

**EFFECTS OF PARENTING STYLES ON PERFORMANCE OF PUPILS IN  
ENGLISH LANGUAGE IN SELECTED SECONDARY SCHOOLS OF LUSAKA  
DISTRICT, ZAMBIA**

**BY**

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## DECLARATION

I, **Musonda Chanda**, do here by declare that this dissertation is my own work and that it has not previously been submitted for the award of degree at the University of Zambia.

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I, **Bestern Kaani PhD** having supervised and read this dissertation, am satisfied that this is the original work of the author under whose name it is presented. I hereby confirm that the work has been completed satisfactorily.

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## CERTIFICATION OF APPROVAL

This dissertation of **Musonda Chanda** is approved as partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Psychology of the University of Zambia.

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## ABSTRACT

The parenting style exercised by parents have the potential to promote or hinder their children's academic performance at school. However, the extent to which each parenting style affects pupils' academic performance in various subjects among secondary school pupils has not been explored in Zambia. Thus, this study sought to investigate the effect of parenting styles on the performance of Grade 11 pupils in English language in selected secondary schools of Lusaka District. The objectives of study were: to identify the common parenting styles experienced by grade 11 pupils and how they are associated to gender; to investigate the effect of each parenting style on the performance of pupils in English language; To establish the influence of gender, age, and home-type on performance in English within each parenting style; and To evaluate the contribution of parenting styles, gender, age and home-type to pupils' performance in English language.

The study used a cross-sectional design which was conducted among 409 Grade 11 pupils from eight secondary schools of Lusaka District. The study employed multi-stage sampling and at each stage a simple random technique was used. The study adapted the Parental Authority Questionnaire (Buri, 1991) to determine parenting styles as perceived by pupils. Data was analyzed using Cross-tabulation to compare frequencies and Chi-square to determine the association between parenting styles and gender, ANOVA to establish the effect of parenting styles on pupil's performance, and Multiple Linear Regression was also used for inferential statistics to predict performance in English.

The results revealed that of the four parenting styles, permissive was the most common parenting style while neglectful was the least common parenting style. There was no association between gender and parenting styles. A two-way ANOVA indicated statistically significant differences in pupils' performance in English language based on parenting styles,  $F(3, 405) = 14.38, p < .05$ . The first Multiple Linear Regression Analysis showed that the English language performance variance for the Authoritative model explained by gender, age, and home-type was the largest (79%) while that for the Neglectful model was the smallest (55%). The second Multiple Linear Regression Analysis showed that parenting style ( $\beta = .16$ ), home-type ( $\beta = .75$ ) and gender ( $\beta = .21$ ) statistically significantly contributed to performance, but not age ( $\beta = .04$ ).

This implies that school alone does not determine pupils' excellence in academic work but collaborative efforts of home and school. Therefore, the study recommended, among other things, that there is need to create awareness among parents on the impact of parenting styles on their school going adolescents.

## **DEDICATION**

This research work is dedicated to the memory my late father Henry Mumba Peters Musonda and my mother Maureen Mwansa Mubanga. My sister Kafula Musonda and my brothers, Mubanga Francis Musonda and Chitaila Tenson Musonda, for their understanding and support during my academic life. The other dedication goes to my lovely daughter, Monica Chibwe Musonda and nephew, Makasa Lubuto Musonda.

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## **ACRONYMS**

ANOVA	Analysis of Variance
DEBS	District Education Board Secretary
ECZ	Examination Council of Zambia
MOE	Ministry of Education
PS	Parenting styles

## CHAPTER ONE: INTRODUCTION

### 1.1 Background

Parenting influences the holistic development of the child to prepare him or her for a fruitful future (Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000). The concept of parenting is both a biological and social process emerging as probably the most fundamental and universal concern of the society (Hoffmann, 2002). Davies (2000) describes parenting as the task of doing all the things important for proper physical, emotional, social, and intellectual growth of a child. This process or task is transgenerational, that is, it is passed on from one generation to the next. Santrock (2006) contends that most parents learn practices from their own parents while accepting some and discarding others. This implies that parenting methods are passed on from one generation to the next, thus, both desirable and undesirable practices are perpetuated.

According to Baumrind (1999) parenting is characterised by different ratio of balance between responsiveness and demandingness by the parents in addition to psychological control exerted on the child. Darling (1999) defined parental responsiveness as the extent to which parents foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands. Parental demandingness is regarded as the way parents treat their children to become integrated into the whole family, this is shown by their demands of maturity, supervision, different disciplinary efforts, and willingness to confront the child who disobeys.

Parents influence their children's behaviours through established patterns of parental authority called parenting styles. Berk (2006) defines parenting styles as a combination of parenting behaviours that occur over a wide range of situations, creating an enduring child-rearing climate. They may also be defined as the emotional climate in which parents raise their children and are characterized by dimensions of parental responsiveness and demandingness (Darling

& Steinberg, 1993). Thus, parenting styles are summarized as psychological construct representing standard strategies that parents use in child-rearing practices (Santrock, 2006).

Based on Baumrind's (1982) classifications, parenting styles adopted by most parents may be identified, as, Authoritative, Authoritarian, Permissive, and Neglectful (Alarcon, 1997; Yahaya & Nordin, 2006). Seid and Milke (2008) distinguished parents based on four parenting styles; firstly they identify authoritative parents, who are perceived to control the activities of the children in a logical and reasonable way. Such parents are demanding and accepting, they appreciate oral discussions, explain to the children their logic behind their plans and solicits their objections when they disagree. Authoritarian parents maintain the strict control on the behaviour and demand complete obedience from their children. Permissive parents are more conforming to the demands and actions of their children. These parents give less responsibilities to their children (Grobman, 2003). Uninvolved or Neglectful Parents are not responsive and do not place any demands on their children.

Jacob and Harvey (2005) identified parenting styles as one of the significant contributors to student's academic performance in school. Extensive studies have been conducted in the North America to determine the relationship between parenting styles and children's academic performance (Baumrind, 1967, 1989; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Mounts, Lamborn, & Dornbusch, 1991). These studies report a positive relationship between authoritative parenting style and children's academic performance in school. Conversely, authoritarian, permissive, and uninvolved parenting styles were found to be associated with low academic performance.

Across races or ethnic groups, however, parenting styles have revealed varied influence on performance among students. Whereas authoritative parenting style has been found to be positively associated with academic success for students in Western societies, Blair and Qian (1998) found that parental control, which is a feature of authoritarian parenting style, was

positively associated with high performance among Chinese adolescents. Similarly, Barnhart et al. (2013) found that while Authoritative parenting style facilitated high academic performance among American students, Permissive parenting style led to high performance among Indian students.

Studies on parenting styles and academic performance among African students have yielded contradictory results. Studies by (Ofosu, 2013) and (Tope, 2012), revealed significant differences in academic performances of students as a result of parenting styles and again found authoritative parenting style to be related to high academic performances among students. While Kassahons (2005) revealed that parenting styles did not have significant effect on academic achievement. Therefore, a parenting style that a parent exercises has potential to directly or indirectly affect a pupil's academic performance.

In Zambia, parenting styles have not been identified and how they are influencing pupil's academic performance, specifically in English Language. Therefore in-depth understanding of parenting styles could enhance efforts in improving the pupil's academic performance to meet the expectations of teachers and parents. This study made an attempt to fill this gap between parenting styles and their impact on performance specifically in English Language at high school level.

English language is a compulsory subject at both primary and secondary school levels in the Zambian national school curriculum. The performance of pupils in English language is cardinal because in most cases this language reflects the levels of literacy in the country. That is the reason why it is examined at Grade 7, 9 and 12. Besides, English language competence is considered a key component in the job market and based on that, the analysis of new employment advertising most companies require that one has a credit or better in English, (Ministry of Education [MOE], 2000). However, the Examination Council of Zambia [ECZ]

(2015) report shows that performance in English subject had remained stagnant between 2013 and 2014 falling below the pass mark of 40 percentage.

## **1.2 Statement of the Problem**

Performance in English Language both at primary and secondary levels in the Zambian school curriculum is critical in pupils' lives during and after school as it reflects their literacy levels. Poor performance in English Language may hinder advancement in education and access to employment which use English grades as a key entry requirement (ECZ Report, 2015). For instance, English Language competence is considered a key component in the job market in the country, and based on that, the analysis of new employment advertisements most companies require that prospective employees have a credit or better in English (MOE, 2000).

Despite an important role English Language plays in Zambian society, worsening performance in the subject documented at ECZ is of growing concern among teachers, parents and other key stakeholders, as it threatens pupils' future English-related pursuits. Various school and home factors have been advanced to this effect among which are parental-related. Research outside Zambia shows that a parenting style exercised by a parent may promote or hinder pupils' academic performance at school (Babul, 2015; Dehyadegary et al., 2012; Jacob and Harvey, 2005; Tope, 2012). Unfortunately, in Zambia parenting styles have not been identified and evaluated as factors that may affect pupils' performance in English language in school. Hence, the study focused on the effects of parenting styles on pupils' English language performance in selected secondary schools of Lusaka District in Zambia.

## **1.3 Purpose of the Study**

The purpose of this study was to investigate effects of parenting styles on performance in English Language among Grade 11 pupils in selected secondary schools of Lusaka District.

## **1.4 Objectives**

The following were the objectives of the study;

- (i) To identify the common parenting styles experienced by grade 11 pupils in the District and how they are associated with gender
- (ii) To determine whether there are statistically significant differences in pupils English language performance among the identified parenting styles, and find out the parenting style which facilitates high performance in the subject.
- (iii) To establish the influence of pupil level characteristics (gender, age, and home-type) on performance in English language within each parenting style
- (iv) To evaluate the contribution of parenting styles, gender, age and home-type to pupils' performance in English language.

## **1.5 Research Questions**

The study was guided was guided by the following research questions:

- (i) What are the common parenting styles used by parents of Grade 11 pupils in Lusaka, and how they are associated with pupils' gender?
- (ii) Are there statistically significant differences in pupils English language performance among the identified parenting styles, and which parenting style facilitates high performance in the subject?
- (iii) How do pupil level characteristics (gender, age, and home- type) affect performance in English within each parenting style?
- (iv) What is the contribution of Parenting Styles, Gender, Age, and Home-type to pupils' Performance in English language?

## **1.6 Significance of the Study**

The study provides useful insight that may help stakeholders in education to gauge the extent to which parenting styles influence the performance of secondary school pupils in Lusaka District. The results of the study may lead to a full understanding of the relationship between parenting styles and children's performance. Intervention strategies on negative effects of parenting styles on children's school performance in English should precede such empirical data.

The findings of the study may also be used by the District Education Officers, head teachers, subject teachers and other stakeholders in education in sensitizing parents in order to adopt good parenting styles which may in turn help to improve children's performance. Ultimately, this research aimed at understanding outside-school factors so that parents and educators can become more active and progressive in addressing the educational, social, cognitive, moral, and emotional needs of children.

## **1.7 Limitations of the Study**

The data was collected using self-reported questionnaire and may, therefore, have been subject to misreporting either deliberately or inadvertently. Additionally, causation could not be determined because of the nature of the study design.

## **1.8 Delimitations of the Study**

Data for this study will be collected only from grade 11 pupils between the age of 14 and 19 years in selected secondary schools in Lusaka. Since the collected data will be limited to schools in Lusaka, findings may not be generalized to other secondary schools in the country where academic performance in English is low.

## **1.9 Theoretical Framework**

This study was guided by Baumrind's (1971) parenting styles and supported by Bronfenbrenner's (1979) Ecological Systems Theory. The two theories demonstrate the complex relationship that exists between the study variables.

### **Baumrind's Parenting Styles**

Baumrind (1971) proposed a theory of parenting which states that the manner in which parents resolve their child's needs for nurturance and limit setting has a major impact on the degree of social competence achieved and behavioural adjustment of their children. There is a strong consensus that parents matter on how their children develop and function. Many of the skills children acquire are fundamentally dependent on their interactions with their caregivers and the broader social environment. The quality of parenting a child receives is considered the strongest potentiality modifiable risk factor that contributes to the development of behavioural and emotional problems in children. Parent-child interactions affect many different areas of development and behaviour.

Baumrind (2012) developed the theory that there were four main types of parenting styles and that differences in parenting styles accounted for the way children functioned socially, emotionally and cognitively. Baumrind suggested that there were four dimensions of parent-child interactions: parental control, maturity demands, clarity of communication and nurturance. She pointed out that parental control is related to issues such as enforcing rules; Maturity demand is the parental expectation that children perform up to their potential; Clarity of communication reflects the parents' willingness to communicate with their children, solicit their opinions and use reasoning to obtain the desired behaviour and Nurturance is related to parental expressions of warmth and approval, and protection of children's physical and emotional well-being (Baumrind, 2012).

Using these four dimensions, Baumrind (2012) identified four parenting styles: authoritative, authoritarian, indulgent and neglectful. She pointed out that the authoritative style is considered as the ideal parenting style and seems to produce children with high levels of self-reliance and self-esteem, who are socially responsible, independent and achievement-oriented. Authoritative parents set clear expectations and have high standards. They monitor their children's behaviour, use discipline based on reasoning and encourage their children to make decisions and learn from their mistakes. They are also warm and nurturing, treating their children with kindness, respect and affection.

On the other hand, authoritarian parent tends to set rigid rules, demand obedience, and use strategies such as the withdrawal of love or approval to force a child to conform. These parents are more likely to use physical punishment or verbal insults to elicit the desired behaviour. They lack the warmth of the authoritarian parent and may seem aloof to their children. Children with authoritarian parents may be well-behaved, but they are also likely to be moody and anxious; they tend to be followers rather than leaders. The permissive parent is overflowing in parental warmth. This parent may be openly affectionate and loving but sets few or no limits, even when the child's safety may be at risk. Permissive parents make few demands for maturity or performance, and there are often no consequences for misbehaviour.

Finally, neglectful or uninvolved parenting, is characterized by the same lack of limits or demands seen in the permissive style. However, the uninvolved parent displays little or no parental warmth. At its extreme, the neglectful style can involve outright rejection of the child. Children with uninvolved parents are likely to have low levels of functioning in many areas. They tend to do poorly in school and, particularly as they move into high school, are more likely to exhibit delinquent behaviour and to be depressed (Baumrind, 2012).

## **Bronfenbrenner's Ecological Systems Theory**

Bronfenbrenner (1979) proposed a systems theory that place a child in an ecological niche. This theory looks at child development within the context of the systems of relationships that form his/her environment. Bronfenbrenner (as cited in Morrison, 2007) identifies five complex layers of environment each having an effect on a child's development. This includes the microsystem, mesosystem, exosystem, macrosystem, and chronosystem environments. However, this study focuses mainly on the microsystem environment because it directly relates to the study variables. Parenting styles and socio-demographic factors which are the main independent variables for the current study are part of the microsystem environment.

Berk (2006) states that microsystem encompasses the relationships and interactions a child has within his/her immediate surroundings, and has direct contact with socializing agents such as parents and siblings. It includes the child's home environment. This environment has the strongest and the greatest impact on the child. Bronfenbrenner notes that a child's parents may affect his/her behaviour; likewise, the child may also affect the behaviour of the parent. For example, a friendly, attentive child is likely to evoke positive reactions from parents, whereas an irritable and destructive child is more likely to be a target of parental impatience, restriction and punishment.

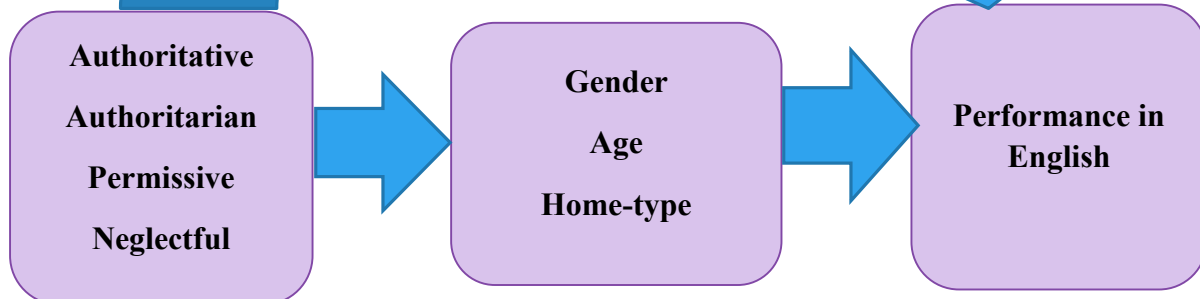
According to Bronfenbrenner (1998), development of the child is determined by the kind of experiences he/she gets in the microsystem environment. For example, parents showing the child how to behave, or talking and reading with him/her interactively. Further, Bronfenbrenner (1998) states that these experiences that a child has with his/her parents and other important people in the microsystem settings are "the primary engines of child development." The quality of the microsystem setting of the child depends on the quality of reciprocal relationship with the members of the system, particularly the parents. Therefore, microsystem environment has a direct impact on performance as well as the general development of the child.

## **The Application of the Theory above to the Study**

Bronfenbrenner's ecological systems theory has critical implications on the current study. This theory acknowledges that children do not develop in isolation, but in relation to the family, school, community and society at large. It recognises that although teachers and school systems can provide a stable long term relationships with children, the primary relationship needs to be with parents who can provide a sense of caring that is meant to last long. It demonstrates that the most important settings for a young child is his/her family because that is where the child spends most of his/her time. The family also has the greatest emotional influence on the young child. This theory postulates that child development is influenced by the interaction between characteristics of the child and the parents as well as the environmental context in which the child develops. The socio-demographic variables under current study make part of the environmental context in which the child develops.

### **1.10 Conceptual Framework**

A conceptual framework explains the relationship between the independent and dependent variables (Mwinyi, 2013). The conceptual framework for this study is depicted in figure 1. The independent variables were parenting styles which were divided into the following components; authoritative parenting styles, authoritarian parenting styles, permissive parenting style and neglectful parenting style. The dependent variable was performance in English Language among Grade 11 pupils in secondary schools of Lusaka District. The relationship among the variables is such that while parenting styles may have an effect on performance in English Languages, pupil's gender, age and home-type are assumed to have a mediatory influence between the two variables.



*Figure 1: Conceptual framework of the effect of parenting styles on pupils' performance in English Language moderated by gender, age and home-type.*

### 1.11 Operation definition of terms

The following operational terms assumed the following meaning in the study:

**Parenting style:** psychological construct representing standardised strategies that parents used in child rearing practices

**Authoritative parenting style:** a composite score of parenting behaviour characterized by a parent being firm, but affectionate, attentive and sensitive to his/her child.

**Authoritarian parenting style:** a composite score of parenting behaviour characterized by a parent being highly restrictive, strict, punitive and controlling to his/her child

**Neglectful parenting style:** a composed score of parenting behavior characterized by a parent being concern about his/her child's needs.

**Performance in English:** the overall average score for in English in three terms. The performances of pupils was based on the standards of the Examination Council of Zambia Grade Twelve Certification.

**Permissive parenting style:** a composite score of parenting behaviour characterized by a parent being indulgent, passive and without much control of his/her child's behaviour.

**Parent:** A parent in this context refers to the male or female parent figure the pupil is residing with. This could be the biological parents (mother or father) or guardians of the respondent. The male and female guardians may consist of stepparents, siblings, and other relatives the pupil may be living with during the time of the study

**Pupils:** this refers to grade eleven pupils either male or female, who participated in the study from the selected Secondary Schools within Lusaka the capital city of Zambia that were studied.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter deals with the related literature that supports the title of this research. Major subtopics in this chapter include the concept of parenting, types of parenting; that is, authoritative parenting, authoritarian parenting, permissive parenting, and neglectful parenting and their general outcomes. The other sub topics are: Parenting Styles' Influence on Learners' Academic Outcomes, Studies outside Africa on Parenting Styles and Academic Performance, Studies within Africa on Parenting Style and Academic Performance, Summary of the Research Gap and conclusion.

### **2.2 The Concept of Parenting and Parenting Styles**

There appears to be variations in the conceptualisation of parenting among scholars. The conceptualisation ranges from social care, provision of purposive activities, emotional to physical care. Owano (2010) asserts that parenting derives its meaning from the Latin verb *parere*, which means to bring forth, develop, or educate. It is referred to parenting as social care provided to a child with an aim of ensuring that the child is not isolated from peers or significant adults during their growth as children through adolescence (Lamb, 2001). This concept of parenting is based on the observation that social relationships form the mirror through which children view themselves and the power to affect their emotional state; thus, students require very close attention during early years of their growth and development. Further, that positive social care helps the children to become well integrated at home and school, instilling a sense of responsibility for self- management. Parents' provision of social care enhances positive feeling of dealing with others and successful task performance (Owano, 2010).

Parenting also conceptualised as purposive activities aimed at ensuring survival and development of children (Hughghi & Long, 2004). It is argued that such parenting activities

aimed at promoting children's welfare such as physical care, emotional care and social care (Hoffman, 2000). Hughghi and Long (2004) further contend that physical care of the child simply includes all activities aimed at ensuring child survival by providing such necessities as food, warmth, cleanliness, sleep, and satisfactory elimination of bodily wastes. It also involves the prevention of harm through accidents or preventable diseases and provision of remedial work. According to Maccoby and Steinberg (2000) parenting means provision of emotional care to the child and ensuring that the child is happy and free from ascetic and fear or unpreventable trauma. It entails giving the child respect as an individual, sense of being unconditionally loved, and opportunities for managing risk taking and exercise choice. The provision of emotional care is to create stable and consistent positive interactions with the environment.

The definitions of parenting is premise upon which the conceptualisation of parenting styles is based. As noted in the case of parenting, parenting styles have different conceptualisations among different scholars. Some focus on emotion and behaviour such as Darling and Steinberg (1993) who define parenting style as an emotional climate in which the parents' behaviour toward their children is expressed. Others draw attention on behaviour and attitudes, for instance Daniel and Steinberg (2003) conceptualised parenting style as a constellation of parental behaviours and attitudes toward their children that are conveyed to the children and that, as a whole, create an emotional bond in which the parents' behaviours are expressed. Still others attach behaviour to situations as in the case of Berk (2006) who defines parenting styles as a combination of parenting behaviours that occur over a wide range of situations, creating an enduring child-rearing climate. A more general but concise definition is provided by Santrock (2006) who conceptualised parenting style as a psychological construct representing standard strategies that parents use in child-rearing practices.

## **2.3 Types of Parenting**

There is general research consensus that four main parenting styles exist namely, authoritative, authoritarian, permissive and neglectful parenting (Baumrind, 1967; Dehyadegary et al, 2012; Maccoby & Martin, 1983; Darling & Steinberg, 1993; Ofori, 2013). Although there may be similarities among some parenting styles, their characteristics and general outcomes have marked variations. As such the styles may be distinguished in many respects beyond their scopes on measures of parental responsiveness and demandingness.

### **2.3.1 Authoritative Parenting Style**

Authoritative parenting style is a child-rearing practice that is demanding and responsive which provides children with warmth, attention, and autonomy, yet set restrictions for them (Baumrind, 1989; 1991). Using this style, Berk (1996) argues that the behavioural guidelines and structures for upholding standards in this type of parenting are clearly defined by either parent or both. Simultaneously, authoritative parents are flexible in examining and adjusting these guidelines as deemed fit based on the child's growing capacities for decision-making and autonomy. Children, especially teens, are able to participate in open discussions about guidelines and to voice their views. For instance, a parent can let his or her children know that she or he is open to listening to their arguments and views, and that if they are convincing the parent will change his or her mind (Owano, 2010). Authoritative parents have high demandingness and high or medium responsiveness (Baumrind, 1999). Moreover, authoritative parents reasonably attempt to direct their children's activities and use more warm control, positivity during communication, feelings-oriented reasoning as well as induction, and more responsiveness to children's questions.

### **2.3.2 General Outcomes of Authoritative Parenting Style**

Research shows that authoritative parenting style is the most beneficial for children and adolescents because it is positively correlated to numerous positive outcomes (Baumrind, 1971 & 1991; Abesha, 2012). According to Ofosu-Asiamah (2013) these positive developmental outcomes could be attributed to the balance in the four dimensions of parenting. These outcomes are manifested in many ways in the child. As regards personality traits, children from authoritative homes who experience an optimal balance in the four dimensions of parenting turn out to be: decisive and high achievers; self-disciplined; respectful and polite; assertive and independent; self-confident and creative. Psychologically, they are known to be: self-reliant; good developers of high self-esteem and actively optimistic; well-developed cognitively; intrinsically motivated; and have an internal locus of control. Socially, they are regarded as: socially competent in dealing with social problems; having friendly relations with others and cooperating well with others; playing social roles effectively and efficiently; having good communication skills; being capable of adjusting themselves properly in society. Finally, these children are known for the following emotional outcomes. They are: cheerful; emotionally stable; compassionate and empathetic; known to develop a sense of security and have no trust issues; known for their ability to express love towards others.

### **2.3.3 Authoritarian Parenting**

According to Munyi (2013), in this authoritarian parenting style children are expected to follow strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "*Because I said so.*" These parents have high demands, but are not responsive to their children. In addition, these parents are usually obedience and status oriented, and they always expect their orders to be obeyed without explanation.

Parents in the restrictive pattern of parenting are identified as authoritarian. Parents in this type attempt to sharpen, control, and evaluate the behaviour and attitude of their children which is usually formulated by a higher secular authority (Baumrind, 1999). These parents are high on demandingness and low on responsiveness. Additionally, children and adolescents with authoritarian parents were reported as having low self-esteem and spontaneity, as well as withdrawal, antisocial, and delinquent behaviours. Parents in this pattern value obedience as a virtue and are punitive and forceful.

The style is rigid and requires unquestioned obedience without discussion or explanation. For instance, a parent may explain to a student why he or she cannot pay fees promptly either because of sickness or unemployment. However, the statement may not be open for interpretation or exploration. Furthermore; behavioural guidelines are rigid and highly enforced. They are set by the parents, and are usually presented clearly enough so that there is no room for discussion and/or interpretation. The system for enforcing these guidelines is dictatorial, often employing punishments that are severe and beyond the scope of the behavioural infraction. Walker (2008) asserts that the overall goal in the latter style of parenting is control as opposed to learning, and promotion of the child's development of autonomy.

#### **2.3.4 General Outcomes of Authoritarian Parenting Style**

The lack of balance in the four dimensions of parenting and the extensive stress on disciplinary strategies and high expectations of maturity and control leads to the development of different negative outcomes in the child (Ofosu-Asiamah, 2013). Children from such homes are known to develop personality traits such as: being rebellious; fighting or quarrelling; being extremely submissive; indecisive; lacking spontaneity as they always want to be told what to do. Psychologically the following outcomes are usually the case. That is they: exhibit anxious and withdrawn behaviours; lack self-reliance; have an external locus of control; have low self-esteem and timid; lack intrinsic motivation to achieve anything in life. As far as their social

outcomes are concerned, they: are anti-social in nature; lack social competence to deal with problems and are passively optimistic; have improper social attitudes; have weak communication skills; have inappropriate social behaviour such as drug use. Finally, emotionally they are: known to be unhappy; are fearful; insecure and have trust issues; not known to show love to others; and are easily angered.

### **2.3.5 Permissive Parenting**

Pike (1996) points out that permissive parenting style is on the opposite end of the spectrum from the authoritarian style. In the former, there are virtually no guidelines for behaviour or very loosely constructed ones that are not enforced. Parents using this style may be found to be repeatedly engaged in trying to persuade their children to behave in one way or another. However, such parents may not have any real strength, intention or reinforcement. Permissive parents tend to be either too involved in their children's minute -to -minute sense of happiness, or very little involved in any aspect of their children's lives. In both cases, the results are negative and far reaching for the child. Ngwiri (2008) identifies features of this style as behavioural, which is very relaxed, and may appear in some cases to be absent. Parents may become excessively focused on trying to appease their children at every display of seeming unhappiness. This may mean that as soon as the child appears to be upset (particularly when a guideline is presented), the parent gives in and allows the child to do whatever is desired. This kind of parenting style may bring short-term gratification on the child, but has long-term negative consequences for the child as he or she learns that self-control is not necessary and that authority is not to be respected or paid much attention.

### **2.3.6 General Outcomes of Permissive Parenting Style**

The overreliance on show of warmth without necessarily enforcing disciplinary strategies and setting expectations of maturity and control in child's life leads to various outcomes Ofoosu-

(Ofosu-Asiamah, 2013). In terms of personality traits they develop, they become: noncompliant; highly dependent and aggressive; domineering; disrespectful or disobedient; bullies in life. Psychologically, they are known to suffer from: from dependency syndrome where they over-rely on others for directions in everything they do; lack of intrinsic motivation to be creative; anxiety as they become overly anxious when they are not around their parents; high scepticism and doubtfulness in everything they do; an external locus of control. Socially, they are seen as: lacking the will to control their social behaviour; socially incompetent; not being able to play their social roles effectively; easily influenced by their peers; lacking the art of proper interaction with other members of society. Also, emotionally they: get confused easily; develop a sense of insecurity; are emotionally immature; are very fearful and reserved; are usually unhappy and easily irritated.

### **2.3.7 Neglectful Parenting Style**

Meadows (1996) and Lamb (2000) argue that neglectful parenting style is normally adopted out of fear of rejection, either because a parent has anti-confrontational approach or because they fear that students will harbour negative feelings towards them. Meadows further argue that at the heart of an indulgent parent is the idea that love and attention to children's needs are what matter most. That, the students of indulgent parents does not follow a precise model of behaviour. Rules are not imposed on students and there is no planning or strict routine. Bad behaviours from the students are overlooked. In the meantime, such students turn into rampant truants, unsatisfied most of the time. As concerns academics, such students tend to get weaker school results during adolescence, become more aggressive in their social relationships, never having learned to deal with limits and frustration, all the more so if their parents have tolerated aggressive behaviour. Without help and guidance, such children may feel lost and confused. Left to their own devices, the children may as well make some bad choices without realizing it

### **2.3.8 General Outcomes of Neglectful Parenting Style**

According to Ofofu-Asiamah (2013) the absence or low levels of show of the four dimensions of parenting by parents thereby making them neglectful tend to have various impacts on the child. When it comes to personality traits these children are known to develop, they are usually considered as: truant; delinquents; dependent on others; disrespectful; and insensitive. Psychologically, they are known to develop: anxious feelings; low self-esteem; psychological immaturity; depression; very pessimistic views about life. Socially, they: are highly predisposed to deviance; are socially incompetent; are highly influenced by peers groups; lack ability to form close relationships; lack the ability to play their social roles as determined by their social positions. Finally, children from such homes are known to exhibit the following emotional outcomes. They: are very bitter in life; feel unloved and as a result find it difficult to love others; are usually hostile towards others; are easily angered and irritated; are less compassionate and affectionate towards others

### **2.4 Parenting Styles' Influence on Learners' Academic Outcomes**

Not only do parenting styles yield various personality traits as well psychological, social and emotional outcomes in children, they also result in different academic performances or achievements among children in school. The four dimensions as identified by Baumrind (1967) tend to affect a parent's expectation, control and responsiveness toward the child and this in turn tend to affect the child's academic performance, which could either be positive or negative. To be successful in their higher education and life, however, adolescents and young adults need trusting, supporting, and caring relationships with their families, especially with their parents. As a result, parenting styles have become a dependable approach and major topic of study in the area of education and parenting in contemporary times because of the impact parenting styles have on the development of children's personality traits, as well as social and academic achievements (Nyarko, 2011; Tope 2012). This development has been necessitated by the

awareness that has been created over the years stressing on the benefit of good parenting practices through the adoption of the appropriate parenting styles and its effect on education which most parents are beginning to acknowledge as an acceptable means of achieving success in life. Again, there exists ample evidence in literature that insinuate that parenting styles are correlated with children's school achievement. Dornbusch et al. (1987) found that inconsistency and mixed parenting styles are correlated with lower grades for school going children. Likewise, Jacobs and Harvey (2005) indicated that parenting style is one of the significant contributors to student's academic achievement in school.

Ofori-Asiamah (2013) noted that, with the value of education in the world today, parents are encouraged to make positive efforts to ensure an active participation in the education of their wards so as to endow them with the capacity to be socially mobile in life. Similarly, Tope (2012) also indicated that although students are primarily the ones for whom curricula are designed, textbooks are written, and schools built, parents are primarily the ones held responsible for preparing students for learning preparation physically, psychologically, behaviourally, attitudinally, emotionally, and motivationally. Thus, without the appropriate parenting style the child is likely to perform poorly in school.

### **2.5 Authoritative Parenting Style and Academic Performance**

Children raised by authoritative parents usually seem achieve better than their peers in school (Steinberg et al, 1992). Thus, authoritative parenting style is seen been related to better student performance and other non-authoritative parenting styles have been perceived to be associated with lower student academic performance (Dehyadegary et al, 2012; Kinai, 2002; Mc Pherson, 2004). Similarly, whereas Tope (2012) indicated that academic performance of pupils was significantly positively correlated with authoritative parenting style, Hong (2012) argues that the style is positively associate with higher academic achievement. Additionally, literature

showed a positive impact of authoritative parenting style by indicating that parental authoritativeness is associated with higher academic achievement (Nyarko, 2011).

Although there are indications that authoritative parenting style is associated with higher levels of children's school achievement, it is argued that this association varies across ethnicity culture, and socio-economic status (Spera, 2005). Similarly, Nyarko (2011) observed that authoritative parenting style was positively associated with academic success for European and Mexican Americans, but was not related to Asian and African Americans academic achievements.

## **2.6 Authoritarian Parenting Style and Academic Performance**

Dehyadegary, Yaacob, Juhari & Talib (2012) showed that there is no significant relationship between authoritarian parenting and academic achievement. Similarly, David et al. (2010) stated that the relationship of parenting styles to academic achievement of students in which study results showed that authoritarian parenting style was negatively correlated with academic achievement. However, Hong (2012) argues that placing excessive pressure on children and interfering with their studies as is the case in authoritarian parenting, may lead to children having lower academic competence and consequently lower academic achievement.

## **2.7 Permissive Parenting Style and Academic Performance**

Darling (1999) is of the view that children of permissive parents seem not to perform well in school. This view is consistent with Berk' (2003) observation that children of permissive parents tend to poorly academically. Similarly, David et al. (2010) and Dehyadegary et al, (2012) indicated that permissive parenting style has negative correlation with academic achievement. However, Fakeye (2010) argues that pupils from permissive parents have a tendency to score highest in Reading Achievement in English language.

## **2.8 Neglectful Parenting Style and Academic Performance**

Ashiono (2013) indicated that neglectful parenting style ranks lowest across all life domains, and parents exercising this style are low in demandingness and low in responsiveness. Children of neglectful parents might be seen with a lack of direction in everyday life (Areepattamannil, 2010). Since uninvolved parents do not provide the necessary attention for their children's needs, the children may likely engage in socially unacceptable behaviour within and outside of school, as they attempt to seek this attention. These parents bring up children who perform poorly in their academics indicated that parents who were uninvolved or neglectful brought up children who were most aggressive and performed poorly in academics (Berk, 2003; Kinai, 2002). This could be because they may not have the necessary motivation for educational pursuits (Hong, 2012). Children often display difficulties with self-discipline, in part for lack of practice. This discipline issues finally translates in the child's academic performance and therefore display poor results as compared to children in authoritarian and authoritative parenting styles (Morawska, 2007 cited in Munyi, 2013).

## **2.9 Studies outside Africa on Parenting Styles and Academic Performance**

There is growing concern on the influence of parenting styles on pupils' academic performance in the research community as reviewed by various studies outside Africa. In Taiwan, Chu's (2014) study investigated whether there was a relationship between family socioeconomic status and parenting styles, and academic achievement in English of junior high school students in Taiwan. The data was analysed using t-test, ANOVA, MONOVA and multiple stepwise regression. The results revealed a statistical significant difference between socioeconomic status and parenting styles. A statistical significant difference was found between socioeconomic status and academic achievement in English in one case, where students from upper middle-class families performed better than those from lower middle-class families. No statistical significant difference was found between a good parenting style and higher academic

achievement in English. Some categories of socioeconomic status and parenting style were found to be good predictors of academic achievement in English. Both a neglectful-abusive father and an indulgent-protective mother were found to have an adverse influence on academic achievement in English.

Similarly, the present study sought to investigate which of the four parenting styles - Authoritative, Authoritarian, Permissive and Neglectful - was the best in facilitating higher pupils' performance in English subject in Zambian secondary schools. Analysis of data would be done through one-way ANOVA and multiple linear regression. However, the study failed to establish the relationship between family socioeconomic status and parenting styles, and student academic performance, because the analysis procedures used could not assess relationships among the variable but their effects.

Kashashu et al (2014) explored the relationship between demographic characteristics, parenting styles and academic achievement involving elementary school students. A sample of 22 parents of students in fifth and sixth grades of public schools in Tirana filled in the parenting style questionnaire. The results showed that parenting styles and demographic characteristics were associated primarily with the educational level of parents. Children's academic achievements were found to be related to parenting styles and demographic characteristics showed a relationship with parenting styles. The dominating parenting style was authoritarian, which was connected to family's low social status and economic level. Parenting with an authoritative style, which is different from the more severe authoritarian style, shows more successful results in terms of high academic achievement.

The study identified parenting styles under investigation and attempted to show which of the parenting styles favored high academic achievement of pupils. However, the study failed to determine the nature and type of relationship that existed between parenting styles and

academic achievement. It only indicated that Authoritative parenting style favored high academic achievement but failed to establish the parenting style which lead to low achievement. The sample was also too small to permit statistical analysis from which inferences could be made to the target population. The present study would be different in that it would investigate effects of parenting styles on pupils' performance in English with a considerably larger sample. It would show how each of the four parenting styles affects performance so as to establish which one would favor high academic performance and which one would not.

A study by Parivash, Moghada & Hashemian (2015) investigate the relationship between parenting styles and students' educational performance among girl high school students in Iran. A cross-sectional survey was adopted, and multistage cluster random sampling was used to select the participants. Data were collected by two demographic and Baumrind's parenting styles questionnaires. The results showed that students' school grades were the first year of high school to pre-university course. There was a significant relationship between the score of parenting styles with the students' average score for studying. The results of this study demonstrate that parental influence plays an important role in students' educational performance.

The study used an appropriate research design and sampling procedure. The Baumrind's parenting styles questionnaire used for data collection was valid and reliable. Similarly, the present study would adopt a cross sectional survey design and adapt Baumrind's parenting style questionnaire so as to identify parenting styles and how they affect pupils' performance in English language among grade Eleven pupils' in Zambian secondary schools.

Another study in Iran by Dehyadegary, Yaacob, Juhari & Talib (2012) investigated the relationship between parenting styles and academic achievement among adolescents. The

sample consisted of 382 high school adolescents in the age range of 15 to 18 years old from selected high schools. The instrument used to measure parenting style was the parenting style scale by Baumrind (1991). The result of the study indicated that authoritative parenting style had positive significant correlation with academic achievement, while permissive parenting style has negative correlation with academic achievement. The result of the study also showed that there was no significant relationship between authoritarian parenting style and academic achievement. From the results they concluded that academic achievement among adolescents can be enhanced through positive parenting style.

The study effectively established correlations between parenting styles and academic achievement. It established the parenting style which highly correlated with achievement. The present study will be different in that it would seek to investigate causation because a mere correlation does not indicate that parenting styles lead to high or low achievement. It would compare both means and variances in pupils' performance among the four parenting styles.

Kaisa, Hakana and jari-erik (2000) to investigate the extent to which adolescent achievement strategies were associated with parenting styles in the family. A sample of 353 Fourteen-year old adolescents completed the strategy and attribution questionnaire and a family parenting style inventory. The findings revealed that adolescents from authoritative families practiced adoptive achievement strategies which were characterized by low levels of failure expectation, task irrelevant behaviors, passivity and self-enhancing attribution. Adolescent from neglectful families, in turn applied maladaptive strategies characterized by high levels of task-irrelevant behaviors, passively and a lack of self-enhancing attribution. Findings also revealed that parenting styles influenced adolescent academic achievement.

The study used an adequate sample which permitted statistical analysis and it also used appropriate research instruments. Although the study focused on the extent to which adolescent achievement strategies were associated with parenting styles in the family, it still indicated that parenting styles influenced adolescent academic achievement. The present study would be different in that its focus revolves around identifying parent styles experienced by pupils and establishing which ones favor high performance in English language as a subject in Zambian schools.

A study by Cohen et al (1997) investigated parenting styles associated with academic achievement. Ratings of parenting styles from 368 watched parent-child pairs were analyzed for parent and student classification of parents as authoritative, authorization, permissive or mixed parenting styles agreement on parenting style parents and their children was poor. Students perceived their parents less authoritative less permissive and more authoritarian than parents considered themselves. High grades were associated with children's and parents' perception of high authoritative, low permissiveness on low authoritarianism, these results provided further evidence that parenting styles and adolescent perception were associated with children achievement. Child perception of a particular parenting style was strongly associated with grades.

The study triangulated pupils' perceptions on the association of parenting styles with those of their parents, and as such results were highly reliable. The present study will be different in that it would focus on pupils' perceptions only so as to effectively determine effects of parenting styles on pupils' performance. The study would be at two levels: first identifying parenting styles pupils experienced and then a follow-up on their performance in English language. This would ensure the precise determination of effects of parenting styles as the variables involved would be effectively controlled.

In India, Babul's (2015) study probed into various parenting styles that aid academic success. It was carried out through a survey in which 100 students (five from each of the twenty schools) from Government funded Institutions by the simple random sampling technique. The tool containing ten statements each for parenting styles as well as academic success was served to the sample. It was found that uninvolved parenting style followed by permissive was the dominant parenting style. Moreover, parenting style had its manifold impacts on child outcome indirectly. Interestingly, parental involvement in a child's education was consistently found to be positively associated with a child's academic success.

Similarly, the present study would assess the most dominant parenting styles in Zambia since the dominance appear to differ across geographical locations and cultures. However, the study by Babul (2015) failed to establish whether uninvolved and permissive parenting styles were associated with high or low academic achievement. The present study would be categorical by computing means and variances so as to enable the precise determine of the effect of each parenting style on pupils' performance in English language.

A study by Jewell Rivers (2008) sought to test the relationship between parenting style and academic achievement, and to examine the mediating effects of motivation, goal orientation and academic self-efficacy on this relationship in Florida. A sample of 148 high school students from rural, south central Georgia was surveyed. Demographically, the sample comprised of 39% male, 61% female, 36% African-American and 53% White. In regard to grade level, 68% were 11th graders, and 13% were 12<sup>th</sup> graders and 12% were 10<sup>th</sup> graders. Approximately 93% were college-prep and the students came from eight rural counties. Measures included the Parenting Style and Parental Involvement Questionnaire (PSPI), the Intrinsic vs. Extrinsic Orientation Scale, the Patterns of Adapted Learning Survey (PALS), and a demographic questionnaire. Data were analyzed through Pearson's product-moment correlations, hierarchical multiple regression and analysis of variance (ANOVA). The results revealed a

significant correlation between parenting style and the motivation subscales. The hierarchical regression analysis revealed that only the motivation subscales mediated parenting styles in contributing a significant amount of incremental variance in explaining academic achievement. The analysis of variance indicated that all of the criterion measures of academic achievement differed significantly as a function of plans after high school. Additionally, math GPA, English GPA, science GPA and grade point average differed as a function of race, and only English GPA differed as a function of sex.

The study was generic and comprehensive taking into account the fact that parenting styles were not the only factor affecting students' academic achievement. Similarly, the study would show the contribution of parenting styles to pupils' performance in relation to pupil-level and home-level characteristics. It would show whether such characteristics would mediate parenting styles in contributing to the performance-variance explained. However, the study did not establish which of the parenting styles favored high students' academic achievement.

A study by Samina et al (2014) attempted to examine the role of paternal and maternal parenting styles as predictors of students' academic achievement. Parental Authority Questionnaire (Buri, 1991) was used to collect the information from participants. Student's results of previous final Exam was taken as Academic Achievement. The sample of the present study consisted 350 final year students. The result of the study showed that maternal and paternal authoritative style was a positive predictor of academic achievement of adolescent. Maternal and paternal authoritarian styles of parents was found to be a negative predictor of academic achievement. The results for permissive parenting style of both mother and father were non-significant.

The study used an adequate sample size and appropriate research instrument. It showed how each maternal and paternal parenting style predicted academic achievement. The present study

would be different in that it did not focus on paternal and maternal categories, but parents in general because fathers and mothers do not necessarily vary in the parenting they adopt their homes. It would determine whether there are statistically significant differences in pupils' performance in English language based on the four parenting styles, and how gender, age and home-type predicted pupils' performance in each parenting style.

A study by Radhika and Rosna (2015) investigated common impacts of various parenting typologies on children's engagement and, ultimately, their academic performance in school in India. A descriptive- cross sectional study was undertaken to assess the parenting styles among parents of school children in selected villages. The sample size was 60 mothers and school going children and the simple random technique was used for selection of subjects. A standard Parenting style questionnaire based on Robinson was to assess the parenting style, and academic performance was reviewed by records and categorized. The results of the study shows that majority of mothers were (36.6%) between 26-33 years of age and 19 (31.7%) had primary education, and majority 26 (43.3%) were housewives. Regarding parenting styles – 49 (81.7%) mothers followed Authoritative style, 10 (16.6%) followed Authoritarian style and 1(1.7%) followed Neglectful parenting style. Children of Authoritative parents have better academic outcome than children in Authoritarian and Neglectful parents. Mother's Age, Family income, Occupation and number of children had significant association with the parenting styles.

Similarly, the present study will identify parenting styles as experienced by pupils and establish which favors high academic achievement in Zambian schools. It will also use a cross-sectional survey design and multi-stage sampling which will involve simple random sampling technique at every stage. This study would be different in that it would regress pupils' gender, age and home-type on their performance in English language in the data sets of the four parenting styles. This would indicate how each of the three demographic variables predict pupils' performance

in English in each parenting style. It will also regress parenting styles, gender, age and home-type to assess their total and individual contribution to pupils' performance.

In China, Ne (2013) investigated how different parenting styles delivered different results and explored how parenting style affects the academic performance of students in a local Hong Kong kindergarten. A combination of qualitative and quantitative methods was used in the study. A group of 60 Kindergarten students were observed for a period of 6 months at school in order to track their academic achievement and a survey was sent home and completed by the 60 parents of these students collecting information on parenting style and socio-economic information. The study found strong correlations between parenting styles and the performance of students in school especially concerning authoritative, authoritarian and training parenting styles. The results indicated students from authoritative parenting background scored significantly higher in academic achievement while students from authoritarian and training background had low performance. There was no significant correlation found between goal orientation and parenting style or academic achievement.

The study was longitudinal and comprehensive. It triangulated quantitative data with qualitative data. It also clearly indicated a parenting style which was associated with high academic achievement and those associated with low achievement. The present study will be different because it would seek to determine whether parenting styles have effects on pupils' performance in English, and not established associations.

## **2.10 Studies within Africa on Parenting Style and Academic Performance**

Within Africa various studies have equally been conducted to assess the influence of parenting styles and academic performance. In Ghana, Ofuso's (2013) study examined the effects of parenting styles on the academic performance of students. A cross-sectional survey was conducted among students in two Senior High Schools. Using simple random technique, 322

students were sampled for the study and questionnaires were administered to them. Pearson's product-moment, Chi-square and Compared Means tests were used for data analysis. The results showed a significant relationship between parenting styles and academic performances of students. Compared means tests, also, revealed significant differences in academic performances of students as a result of parenting styles and again found authoritative parenting style to be related to high academic performance among students.

Similarly, the present study sought to investigate effects of parenting styles using a cross-sectional survey and multi-stage sampling which would involve simple random sampling technique at each point. It would also seek to verify if Authoritative parenting style favored high academic performance in English in the Zambian context. However, the study would be different in that would not focus on relationship parenting styles have with performance, and would therefore not analyze data using person's product-moment correlation and Chi-Square. Data would be analyzed using one-way ANOVA and multiple linear regression and not using Compared Means test.

A study by Owano (2010) investigated the perception of secondary school students on effects of parenting styles on secondary school students' academic performance in Kenya. The study employed descriptive survey design and used a sample of 341 forms 3 and 4 students. Data analysis was done using descriptive statistics such as frequencies, percentages, graphs and means. For inferential statistics, Pearson- Product Moment Correlation was used to establish association between parenting styles and academic performance at 0.05 level of significance. The results showed that authoritative and authoritarian parenting styles as perceived by secondary school students had significance influence on their academic performance.

The study used an appropriate research design and an adequate sample size. However, Pearson's product-moment correlation was not an appropriate statistical analysis instrument

for testing effects or influence. The present study would be similar to the study by Owano (2010) in that it would also focus on parenting styles as perceived by pupils and how they in turn affect pupils' performance in English Language.

Another study in Kenya by Ashiono (2013) established the relationship between parenting styles and preschool children's performance in curricular activities in Kisauni District. A correlational research design was employed. Stratified sampling technique was used to select preschools while purposive sampling technique was used to select preschool children to participate in the study. A sample size of 160 pre-school children together with their parents was purposively selected based on their performance level in curricular activities from 20 pre-schools. A questionnaire and an interview were used to collect data on parenting styles. Further, data on pre-school children's performance in preschool activities were collected through document analysis of children's progress reports. The findings of the study indicate a significant relationship between parenting styles and children's performance in preschool activities. The study found relationship between authoritative parenting style and children's performance was significant. 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. The study found a significant difference in means of parenting styles among parents of different employment status. It also found a significant difference in means of parenting styles among parents of different income levels. Parents' marital status and education were found to have no influence on their parenting styles. It was therefore concluded that parenting styles significantly influence children's performance in preschool activities.

The study used numerous variables, failed to indicate the extent to which parenting style and other variable contributed to pupils' performance. Pupils' academic performance in school may not only be explained by parenting style but by various pupil-level, home-level and school level

characteristics. The present study would only take parenting style, gender, age and home-type. It would illustrate how each of these demographic variables mediate parenting styles and performance in English Language.

Kemunto's (2016) study findings were consistent with findings from studies by Owano (2010) and Ashiono (2013). The study determined the relationship among parenting styles, learners' involvement in problem behaviour and academic performance in Nairobi County, Kenya. This research study used mixed method involving descriptive and correlational research designs. Quantitative data was collected from learners using questionnaires for pupils and interviews for parents. A total sample of 400 learners from public secondary schools and 40 parents were randomly selected for the study. Findings of the study revealed that learners of authoritative parents have low involvement in problem behaviour and perform better academically as compared to learners of authoritarian, permissive and neglectful parents. It also revealed that involvement in problem behaviour is negatively correlated with academic performance and learners of neglectful parents rank low in academic performance as compared to learners of parents using other parenting styles.

The study was broad, and besides focusing on parenting styles and academic performance it investigated problem behavior. It created a balance in the use of descriptive and correlational research designs in mixed methods approach. The sample of the learners was adequate unlike that of the parents. The present study would be different by focus, research design and analysis. It focuses on effects of parenting styles on academic performance using a cross-sectional survey, and data would be analyzed using ANOVA and multiple linear regression.

In Nigeria, Tope's (2012) study examined the influence of parenting style on the academic performance of students in secondary school using four selected secondary schools. One hundred students were randomly selected from these schools and one hundred parents were

also randomly selected. Questionnaire was used to gather data on gender, age, study skills habits, and family description. To determine parenting style, parents completed the Parenting Styles and Dimensions Questionnaire, while the students completed a peer-rating. Also, as hypothesized, academic performance of students in the selected schools was significantly positively correlated with a good parenting style. The research contends that parental involvement at all grade levels can assist in the academic and behavioural performance of students.

However, the parents who participated in the study were not the parents to the students who were sampled. This created some inconsistency, the researcher should have recruited parents to the students to participate in the study as this would have also helped in authenticity of the responses given. The also merely mentioned that academic performance positively correlated with good parenting style, without necessarily indicating the parenting style. The present study would indicate the parenting style which leads to high performance and the one which leads to low performance from pupils' perspective.

Another study in Nigeria by Fakeye (2014) investigated the impact of parenting style on Primary school pupils' Reading Achievement. It involved 2400 primary five pupils from 20 randomly sampled public primary schools. Two instruments, parenting style Questionnaire and Reading Achievement Test, were used for the study. The results revealed that there is no significant difference in the reading achievement of pupils from different parenting style and that there is variation in the reading achievement of male and female pupils from different parenting style but the variation is not significant. Based on these findings, it is recommended that in the process of reading instruction, teachers at Primary school level in Nigeria should concentrate on other factors that affect pupils' achievement in reading than parenting styles in their effort to improve reading proficiency of their pupils.

The study, however, did not investigate other factors that could possibly affect pupils' reading achievement. The present study would use multiple linear regression analysis to evaluate the contribution of parenting style, gender, age and home-type to pupils' performance in English Language. This would show the proportion of impact of parenting style and other factors on performance. The assumption behind this objective was that parenting might not be the only factor contributing to pupils' academic performance in school.

A study by Ogunleye et al (2013) generated consistent findings with those generated by Tope's (2012) study but contracted findings from Fakeye's (2010) study. It examined gender differences and the influence of parenting styles on the academic performances of secondary school students in Nigeria. A sample of 116 participants comprising of 62 males and 54 females with ages ranging from 13 to 16 years. The 20 items Parental Care Scale developed by Baumrind (1971) to measure what children perceived as the parenting styles or approaches that their parents dominantly use in taking care of them was administered on the students. The study revealed that parenting style influences children's academic performances, with authoritative parenting style being most influential. No significant difference was found in the academic performances of males and females owing to differing parenting styles.

Similarly, the present study would examine the differences in performance of boys and girls in English Language based on differing parenting styles and it would indicate the contribution of gender to pupils' performance in relation to parenting styles. It would specifically depict differences in performance between boys and girls in each of the four parenting styles. The study would be different in that it would use Parental Authority Questionnaire as the research instrument to determine parenting styles and not the Parental Care Scale.

Findings from a study by Ogunleye et al (2013) were supported by those from a study by Obi and Okeke (2014). The examined the influence of parenting styles on academic achievement

and the extent to which the variable of goal orientation mediate the influence of parenting styles on academic achievement of in-school adolescents in Nigeria. A total of 813 in-school adolescents and their parents constituted the sample. Two sets of questionnaires were used to collect data for the study while hierarchical multiple regression analysis was used to analyse the data. The researchers found that authoritarian and authoritative parenting styles made significant contribution to students' academic achievement. While performance approach made significant positive contribution, performance avoidance had negative contribution to academic achievement. It was also found that achievement goal orientation partially mediated the influence of parenting style on academic achievement.

The study used an adequate sample size and an appropriate data analysis procedure. It also included the variable of goal orientation and not only focusing on parenting styles and academic performance. Similarly, the present study would focus on parenting styles and performance whether gender, age and home-type plays a mediating function. However, the study would not analyze data using hierarchical multiple regression analysis but multiple linear regression analysis due to few variables to be regressed on performance.

Mwinyi's (2013) study investigated the influence of parenting styles on academic performance of adolescents in secondary schools in a survey of Manyatta constituency in Embu County. The study employed a descriptive research design. A stratified random sampling method was applied to select a sample of 335 students who was proportionally distributed in the 46 schools and 39 parents. The study used questionnaire for data collection instrument and data was analysed using descriptive analysis. The researcher found that the students who performed best experienced authoritative parenting style and concluded that it was the best method of parenting in relation to academic performance.

The study used an appropriate sampling technique, and the research design matched the type of analysis that was performed. However, the use of descriptive analysis to determine the influence of parenting styles on pupils' performance was inadequate and misleading. The degree of confidence that pupils who experienced authoritative parenting style had the best performance was low. Inferential analysis should have been used to support the claims made from mere visualizations of descriptive analysis. The present study would differ in that it would perform a one-way ANOVA to generate both descriptive and inferential statistics, and multiple linear regression analysis would be used to generate inferential statistics only.

It is also important to consider that all these parenting styles and the variations in expression of the dimensions by parents affect the academic performances of pupils. Thus, there is need to look at how each parenting style relate to academic performance of children.

It is clear that all parents want their children to succeed at school, but not all parents are effective in facilitating this success (Hong, 2012). Parents' behaviours send clear and decisive messages about their thoughts and feelings on the importance of schooling. Parenting style helps or hinders a child's engagement in school; encouraging a child to do well in school or insisting that homework be completed are important forms of promoting engagement (Tope, 2012). Each parenting style produces different outcomes in a child depending on culture, race and many other variables.

Research has shown that the general home environment has an impact on a child's academic performance in school (Deslandes, 1997). David, Della, et al (2010) conducted a study on the relationship between parenting styles and academic achievement of students. The study results showed that there is no significant relationship between parenting styles and academic achievement of students. However, democratic parenting style was found to be positively correlated with academic achievement. Authoritarian and permissive parenting styles on the

other hand were found to be negatively correlated with the academic achievement of the respondents.

### **2.11 Summary of the Research Gap**

Empirical data reveals that there is a relationship between parenting styles and children's performance in school. Literature presented above also demonstrates that parenting styles influence pupils' academic performance. There has been considerable research in support of the correlation between parenting styles and pupils academic performance. However, it important to note that research studies on parenting are done in relation to different variables. Some research studies are done separately some on parenting styles and general academic performance only, and others on parenting styles, motivation and academic performance, parenting styles, problem behaviours and academic performance. One thing that has come out is that, each parenting style impacts differently on each child and this impact is either negative or positive.

Most of the research studies reveal that authoritative parenting style is related to better academic performance of pupils while non-authoritative parenting styles have been found to be associated with lower pupil academic performance especially those done in America and Europe (Mc Pherson, 2004; Baumrind, 1991). There has been considerable research in support of the relationship between parenting styles and academic achievement. However, this relationship has only been closely explored with the dominant European-American groups, as with Baumrind's work (Hong, 2012). These studies have revealed similar results mainly because they embrace individualistic societal values, but the same may not be the case with collectivist societies such as the ones in African, and in particular Zambia.

There are limited studies carried out in Zambia linking children's academic performance with parenting styles or academic performance. It was thus necessary to investigate the effect of

parenting styles on secondary pupil's English language performance which seems to be going down. This study therefore, sought to investigate effects of parenting styles on performance in English Language among grade eleven pupils in selected secondary schools of Lusaka District.

## **2.12 Conclusion**

The chapter has provided literature on the characteristics of the four parenting styles and their possible outcomes in children. It has also reviewed empirical studies outside and within Africa and has established that parenting styles have influence on pupil's academic achievement in general and language achievement in particular. However, these studies are inconclusive as they generate conflicting findings regarding the most effective parenting style in facilitating academic performance. The tie mainly revolves around Authoritative and to some extent Authoritarian and permissive parenting styles.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

This chapter describes the methods that were used in the study in order to realize the set objectives of this study. It contains the research design, study population, sampling techniques and procedure, study sample, instruments for data collection, validity, reliability, data collection techniques , data analysis and the ethical considerations.

### **3.2 Research Design**

The study employed a cross-sectional survey. The rationale behind the use of this design was to enable the researcher to have access to a large number of pupils in a relatively short period of time in order to gather facts that relate to the variable under study which is one of its advantages. The main goal of cross-sectional research is to make inferences about possible relationships (Akeredola, 2005).

### **3.3 Study Population**

The population of the study constituted all Grade 11 pupils from eight Government Day Secondary Schools in Lusaka District aged between 14 and 19. This age group fall under adolescence, the developmental stage at which pupils are able to understand the emotional climate between them and their parents; and so they are able to identify and rate items on the Parental Authority Questionnaire by Buri (1991).

### **3.4 Study Sample**

The sample for the study consisted 409 pupils, 51 pupils were sampled from each of the selected Secondary Schools from Lusaka District. The sample was sufficient for statistical procedures in data analysis. The study did not target a specific number of males or females but sample size constituted 10% of the target population.

### **3.5 Sampling Technique and Procedure**

Multi-stage sampling procedure was used, at each of the two stages simple random technique was employed. In the first stage, names of schools were written on small pieces of paper which were folded and put in a box according to their zones, and a school was randomly selected from each zone. In the second stage, 51 pupils were randomly selected from each of the sampled school using in-and-out technique to participate in the study. The in-and-out technique involved pupils picking a paper written either 'in' or 'out'. Those who picked the 'in' were included in the sample and those who picked the 'out' were excluded from the sample.

### **3.6 Instruments for Data Collection**

The Parental Authority Questionnaire (PAQ) by Buri (1991) was the research instrument used in this study. This research instrument basically asks questions about how pupil's parents behave towards them and the nature of the relationship between them. This instrument was used to determine the various parenting styles based on Baumrind's (2012) four dimensions of parenting, which are disciplinary strategies, warmth and nurturance, communication styles and expectations of maturity and control. The questionnaire has three sections, the first one was for demographic characteristics, the second one was for academic performance and the third one was for four parenting styles. In section A, demographic information related to participant's age, gender, home-type, parental level of education and parent's employment status is elicited. Section B covered pupils' marks in English Language for three consecutive terms. The final section consisted of 40 items, 10 items for each parenting style; authoritative, authoritarian, permissive and neglectful. Items 1 to 10 measured characteristics of authoritative parenting style, items 11 to 20 measured characteristics of authoritarian parenting styles, items 21 to 30 measured permissive, and finally 31 to 40 neglectful parenting styles (see appendix 1). The responses to each of the items were on a 5-point Likert scale format ranging from strongly disagree (1) to strongly agree (5).

### **3.7 Validity of the Research Instrument**

According to Nitko (1996), validity of an instrument refers to the accuracy with which an instrument measures what it sets out to measure. In this study content validity was preserved by maintaining most of the items of the standardised PAQ. Questionnaire items were selected, reviewed and contextualized from carefully designed items used in prior research and some designed by the researcher. The PAQ by Buri (1991) was thus adapted to measure the authoritative, authoritarian, permissive and neglectful styles of parenting as perceived by pupils.

### **3.8 Reliability of the Research Instrument**

Internal consistency or reliability test was run for the PAQ using Cronbach alpha. Overall, all the forty (40) items had an alpha level of 0.73. Garson (2006) posited that reliability of 0.60 is commonly acceptable in exploratory research. However, an overall alpha of at least 0.70 or higher is needed for an instrument to be accepted as reliable. Therefore, the instrument for this study was considered reliable.

### **3.9 Data Collection Procedure**

Ethical clearance was obtained from Ethical Clearance Committee and authorisation from the District Education Board Secretary of Lusaka to carry out the study in schools of the district. These letters assisted in getting co-operation from the Head Teachers of the selected Secondary Schools in the District to inform the Grade 11 pupils about the research, seek their consent to be involved in the study, and make appointments to administer the questionnaire. Questionnaires were then administered to the sampled pupils in a classroom. The researcher clearly explained to the respondents before they begun to answer. Structured questionnaires were used to collect data from sampled students. Questionnaires were collected as soon as they

were duly filled in and completed by the respondents. Performance in English language was assessed by computing the student's average marks for one year.

### **3.10 Data Analysis**

The collected data was subjected to statistical analysis in Statistical Package for Social Sciences (SPSS) version 23.0. Specifically, data was analyzed using Cross-tabulation to compare frequencies and Chi-square to determine the association between parenting styles and gender for objective 1. A one-way ANOVA was run to establish the effect of parenting styles on pupil's performance for objective 2, and Multiple Linear Regression was also used for inferential statistics to predict performance in English for objective 3 and 4. One-way ANOVA was appropriate because it has the ability to show statistically significant differences in at least three samples. Regression suitable for establishing the influence of gender, age and home type on performance within each parenting style and it also shows the contribution of parenting styles, age, gender and home type to performance in English language.

### **3.11 Ethical Consideration**

Research ethics were upheld in this study, the respondents' identities and information shared were treated with confidentiality. The respondents were not required to write their names on the questionnaires. Their identities were protected by use of numbers instead of names. The participants were also given the option of choosing whether to take part in the study or not. The researcher also came up with questions which did not cause any psychological harm to the respondent's emotions. Permission to go to the selected schools to deal with the pupils was sought from the District Education Board Secretary.

## **CHAPTER FOUR: PRESENTATION OF RESULTS**

### **4.1 Introduction**

The chapter presents the results of the study. Results are reported in four sections according to the objectives of the study. The first section covers descriptive statistics from cross-tabulation to identify the most common parenting style, and inferential statistics from Chi-Square to establish whether there is an association between parenting styles and pupils' gender. The second section deals with one-way ANOVA to determine the effect of parenting styles on pupils' performance in English language. The third section provides Multiple Regression results assessing the influence of gender, age, and home-type on pupils' performance within each parenting style. Similarly, the final section also covers Multiple Linear Regression results evaluating the contribution of parenting styles, gender, age, and home-type to pupils' performance in English language.

### **4.2 Common Parenting Styles Experienced by Pupils and their Association with Gender**

The study sought to identify the common parenting styles experienced by secondary school pupils based on their gender using cross-tabulation as shown in table 1. Analysis of results revealed that majority of the pupils reported experiencing permissive parenting style (168; 41.1%) indicating that it was the most common style used by parents. The second most prevalent parenting style was authoritarian (128; 31.3%), followed by authoritative parenting style (67; 16.4%). Only 46 pupils constituting 11.2% experienced neglectful parenting style, which was the least prevalent. Further, results demonstrated that more girls experienced permissive parenting style than boys. The difference between girls and boys who experienced authoritarian parenting style was only 4 in favour of girls. Whereas more boys experienced authoritative parenting style than girls, there was a small difference between boys and girls who experienced neglectful parenting style in favour of boys. Furthermore, a chi-square to determine the association between parenting styles and gender was performed. Results

demonstrated that the association was not statistically significant .05,  $\chi^2 (3) = 7.24, p = .07$ . This implies that by virtue of being a boy or girl did not determine a parenting style a pupil experienced.

**Table 1: Parenting Styles Experienced by Secondary School Pupils based on Gender**

Parenting Style	Gender		
	Girls	Boys	Total/Percentage
Authoritative	29	38	67 (41.1%)
Authoritarian	66	62	128 (31.3%)
permissive	88	80	168 (16.4)
Neglectful	21	25	46 (11.2%)
Total	204	205	409 (100%)

### 4.3 The Effect of Parenting Styles on Performance of Pupils in English Language

As regards the differences in pupils English language performance among the identified parenting styles, and the parenting style which facilitates high performance in the subject, preliminary results in form of means and standard deviations are displayed in table 2. It was found that pupils who experienced permissive parenting style had the highest mean performance ( $M = 64.18, SD = 18.63$ ) whereas those who had a neglectful parenting style background scored the lowest ( $M = 45.96, SD = 16.67$ ). The mean scores of pupils who were raised by parents exercising Authoritarian parenting style ( $M = 54.47, SD = 19.58$ ) and Authoritative parenting style ( $M = 53.21, SD = 21.80$ ) were equivalent falling between the highest and lowest mean scores.

**Table 2: Descriptive Statistics for Performance in English based on different Parenting Styles**

Parenting style	Performance	
	<i>M</i>	<i>SD</i>
Authoritative	53.21	21.80
Authoritarian	54.47	19.58
Permissive	64.18	18.63
Neglectful	45.96	16.67

Table 3 shows one-way ANOVA results summary to determine effect of parenting styles on pupils' performance in English language. Results demonstrated statistically significant mean differences,  $F(3, 405) = 14.38, p < .05$ , an indication of a significant effect of parenting styles on the observed mean differences in English Language performance.

**Table 3: One-way ANOVA results of performance in English based on parenting styles**

Source	SOS	DF	MS	<i>F</i>	<i>p</i>
Between groups	16029.06	3	5343.02	14.38	0.01
Within groups	150494.14	405	371.59		
Total	166523.20	408			

*Note;* SOS = Sum of Square, DF = Degree of Freedom, MS = Mean of Squares

To find out exactly where the differences in English Language performance occurred among the four parenting styles, a post hoc was conducted using Tukey's HSD test and results were as shown in Table 4. The mean differences in performance between pupils who experienced permissive parenting style and those who experienced authoritative, authoritarian, and neglectful were statistically significant ( $p < .01$ ). Similarly, the mean difference between

authoritarian and neglectful ( $p < .01$ ), and authoritative and neglectful ( $p < .05$ ) was statistically significant.

**Table 4: Comparison of the effects of parenting styles on pupils' performance in English**

Comparison between Parenting styles		<i>MD</i>	<i>SE</i>	<i>p</i>
Authoritative	Authoritarian	-1.73	2.88	.549
Authoritative	Permissive	-10.98	2.76	.001
Authoritative	Neglectful	7.25	3.66	.048
Authoritarian	Authoritative	1.73	2.88	.549
Authoritarian	Permissive	-9.25	2.24	.001
Authoritarian	Neglectful	8.98	3.29	.007
Permissive	Authoritative	10.98	2.76	.001
Permissive	Authoritarian	9.25	2.24	.001
Permissive	Neglectful	18.25	3.18	.001
Neglectful	Authoritative	-7.25	3.66	.048
Neglectful	Authoritarian	-8.98	3.29	.007
Neglectful	Permissive	18.23	3.18	.001

*Note; MD = Mean Difference, SE = Standard Error.*

#### **4.4 Influence of Gender, Age and Home-type on Performance within each Parenting Style**

The third objective of this study was to establish the influence of gender, age and home-type on performance in English language within each parenting style. Four Multiple Linear Regression Analyses were carried out to evaluate the predictive influence of the variables on performance, that is, analysis on Authoritative, Authoritarian, Permissive and Neglectful parenting style data sets. Gender, age, home-type were the variables used to predict performance variance. Table 4 illustrates both unstandardized and standardized regression coefficients of the predictors of performance. The general regression model was statistically

significant in all the four data sets: Authoritative,  $F(5,61) = 44.95, p < .05$ , Authoritarian,  $F(5,122) = 47.71, p < .05$ , Permissive,  $F(5,162) = 62.69, p < .05$ , and Neglectful,  $F(5,40) = 9.75, p < .05$ ; with the three variables explaining about 79% ( $R^2 = .79$ ), 66% ( $R^2 = .66$ ), 66% ( $R^2 = .66$ ), 55% ( $R^2 = .55$ ) of the performance variances respectively. The regression results shows that Authoritative parenting style had statistically significant effect on English language performance and Neglectful parenting style, judging by the respective largest and smallest proportions of variance accounted for  $R^2$ .

Results indicated that pupils' gender had a statistically significant influence on performance in the Authoritative and Authoritarian models only, with  $\beta = .32, t(67) = 4.78, p < .05$  and  $\beta = .19, t(128) = 3.12, p < .05$  respectively. However, the beta coefficient was greater for Authoritative parenting style than for Authoritarian style. Age had no statistically significant influence on performance for all the four parenting styles ( $p > .05$ ). On the other hand, home-type had influence in all the four parenting styles. The influence was statistically significant,  $\beta = -.69, t(67) = -10.19, p < .05$ ,  $\beta = -.71, t(128) = -12.01, p < .05$ ,  $\beta = -.79, t(168) = -15.94, p < .05$ , and  $\beta = -.52, t(46) = -3.58, p < .05$ , for Authoritative, Authoritarian, Permissive and Neglectful respectively.

**Table 5: Multiple Regression Results Summary: Unstandardized and standardized Beta Weights**

Model		B	. $\beta$	P
Authoritative				
	Gender	13.62	.32	.01
	Age	1.09	.07	.25
	Home-type	-11.71	- .69	.01
Authoritarian				
	Gender	7.09	.19	.02
	Age	- .12	.01	.88
	Home-type	- 11.59	- .71	.01
Permissive				
	Gender	- 2.40	.07	.19
	Age	1.08	.07	.15
	Home-type	16.03	- .79	.01
Neglectful				
	Gender	9.88	.30	.06
	Age	.38	.03	.79
	Home-type	- 7.06	- .52	.01

*Note.* The dependent variable was performance in English.  $R^2 = .79, .66, .66$  and  $.55$ ; Adjusted  $R^2 = .76, .64, .64$  and  $.49$ , Authoritarian, Authoritative, Permissive and Neglectful respectively.

#### **4.5 Contribution of Parenting Styles, Gender, Age and Home-type to pupils' Performance**

The final objective of the study was to evaluate the contribution of parenting styles, gender, age, and home-type to pupils' performance in English language. To achieve this objective, a Multiple Linear Regression was run to evaluate the contribution of variables to performance. Parenting styles, gender, age, and home-type were used to explain the performance variance. Table below 6 shows both unstandardized and standardised beta weights of the contributors of performance. Overall, the regression model was statistically significant,  $F(4,404) = p < 0.01$ ,

with the four variables accounting for about 68% ( $R^2 = .68$  and Adjusted  $R^2 = .67$ ) of the English Language performance variance.

Particularly, results revealed that parenting styles ( $\beta = .16$ ), gender ( $\beta = .21$ ), and home-type ( $\beta = .75$ ) made statistically significantly ( $p < .05$ ) contributions to pupils' English Language performance. On the other hand, age had no statistically significant contribution ( $p > .05$ ). However, the contribution of parenting styles was smaller than gender and home-type as defined by the comparison of the beta coefficients.

**Table 6: Multiple Linear Regression Results: Unstandardized and Standardised Beta Weights**

Model	B	$\beta$	P
Gender	5.80	.21	.01
Age	.63	.04	.16
Home type	13.13	.75	.01
Parenting styles	.09	.16	.02

*Note.* The dependent Variable was Performance of pupils in English.  $R^2 = .68$  and Adjusted  $R^2 = .67$ . B = Unstandardized Beta Coefficient and  $\beta$  = Standardized Beta Coefficient.

#### 4.6 Conclusion

The results from cross-tabulation and Chi-Square, ANOVA and Multiple Linear Regression Analysis have given insights into how parenting styles affect pupils' performance in English Language. Analysis showed that although, authoritative, authoritarian, permissive, and neglectful parenting styles were experienced by pupils, the most common was permissive and the least common was neglectful; and their association with gender was not statistically significant. Generally, results showed that parenting styles had a significant effect on pupils' performance in English Language, with permissive parenting styles being the most effective.

While gender worked well with Authoritative and authoritarian parenting styles in facilitating academic performance, home-type facilitated performance for the all the four parenting styles. Finally, results revealed that parenting styles, gender, and home-type contributed statistically significantly to pupils' performance in English language, with parenting styles yielding the least contribution.

## **CHAPTER FIVE: DISCUSSION**

### **5.1 Introduction**

This chapter presents a discussion of results of the study. The study sought to: 1) To identify the common parenting styles experienced by grade 11 pupils in the District and their associated with gender; 2) To determine whether there are statistically significant differences in pupils English language performance among the identified parenting styles, and find out the parenting style which facilitates high performance in the subject; 3) To establish the influence of pupil level characteristics (gender, age, and home-type) on performance in English language within each parenting style; and 4) To evaluate the contribution of parenting styles, gender, age and home-type to pupils' performance in English language. Thus, the discussion is divided into four sections. The first section covers a discussion on results from cross-tabulation and chi-square, while the second section covers discussion on results based on the one-way ANOVA. The third and fourth sections cover a discussion on results from Multiple Linear Regression Analyses.

### **5.2 Common Parenting Styles Experienced by Pupils and their association by gender**

The first objective of this study was to identify the common parenting styles experienced by pupils and their association with gender. The study compared frequencies of the four parenting styles experienced by pupils as determined by the Parental Authority Questionnaire by Buri (1991). The results showed that the most common parenting style experienced by pupils in Lusaka was permissive parenting style, and least reported was neglectful. Permissive parenting is high in the level of warmth and nurturance or responsiveness, but low in the other dimensions of disciplinary strategies, communication styles, and demandingness (Baumrind, 1967; Maccoby & Martin, 1983). This implies that parents in Lusaka set few boundaries for the child's behaviour, he or she may choose to do whatever seems right to him or her, which may be wrong and consequently escape punishment. Usually children tend to become over-

dependent on their parents and as such are unable to think by themselves which affects their capacity to develop autonomy which is necessary for achieving self-efficacy and cognitive competence (Dornbusch et al., 1987). The current study revealed that more females reported having experienced permissive than males. These results were in contrast with Ofuso's (2013) findings in Ghana which revealed the most dominant parenting style parenting style was authoritative and that more males experienced permissive than females. This was attributed to social and cultural importance normally attached to male children in most African traditional societies.

The second most common form of parenting style identified by pupils was authoritarian style of parenting which is characterised by the dimension of high demandingness expressed in the form of strict adherence to rules and high expectations. Again results revealed that more females experienced this type of parenting style than males. Authoritarian parents tend to set rigid rules, demand obedience, and use strategies such as the withdrawal of love or approval to force a child to conform. These parents are more likely to use physical punishment or verbal insults to elicit the desired behaviour. They lack warmth and may seem aloof to their children. Children with authoritarian parents may be well-behaved, but they are also likely to be moody and anxious; they tend to be followers rather than leaders (Baumrind, 2012). Authoritarian parenting style might have preferred among parents in Lusaka due to its high emphasis on strict adherence to rules and hence helps those who live in high density areas or dangerous neighbourhoods to deal with their adolescent children effectively.

The third parenting style commonly experienced by pupils in this study was authoritative, where more males experienced this style than females. This contradicted with the findings of Kassahun (2005) who found that authoritative parenting style was the most commonly employed for high school girls. However, from the responses, these pupils perceived the homes they came from as one where parents optimally balance the dimensions of disciplinary

strategies, warmth, and nurturance, communication styles and expectations of maturity and control (Baumrind, 1967), as well as the dimensions of responsiveness and demandingness (Maccoby & Martin, 1983). That is, both male and female pupils, reported coming from homes where parents are not only responsive to the needs of the pupils but demanding as well which put them in a position to perform well academically. This is because, parents who use this style of parenting through their responsive and demanding nature are able to foster a stronger cognitive competence and autonomy among the students which helps them to develop the right self-efficacy and academic competence to excel in school (Dornbusch et al., 1987). They punish only when necessary, provide directions and guidance, warmth and nurturance, and encourage and reward desired behaviour or outcome.

Finally, the least common style was the neglectful style of parenting. The pupils who reported as having experienced neglectful, majority of whom were boys. This finding concurred with Kassahun's (2005) findings which indicated that neglectful parenting style was the most predominantly adopted style for boys. This type of parenting is characterised by little or no parental warmth. At its extreme, the neglectful style can involve outright rejection of the child. Children with neglectful parents are likely to have low levels of functioning in many areas. They tend to do poorly in school and, particularly as they move into high school, are more likely to exhibit delinquent behaviour and to be depressed (Baumrind, 2012). Parents hardly discipline their children, show warmth and affection, communicate with them to give them directions in life, and set expectations on how to behave and exercise control on their behaviour. Children from such homes usually develop problematic outcomes that affect their cognitive ability to develop academic competence (Dornbusch, 1987).

Further, results showed that the association between the four parenting styles and gender was not statistically significant. This implies that in the identified parenting styles an aspect of gender was not important. The results seemed to corroborate with the findings of the study by

Kassahun (2005) which revealed that students revealed that irrespective of children's' gender, an authoritative parenting style was the most commonly employed parenting style in the families of Ethiopia.

### **5.3 The effect of perceived parenting styles on performance of pupils in English**

The second objective was to determine whether there are statistically significant differences in pupils English language performance among the identified parenting styles, and find out the parenting style which facilitates high performance in the subject. Findings showed that there were statistically significant differences performance in English language based on the four parenting styles. This implies that parenting styles that were used by parents affected pupils' performance in English language. This finding was supported by previous research studies which have indicated that parenting styles have an effect on the academic performance of pupils (Attiya et al, 2016; Dehyadegary, 2012; Fakeye 2014; Kemunto, 2016; Mwinyi, 2013, Owano, 2010; Ofuso, 2013; Oguneleye et al, 2013).

Similarly the results also concurred with the results of Ogwari (2011) who found that parenting styles influenced academic performance of secondary school girls in Mount Elgon District, Kenya. A closer examination of the results showed that there was a statistically significant difference in academic performance between girls' with an authoritative background and those none authoritative background. The findings also agree with statistical analysis by Baumrind (1989), Lamborn, et al. (1991), and Steinberg et al. (1991) done in the United States of America, which revealed that parenting styles were significantly associated with adolescents academic performance in school. Additionally, besides the results of the present study concurring with Ashiono's (2013) which indicated that parenting styles significantly influenced children's performance in preschool activities they supported the findings of the study by Consolata and Koech (2016) which established that parenting styles had an impact on the academic achievement of learners at the ECDE level. The foregoing, therefore, suggests that parenting

styles dictate the kind of educational support a child gets at home, which in turn affects such his or her academic achievement (Nancy, 1994).

Despite the findings of the current study being consistent with the above studies, they were in contrast with Kassahun's (2005) results which demonstrated that parenting styles did not have a significant effect on pupils' academic achievement. The plausible explanation to this inconsistency was that there may be other important variables, such as effort, ability, teacher's effectiveness, and school climate, which have more influence on the academic performance of students than family related variables such as parenting styles. Similarly, Glasgow et al. (1997) suggest that the failure of parenting styles to have an effect on academic performance was due to the fact that their direct influence during childhood may change into indirect when the children are in late adolescent.

Along racial or ethnic lines, however, parenting styles have varied in association to high performances among students. Whereas authoritative parenting style has been found to be positively associated with academic success for students in Western societies, Blair and Qian (1998) found in their study that parental control, which is a feature of authoritarian parenting style, was positively associated with high performance among Chinese adolescents. Similarly, Barnhart et al. (2013) in comparing academic performance among American and Indian Students found permissive parenting style to have significant effect on academic performance of students and high performance among them.

As regards the parenting style which facilitates high performance of pupils in English, results revealed that pupils with permissive background had the highest scores in English language. Which implies that permissive parenting style facilitated the highest academic performance among the four parenting styles. This finding seems to be consistent with Fakeye's (2014) analysis which showed that pupils from permissive parents scored highest in Reading

Achievement. The reason advanced forward was that any child from permissive parent that excels in reading would be those that are very interested in it, hence they would perform well in it. The argument is that children experiencing permissive parenting style are not under any external forces from parents to learn reading and other techniques used to learn English language. This implies that their effort in the subject is intrinsically driven, hence they tend to perform well in the subject. However, the results appear to contradict with the findings from studies by Nancy (1999) and Baumrind (1989) which revealed that pupils from permissive parents performed poorly in the cognitive test. The plausible explanation for this contradiction may be attributed in part to the differences between cognitive and English language assessments, and cultural differences between the Zambian homes and American homes, where prior studies by Nancy (1999) and Baumrind (1989) were carried out.

Authoritarian parenting style was the second most influential on pupils English language performance. This finding supported previous research findings which indicated that children of authoritarian parents perform well academically (Baumrind, 1991; Kinai, 2002; Santrock, 2002). Similarly, Blair and Qian (1991) and Chao (2000) emphasized that this type of parenting also has the tendency to generate high or good academic performance from pupils. The scholars argue that when pupils feel a sense of failure to meet expectations of their parents, which may attract punishment with respect to their academic performance, they may be forced to put in an extra effort to excel in school. Unfortunately, parents are usually unwilling to communicate the means to achieving such success to their children and rather expect them to figure the means out by themselves. Likewise, there is no show of warmth towards the child and they may feel unloved by their parents which could destabilize them emotionally and affect their interrelationships with others in school. However, the result of the current study was not consistent with the findings of previous studies which indicated that there was a negative

relationship between authoritarian parenting style and academic performance (David et al, 2010; Dehyadegary et al, 2012; Hong, 2012).

Results further showed that authoritative parenting style ranked third last in influencing pupils' academic performance in English Language. This concurs with Chagalwa et al. (2012) who found that authoritative parenting style led to pupils' poor academic performance in school. However, it appears the findings are not supported by prior studies that showed a positive correlation between authoritative parenting style and high academic achievement (Baumrind, 1991; Kinai, 2002; Nyarko, 2011; Dehyadegary et al, 2012; Tope, 2012). Similarly, the findings of the present study were not in agreement with the findings of Ogwari (2011) revealed that girls who experienced authoritative parenting style performed better than those who experienced other parenting styles. The inconsistency is attributable to cultural and economic differences that may exist in different parts of the globe. Overall, an analysis by Spera (2005) and Nyarko (2011) indicated that findings were not consistent across ethnicity, culture, and socio-economic status, and that authoritative parenting style is positively associated with academic success for Europeans, Mexicans, and Americans, but not for Asians, Africans and African-Americans academic achievements.

Poor academic performance in English language was found to be caused by neglectful parenting style. Results seem to be in agreement with Ofuso's (2013) findings which revealed that neglectful parenting style related to low academic means performance. Similarly, the findings are supported by results from previous studies which showed that children of uninvolved or neglectful parents performed poorly in academics (Kinai, 2002; Hong, 2012).

A closer examination of the results showed that all the four parenting styles and the variations in expression of their dimensions by parents affect pupils' academic performances in English Language. This was based on significant differences in performance based on the parenting styles.

Clearly, results fall in the mainstream literature and studies which have established that parenting styles relate to academic performance of learners, and conclude that significant differences are found in academic performance of learners based on differences in parenting styles (Abesha, 2012; Baumrind, 1967; Blair & Qian, 1998; Dornbusch et al., 1987; Glasgow et al., 1997; Maccoby & Martin, 1983; Nyarko, 2011; Steinberg et al., 1992).

#### **5.4 Influence of Gender, Age and Home-type on Performance within each Parenting Style**

The third objective of this study was to establish the influence of gender, age and home-type on pupils' performance in English language in each of the four parenting styles. Thus, the variance in performance explained by gender, age and home-type was compared to determine differences in their influence in each of the four parenting styles. The hypothesis was that each variable has statistically significant influence on performance in each parenting style. The basis for this hypothesis was the assumption that each parenting style is effective with all the three variables in facilitating academic performance.

Overall, results showed that the four regression models explained more than half of the variance in pupils' performance in English Language. However, the proportion of the performance variance-explained was largest for Authoritative and smallest for Neglectful while it was equal for Authoritarian and Permissive. This implies that altogether gender, age and home-type explained the best performance variance in the Authoritative model and the least in the Neglectful model whereas in the other two models it fell in between the two extremes. This entails that Authoritative worked most effectively with all the three variables in facilitating pupils' performance in English Language as compared to the rest of the parenting styles.

The main difference among the Authoritative, Authoritarian, Permissive and Neglectful regression models was the number of variables statistically significantly influencing respective performance variances. Only gender and home-type had statistically significant influence in

the Authoritative and Authoritarian models, whereas for Permissive and Neglectful parenting styles performance variance was statistically significantly influenced by home-type only. The beta weights for gender were positive in both Authoritative and Authoritarian parenting styles, implying that girls performed better than boys. This finding seemed to be supported by Abesha's (1997) findings which revealed the influence of parenting styles on pupils' academic performance was mediated by gender. However, the inverse association of home-type in all the four parenting styles, as indicated by negative beta coefficients, imply that pupils from homes with both biological parents had the best performance and those from homes with single non-biological parents had the worst. The performance of pupils from homes with single biological parents and homes with double non-biological parents fell in between the two extremes in order of decreasing magnitude.

Only Authoritative and Authoritarian parenting styles were effective with gender, in the order of decreasing magnitude of the beta weights, in facilitating performance. Similarly, by order of decreasing size of beta coefficients, home-type had the greatest impact on performance in Permissive, Authoritarian, followed by Authoritative and then Neglectful. This implies that there were significant variations of the effectiveness of parenting styles across gender and home-type in facilitating performance in English Language.

### **5.5 Contribution of Parenting Styles, Gender, Age and Home-type to pupils' Performance**

The final objective of this study was to establish the contribution of parenting styles to pupils' performance in English Language in relation to gender, age, and home-type. Thus, the study also compared variance in pupils' performance explained by parenting styles, gender, age, and home-type to establish differences in their contribution to performance. This was based on the hypothesis that parenting styles contributed more to performance than other variables. The

basis was the assumption that parenting style was not the only factor contributing to pupils' performance in English Language.

In general, results revealed that the regression model explained greater than half of the variance in pupils' performance. The fact that the contribution of combined factors on performance was statistically significant implies that the data fitted the regression model well. Thus, altogether parenting styles, gender, age, and home-type explained the performance variance considerably well. Particularly, the differences within the model were found in the number of variables statistically significantly contributing to the performance variance. Parenting styles, gender, and home-type were found to have statistically significant contribution to pupils' performance, but not age. Home-type and gender, in the order of decreasing magnitude, were the major contributors of performance followed by parenting styles. This was unexpected because parenting styles were perceived to have greatest influence on pupils' performance than gender but not greater than home-type.

The results supported the findings from a study by Kassahun (2005) which suggested that apart from parenting styles there seemed to be other factors that affecting academic performance. The identified factors included effort, ability, teacher's effectiveness and school climate. However, the Kassahun's (2005) results analysis did not indicate whether the other factors had statistically significant effects on pupils' performance as did the present study regarding effects of parenting styles, gender, age and home-type. Similarly, the results were supported by Abesha's (1997) findings which revealed that pupils' academic achievement was not only explained by parenting styles which they experience at home but was also statistically significantly influenced by other factors such as gender.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATION**

### **6.1 Conclusion**

The study identified four parenting styles that are experienced by pupils in Lusaka, District. It was found that the most prevalent parenting style was permissive and the least was neglectful. Authoritarian and authoritative fell in between the two extremes respectively and their prevalence was almost the same. However the association between gender and parenting styles was not statistically significant.

Significant differences in pupils English language performance among the identified parenting styles were found. This implied that parenting styles had significant effects on pupils' performance. Among the four parenting styles, permissive style facilitated the highest English language performance, and that of neglectful parenting style was the lowest. Authoritarian and authoritative affected performance almost the same.

The influence of gender, age and home-type on pupils' performance in English language in each of the four parenting styles was also assessed. Whilst gender was found to work well with authoritative and authoritarian parenting styles in facilitating academic performance, home-type was effective with all the four parenting styles and age was not significant. This implies that girls performed better than boys in authoritative and authoritarian parenting style in terms of the effect. Home -type, pupils from homes with both biological parents had the highest performance, followed by those from single biological, and then those from both non-biological. Pupils from single non-biological had the least performance in all the four parenting styles.

Finally the study evaluated the contribution of parenting styles, gender, age, and home-type to pupils' performance in English language. It was established that three of the four factors contributed significantly to pupils' performance in English language, with parenting styles

yielding the least contribution. This implies that other factors should be taken into account when examining the effects of parenting styles on academic performance.

## **6.2 Recommendations**

Overall, the study has provided insights into effects of parenting styles on pupils' performance in English Language. The findings showed of all identified parenting styles permissive was the most effective in facilitating pupils' academic performance. Results also revealed that parenting styles, gender, and home-type contributed significantly to pupils' performance in English language, and parenting styles yielded the least contribution. In view of the findings and their interpretations a number of recommendations were made.

- Education officers in Lusaka District should develop strategies that would encourage parents to adopt appropriate parenting styles. This development should be done by use of seminars, workshops and focus group discussions at school level.
- Develop a handbook or manual on effective parenting styles for parents of high school pupils aimed at facilitating training of parents on parenting skills and styles that enhance child development.
- Parents should be sensitized on the effects of each parenting style and their implications on children's performance in school. As such parents would effectively perform their roles and responsibilities facilitating pupils' academic performance from their homes.
- When assessing factors that affect the performance of pupils in English language at high school level, teachers should concentrate on other factors that could affect the pupils learning.
- Child-centred strategies should be adopted in teaching so as to checkmate the effect of many moderator variables such as pupils' gender and parenting styles secondary school pupils' experience.

- Further research should be done to assess the effect of parenting styles on pupils' performance in other subjects apart from English language.

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## APPENDICES

### Appendix: Parental Authority Questionnaire

Dear Respondent,

Please tick (√) or fill the space provided where appropriate.

#### ***MATTERS TO NOTE;***

- i) The Information given on this questionnaire will be held in strict confidence and will be used only for the purpose of the study.
- ii) If any of the questions may not be appropriate to your circumstance, you are under no obligation to answer.
- iii) The word parent can be substituted with guardian

#### **SECTION A: PERSONAL PROFILE**

1. Gender Male  Female

2. Age

3. What type of school do you attend?

Government school  Grant aided school  Private school

4. What type of home do you come from?

Both biological parents  Single biological parent  both non biological  single non biological

5. Which of the following applies to your parents/ Guardian?

Both employed  Both unemployed  One employed

6. What is your parents/Guardian level of education?

University  College  High School  Primary  None

#### **SECTION B: ACADEMIC PERFORMANCE**

7. How would you rate your performance in the subjects that you are taking in school?

Distinction  Merit  Credit  Satisfactory  Fail

8. How would you rate your trend in performance in English?

Improving [ ] Stagnant [ ] Declining [ ]

9. What grade did you attain in English last exams? \_\_\_\_\_

10. Was this an improvement from the previous year?

Yes [ ] No [ ]

### SECTION 3: Parental Authority Questionnaire (PAQ)

Instructions: for each of the following statements, circle the number of the 5-point scale (1=strongly disagree, 5= strongly agree) that best describes how the statement applies to you and your parent (both mother and father). Try to read and think about each statement as it applies to you and your parent during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. Be sure not to omit any items.

1= strongly disagree

2=disagree

3=neither agree or disagree

4=agree

5=strongly agree

s.no	Statements	Parent
	<b>PARENTAL CHARACTERISTIC ONE</b>	
1.	While i was growing up my parent felt in a well-run home the children should have their way in the family as often as the parents do.	1 2 3 4 5
2.	Even if their children didn't agree with them, my parent felt that it was for our own good if we were forced to conform to what he/she thought was right.	1 2 3 4 5
3.	Whenever my parent told me to do something as I was growing up, he/she expected me to do it immediately without asking any questions.	1 2 3 4 5
4.	As I was growing up, once family policy had been established my parent discussed the reasoning behind the policy with the children in the family.	1 2 3 4 5
5.	My parent has always encouraged verbal give- and- take whenever I have felt that family rules and restrictions were unreasonable.	1 2 3 4 5
6	My parents have always felt that what children need is to be free to make up their own minds and to do what they want do, even if this does not doesn't agree with what their parents might want.	1 2 3 4 5

7	As I was growing up, my parents did not allow me to question any decision he or she had made.	1 2 3 4 5
8	As I was growing up, my parents directed the activities and decisions of the children in the family, through reasoning and discipline.	1 2 3 4 5
9.	My parent has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1 2 3 4 5
10.	As I was growing up, my parents did not feel that I needed to obey the rule and regulations of behavior simply because someone in authority had established them	1 2 3 4 5
	<b>PARENTAL CHARACTERISTIC TWO</b>	
11.	As I was growing up I knew what my parents expected of me in my family, but I also felt free to discuss those expectations with my parent when I felt they were un reasonable	1 2 3 4 5
12.	My parent felt that wise parents should teach their children early just who is the boss in the family	1 2 3 4 5
13	As I was growing up, my parent seldom gave me expectations and guidelines for my behavior.	1 2 3 4 5
14	Most of the times I was growing up my parent did what the children in the family wanted when making family decisions.	1 2 3 4 5
15	As the children in my family were growing up my parents consistently gave us direction and guidance in rational and objective ways.	1 2 3 4 5
16	As I was growing up, my parents would get very upset if I tried to disagree with him or her.	1 2 3 4 5
17	My parent feels that most problems in society would be solved if parents would not restrict their children's activities, decisions and desires as they are growing up.	1 2 3 4 5
18	As I was growing up, my parent let me know what behavior they expected of me, and if I didn't meet those expectations, he or she punished me.	1 2 3 4 5
19	As I was growing up, my parent allowed me to decide most things for myself without a lot of direction from him or her.	1 2 3 4 5
20	As I was growing up, my parent took the children's opinions into considerations when making family decisions but he or she would not decide something simply because the children wanted it.	1 2 3 4 5
	<b>PARENTAL CHARACTERISTIC THREE</b>	
21	My parent did him or herself as responsible for directing and guiding my behavior as I was growing up.	1 2 3 4 5
22	My parent had clear standards of behavior for her children in our home as I was growing up, but he or she was willing to adjust those standards to the needs of each of the individual children in the family.	1 2 3 4 5
23	My parent gave me direction for my behavior and activities as I was growing up and she expected me to follow his or her direction, but he or she was always willing to listen to my concerns and discuss that direction with me.	1 2 3 4 5
24	As I was growing up, my parent allowed me to form my own point of view on family matters and he or she generally allowed me to decide for myself what I was going to do.	1 2 3 4 5
25	My parent has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.	1 2 3 4 5

26	As I was growing up, my parent often told me exactly what he or she wanted me to do and how he or she expected me to do it.	1 2 3 4 5
27	As I was growing up, my parent gave me a clear direction for behaviors and activities, but he or she was also understanding when I disagreed with him or her.	1 2 3 4 5
28	As I was growing up, my parent did not direct the behaviors, activities and desires for the children in the family.	1 2 3 4 5
29	As I was growing up, I knew what my parent expected of me in the family and he or she insisted that I conform to those expectations simply out of respect for their authority.	1 2 3 4 5
30	As I was growing up, if my parent made a decision in the family that hurt me, he or she was willing to discuss that decision with me and to admit it if he or she had made a mistake.	1 2 3 4 5
	<b>PARENTAL CHARACTERISTIC FOUR</b>	
31	As I was growing up, my parent had very few demands and expectations from me.	1 2 3 4 5
32	As I was growing up, my parent did not really care about what was going on in my life	1 2 3 4 5
33	As I was growing up there was very minimal communication in the house. Everyone does as they want any time they want to.	1 2 3 4 5
34	My parent rarely do assign any duties for me to do while at home	1 2 3 4 5
35	There is plenty of freedom in my home. There are no rules to abide in.	1 2 3 4 5
36	My parents have totally no expectation for me regarding my school work	1 2 3 4 5
37	My parents have never checked my school results ever since I started school	1 2 3 4 5
38	Whenever I do wrong, my parent just shrugs it off and says nothing about it	1 2 3 4 5
39	I had wished at least once that my parent was more involved in my life events	1 2 3 4 5
40	My parent has never attended a school activity in my school	1 2 3 4 5