) Theory of parenting Styles, which became particularly interested in the connection between the parental behavior and the development of instrumental competence, which refers to the ability to manipulate the environment to achieve one's goals. In her research, she found what

she considered to be the four basic elements that could help shape successful parenting: responsiveness versus unresponsiveness and demanding versus undemanding. From these, she identified three general parenting styles: authoritative, authoritarian, and permissive. Maccoby and Martin expanded the styles to four: authoritative, authoritarian, permissive and indulgent/neglectful. These four styles of parenting involve combinations of acceptance and responsiveness and the one hand and demand and control on the other. Baumrind (1968) says that parents should be neither punitive nor aloof. Rather, they should develop rules for their children and be affectionate with them. These parenting styles are meant to describe normal variations in parenting, not deviant parenting, such as might be observed in abusive homes. Most parents do not fall neatly in one category, but fall somewhere in the middle, showing characteristics of more than one style. In addition, parenting stress can often cause changes in parental behavior such as inconsistency, increased negative communication, decreased monitoring and/or supervision, setting vague rules or limits on behavior, being more reactive and less proactive, and engaging in increasingly harsh disciplinary behaviors.

In Christine's (2011), the study found that the voice of African American adolescents provided clear and concise insight and grate voice to the parenting behaviors from their participative. This study also found that the parents' behaviors fit within the authoritative parenting framework. Ayele (2012) revealed that authoritative parenting was the most commonly adopted parenting style. Parenting styles had a significant and positive direct effect on academic self –efficacy, as well as significant and positive mediated effect on achievement motivation. In Kenya, Abongo (2010) found out that authoritative and authoritarian parenting styles as perceived by secondary school students had significance on their academic performance. Maddahi, Javidi, Samadzadeh and Amini (2012) found out that there was an inverse and significant relationship between authoritative parenting style and neuroticism.

Watabe and Hibbard (2014) results indicated that American children acquire the benefits of academic achievement motivation with both authoritative and authoritarian parenting styles today. Mensah and Kuranchie (2013) revealed that the majority of the parents were perceived to adopt authoritative parenting style in the upbringing of their children. Changelwa, Ndeurumo, Barasaqnde and Poipoi (2012) study found out that parenting style has a significant relationship on alcohol abuse among college students. Shaw (2008) findings showed no significant relationship between mothers parenting styles and scores on college adjustment or fathers parenting styles and scores on college adjustment. Akinsola and Foluke (2011) findings of this study revealed that participants brought up under authoritative parenting reported higher levels of self-esteem and attained higher academic achievement. Ashiano and Mwoma (2013) found a significant relationship between authoritative parenting style and children's performance. Authoritarian parenting style was negatively correlated to children's performance in curriculum activities. There was no significant relationship between permissive parenting style and children's performance. A study by Elham (2012) indicated that authoritative parenting style has positive significant correlation and academic achievement, while permissive parenting style has negative correlation with academic achievement.

In Nyaribari Chache Sub-County, Kisii County, Kenya, data from the Ministry of Education reveals that (2014) there were 5576 form one students (3260 boys, 2316 girls) in public schools, but when these students moved to form two in the year 2015 the number had reduced to 5086, a reduction of 8.79% (490 students -310 boys, 180 girls). It is possible that these 490 students might have had a problem with adjustment to the new academic challenges faced in secondary schools and therefore were forced to drop out. This study therefore sought to find out the relationship between parenting styles and academic adjustment among grade nine students in Nyaribari Chache Sub County, Kenya.

Purpose of the study

The purpose of the study was to investigate the relationship between parenting styles and academic adjustment among grade nine students in Nyaribari Chache Sub County, Kenya.

2.0: Research methodology

2.1: Research Design

The study employed the Ex Post Facto research design which is used when manifestations have already occurred (Creswell, 2014). Already grade nine students in the study locale have challenges of academic adjustment, and that's why the design was appropriate for the study. This method was found to be appropriate for the study because it enabled the collection of data from large sample, which is a requirement for data collection at one point in time about opinion or phenomena. It is also advantageous because it allows the collection of data of two or more variables on the same group of subjects.

2.2 Population of the Study

The population of the study comprised form one secondary students from the 30 secondary schools in the constituency among which 5 are private and 25 public with a total of 5480 form one students. The form one students were the participants of the study because the expected adjustment could only be obtained from them as

they have a longer stay in school. Form one students have just joined high school and they will be in a new setting with new challenges.

2.3 Sample Size and Sampling Procedures

The samples size was 548 students drawn from grade nine of 15 selected secondary schools. The selected secondary schools, categorically are grouped into three groups. These include: National Schools, County Schools and Sub-county Schools. Four schools per category were selected through stratified random sampling procedure. These categories of schools contained students with almost the same level of ability though environment and administrative techniques varied. Stratified random sampling procedure was used to select student respondents according to gender. Simple random sampling was used to select student respondents from each gender stratum. Crewell (2014) recommended that a minimum sample for survey type of research should be 100 for major sub groups and 20 to 50 for minor groups. The sample size of 548 students was considered appropriate since according to Kothari (2004) a sample should be at least 10 % of the population.

2.4: Research Instruments

The study used questionnaires to collect data. The Baumrind Parenting style questionnaires and the Academic Adjustment Questionnaires were used to collect data. Both questionnaires are on a 5-point Likert scale was used. This tool is appropriate for this study as it is typically efficient, economical and practical when large samples are used (Frankel & Wallen, 2000).

The Parenting Style Questionnaire had items which measures the type of parenting style that the students were exposed to while at home. This was used to assess the parenting style used by the participant's care giver. This questionnaire consisted of separate evaluation of mothers and fathers parenting styles with a total of 30 items each. The questionnaire yielded separate authoritative, authoritarian, permissive and neglectful scores for each parent. Each of the scores was derived from the child's appraisals of the parents' parenting style. The response format was on a 5-point Likert scale, D- disagree, and SD- strongly disagree, A- agree, SA- strongly agree, N-neutral.

The Academic Adjustment Questionnaire had items which assesses the academic adjustment of learners. The items were on adjustment in academic among students on various aspects. The response format was on a 5-point Likert scale, D- disagree, and SD- strongly disagree, A- agree, SA-strongly agree, neutral.

2.5: Validity and reliability of Questionnaires

Experts and Peers from psychology department at Jaramogi Oginga Odinga University of Science and Technology reviewed the contents of the instruments to determine validity to ensure the instruments accurately, measured the variables they are intended to measure. Moreover, content in the questionnaire was arranged from simple to complex and the items will be made simpler to understand.

In this study, Internal Consistency reliability was used to evaluate the degree to which different test items that probe the same construct produce similar results. The measure had very high reliability ($r=0.832$) indicating very high consistence in measuring instruments used. This was considered very appropriate since Kothari (2004) recommended that, reliable questionnaire should be at least possessing a reliability coefficient of 0.6 and above.

2.6: Data collection procedures

The researcher obtained approval from Board of postgraduate studies and Authority from the NACOSTI, which assisted in getting co – operation from the Principal of selected Secondary Schools in the constituency. Thereafter, the grade nine students were informed about the research, their consent was sought if they could be involved in the study. Then appointments were made with the class – teachers for class interviews. The purpose of the study was clearly explained to the respondents before the interview began. Structured questionnaires were used to collect data from sampled students. Questionnaires were collected as soon as they were duly filled and completed by the respondents.

2.7: Data analysis

After data collection, the questionnaire was coded then data entered into the computer for analysis. The Statistical Package for Social Sciences (SPSS) version 22.0 was used to process and analyze data. Data was subsequently cleaned and edited, synthesized according to emerging issues, variables and the objectives of the study. Quantitative data was analyzed using both descriptive and inferential statistics. Regression analysis was used to analyze the data.

3.0: Results and Discussions

A multiple regression was run to predict academic adjustment from authoritative, authoritarian, permissive and neglectful parenting style. According to the analysis, these variables statistically significantly predicted academic adjustment, $F(4, 95) = 32.347$, $p < .05$, $R^2 = .661$. The findings also suggest that independent variables (authoritative, authoritarian, permissive and neglectful parenting style) explain 66.1% of the variability of the dependent variable, (students' academic adjustment). Analysis also revealed that all four variables added

statistically significantly to the prediction, $p < .05$. The multiple regression analyses are as highlighted in the tables below.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Estimate
1		.813 ^a	.661	.616
				.795

a. Predictors: (Constant), Neglectful, Authoritarian, Permissive, Authoritative

The results in Table 1 revealed that R^2 was 0.661, implying that its co linearity was high. The results in adjusted R square showed that 61.6% of the variance in the measure of students' academic adjustment could be predicted by different parenting styles. The other 38.4% of the variance could be explained by other variables which were not investigated in the current study.

Table 2: ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4196.844	4	1046.461	32.347	.000 ^a
	Residual	3076.272	544	.632		
	Total	7273.116	548			

a. Predictors: (Constant), Neglectful, Authoritarian, Permissive, Authoritative

b. Dependent Variable: Academic Adjustment

Table 3: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	3.369	1.233		2.733	.000	.805	5.933
	Authoritative	.604	.153	.665	2.639	.000	.086	.722
	Authoritarian	-.778	.160	-.791	-.486	.000	-.409	.254
	Permissive	.483	.152	.507	3.184	.000	.798	.167
	Neglectful	-.741	.141	-.721	.522	.000	-.219	.366

a. Dependent Variable: Academic Adjustment

Table 3 shows that the different parenting styles such as authoritative, authoritarian, permissive and neglectful were influencing students' academic adjustment through various degrees and breadth. Based on the table findings, the more parents were authoritative, the more likely the students were adjusting positively to new academic environment for good academic performance as shown by a positive ($\beta=0.665$). The findings also show that there was a negative correlation between neglectful parenting style and students' academic adjustment. This findings agree with Christine's (2011), who found that the parents' behaviors fit within the authoritative parenting framework. Similarly, Ayele (2012) revealed that authoritative parenting was the most commonly adopted parenting style. Abongo (2010) also agreed that authoritative and authoritarian parenting styles as perceived by secondary school students had significance on their academic performance. Chagalwa, Ndeurumo, Barasaqnde and Poipoi (2012) study found out that parenting style has a significant relationship on alcohol

abuse among college students. Ashiano and Mwoma (2013) found a significant relationship between authoritative parenting style and children's performance. Authoritarian parenting style was negatively correlated to children's performance in curriculum activities. Moreover, Elham (2012) indicated that authoritative parenting style has positive significant correlation and academic achievement, while permissive parenting style has negative correlation with academic achievement. However, Maddahi, Javidi, Samadzadeh and Amini (2012) on the contrast, found out that there was an inverse and significant relationship between authoritative parenting style and neuroticism. Shaw (2008) findings showed no significant relationship between mothers parenting styles and scores on college adjustment or fathers parenting styles and scores on college adjustment. Ashiano and Mwoma (2013) reported that, there was no significant relationship between permissive parenting style and children's performance.

4.0: Conclusion

Evidently, based on the responses, it can be concluded that authoritative parents will always provide their children with freedom of expression to air their views and thoughts, compliment them for whenever they achieve something good, give them intimate time during family discussions and respect their opinion and thought. Such learners will concentrate in class, be well prepared for exams, be motivated to work and make good use of the learning facilities to perform well in class due to humble time offered to them by their parents, their parents respecting their feelings, always being available for them to listen to them and offer them solutions on the issues affecting them. This is because authoritative parents are more responsive to their children's needs and feelings and they also pay attention to the views and opinions of their children.

5.0: Recommendations

From the study findings, the study recommends that The Ministry of Education should offer guidance and counseling programmes for parents in order to enable them to deal well with their children. They should offer programmes that deal with authoritative, authoritarian, permissive and neglectful parenting. Teacher counselors should seek ways to strengthen their relationship with the parents in order to gain a better understanding of their parenting styles and then handle each child according to the parenting style applied. This would help them understand the various adjustment problems of individual students and then help the students to properly adjust to the academic system. The teacher counselors should embrace behavioral counseling techniques to assist students adjust effectively on academics. This is because the study revealed that cases of poor academic adjustment could have been influenced by certain parenting styles. Future research should consider tracking the effects of parenting styles on students academic adjustment over the years of a student's life in school.

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