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Influence of Parenting Behaviour on Student Academic Performance in Public Day Secondary Schools in Bumula Sub-County in Kenya

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Abstract:

Education is widely respected for personal as well as social returns. This forms the basis for spending on education and concern for failure by individuals, communities and globally. Factors that affect academic performance are a worldwide concern. Regular contact between day school students and the school and home setting may have an effect on their academic performance. Therefore, the purpose of this study was to assess the influence of parenting behaviour on student academic performance in public day secondary schools in Bumula sub-County in Kenya. The study used ex-post facto research design. Simple random sampling was used to select 352 form four students from a sample of 13 public day secondary schools in Bumula sub-County. Data was collected using a closed-ended (Likert type scale 1-5) questionnaire. Validity of the questionnaire was ensured by my supervisors and expertise judgment from Kibabii University lecturers while reliability was determined by internal consistency and reliability coefficient of 0.812 was reported. The data was analyzed using percentages, weighted averages, means and one-way ANOVA. The study established that parenting behaviour play a significant role in influencing the academic performance of the students in public day secondary schools. Therefore, the study recommended that guidance and counselling departments in schools be strengthened so as to create mentorship programmes that can address students who may be affected by inappropriate parenting like permissive parents.

Keywords: Parenting behaviour, academic performance, influence

1. Introduction

Academic performance is directly related to learners' growth and development and provides children a chance to advance their aptitudes, progress their scores and organize for the anticipated academic challenges (Kamuti, 2015). In this regard, the family as the primary and main support of socialization may have abundant effect and bearing on the child's development (Threlfall, 2013). Previous scholars (Li, 2016; Jayanthi & Srinivasan, 2015; Wu, 2013; Eneji *et al.*, 2013) indicate that parents can be more vital in the academic performance of students compared to communities and schools. Therefore, the connection between parenting behaviour and academic accomplishment has become a serious pointer in assessing educational success.

2. Literature Review

Parenting behaviour refers to strategies or ways parents apply in raising up their children. Parents use different approaches based on different attitudes and behaviours, when raising their children. Parents' attitudes and behaviors can change in accordance with their personal characteristics, social and psychological circumstances, child characteristics and behaviour. Both of these factors lead parents to exhibit different parenting behaviors. Several studies in the literature research the relation between the two variables (Mital, 2011; Lerdpornkulrat, Koul & Sujivorakul, 2012; Mahasneh, 2014), there are very few studies that so far have focused on the relationship between parenting behaviour and achievement goal orientation in public day secondary schools in Kenya.

In a more recent research, Masudet *et al.*, (2019), in Peshawar, Pakistan, examined the determinants of academic success with focus on the role of parental styles in adolescent students. A total of 456 students were interviewed, from 4 public and 4 private schools. In the new internal assessments, academic performance was measured on the basis of self-reported grades. Parenting types were measured using the Parental Bonding Instrument administration. In order to determine the impact of parenting styles on academic success, regression analysis was carried out. Higher care scores in adolescent students have been known to be independently correlated with better academic results. Since Masudet *et al.*,

(2019) study was based on the urban population of Peshawar in Pakistan, the results may not be generalizable to the adolescent students of other countries especially Kenya which exists in a different geographical and political environment.

In a related study, Zahed Zahedani *et al.*, (2016) conducted a correlation analysis at Shiraz Medical Sciences University in Iran. Of 1600 candidates, 310 were randomly chosen as the study. The Parenting Style of Baumrind and the Career Path questionnaires for Moqimi were used, and the scores obtained were correlated with the transcripts of the students. Pearson correlation coefficient was used to research the relation between variables. The relationship between authoritarian parenting style and educational performance ($p=0.03$) was important. Findings have showed a substantial association between firm parenting style and student career path, authoritarian parenting style and student career path, educational achievement and student career path ($p=0.001$). However, the findings could not be generalized to Kenyan situation since Iran exists in a different political, economic and geographical settings. The current study therefore sought to fill the gap.

In North Rachuonyo Sub-County, Kenya, Odongo, Aloka, and Raburu (2016) investigated the impact of parenting behavior on academic performance in day secondary schools. The target population of 47 schools in Rachuonyo North Sub-County comprised 2409-day secondary students enrolled for KCSE in 2015. The sample size consisted of 263 high school students. Ten Heads were selected randomly for interviews. The questionnaire and interview schedule for Baumrind's parenting styles were used to collect the students and principal data, respectively. The internal consistency and reliability coefficient of 0.718 were reported as deciding reliability. Data was analyzed using an application of the Regression. The study found that parenting behavior affects student academic success statistically significantly, $F_{(4,242)} = 43.529$, $p < .05$, $R^2 = .630$. However, generalizability of the findings could be done with a lot of caution due the changes including policies in the education system in a period of five years since Odongo, Aloka and Raburu (2015) carried out the study. The current study therefore was set to fill the gap.

Malahat, Morteza, and Nadia (2020) investigated early teenage girls' academic performance in all middle schools in Bojnord, Iran using parenting behaviour. Respondents were selected by 341 students, 341 mothers, and 20 teachers ($N=702$) using cluster and multi-stage sampling. Early adolescents completed the questionnaire on self-regulation for school activities, mothers completed the Questionnaire on the Parental Authority and Parent Participation in the Questionnaire on School Activities, and teachers reported academic success of early adolescent children. Authoritative parenting was linked positively to academic achievement, while authoritarian and permissive parenting was not involved. However, with the use Multi stage sampling, research findings might never be 100% representative of population due high subjectivity of the procedure involved. These limited generalizability of the findings to other populations. The current study therefore sought to address these glaring gaps by using stratified, random and purposive sampling.

Kiama, Aloka and Gumbi (2018) examined the impact of authoritarian parenting behavior on academic achievement among girls at Makadara Sub-County in Kenya's public secondary schools. The design of the analysis used correlation survey. Baumrind 's Theory of Parenting Styles (TPS) had guided the report. Thirteen secondary schools were selected at random in Makadara Sub-County. The study's target population comprised two students sampled by stratified sampling and random sampling of counseling teachers. To gather data, the study used questionnaire, interview guide, and guide for record review. On IBM SPSS version 22 quantitative data were analyzed using descriptive (mean and standard deviations) and inferential statistics (Pearson correlation coefficients), while qualitative data were analyzed using quotes and narratives. The research results showed that authoritarian parenting style had a 43.2 per cent negative correlation with the academic success of children. However, Kiama, Aloka and Gumbi (2018) focused academic achievement among the girls, this limits the generalizability of findings to other population or settings. The current study therefore sought to fill the gap by exploring the academic performance of both girls and boys in public day secondary schools in Bumula sub-County in Kenya.

Rego (2015) discussed the impact of parenting authoritatively on children's development and growth. The study followed a research method for the survey, and polled a total of 290 respondents. Students with strongly authoritarian parents were expected to have higher learning expectations centered and improved academic results relative to students with permissive parents. It was also theorized that students with high authoritarian parents would be putting greater blame on lack of commitment for academic deficiencies than those with low permissive parents. The study established that authoritative parenting is reasonably related to the manner in which a student contemplates and performs in academics. However, descriptive studies cannot test or verify the research problem statistically. These limits generalizability of the findings to other populations. Therefore, the current study sought to fill the gap by adopting ex- post facto design.

Amare, Galata and Tsigereda (2019) analyzed Bate Secondary School, Haramaya, Ethiopia 's relationship of learner's academic achievement and parenting styles. Data were obtained from 192 students, who were randomly chosen. Analysis of the data was carried out using both descriptive and inferential statistical approaches. The finding revealed a statistically significant relationship exists between authoritative parenting style and academic performance of the learner. Since, Amare, Galata and Tsigereda (2019) used a case study design by focusing on a single school, the generalizability of findings was limited to Bate secondary school in Ethiopia. The current study therefore employed ex-post facto design to fill the gap.

Based on the reviewed literature, the following hypothesis was constituted;

- H_0 Parenting behavior has no statistically significant influence on student's academic Performance in public day secondary schools in Bumula sub-county in Kenya

3. Methodology

3.1. Sampling and Sample Size

This study employed ex post facto research design. The current study received 320 questionnaires completed for data analysis from the total 352 distributed, yielding a response rate of 90.9% which was above the 70 percent response rate as recommended by Nancy *et al.*, (2009). A questionnaire was preferred because it is suitable for statistical analysis (Kratina *et al.*, 2015). Simple random sampling was used to select respondents as it guarantees equal chances of participation (Coolican, 2014).

4. Results and Discussion

4.1. Parenting Behaviour and Students' Academic Performance

The objective of this study was to assess the influence of parenting behaviour on students' academic performance in public day secondary schools in Bumula sub-County in Kenya. To achieve the objective the following hypothesis was tested;

- H_0 : Parenting behaviour has no statistically significant influence on student's academic performance in public day secondary schools in Bumula sub-County in Kenya.

To determine the extent to which parenting behaviour influence the students' academic performance, the respondents were required to rate given statements on a five-point Likert scale showing their opinion. The findings were as shown in Table. 1.

Statement	SA	A	NS	D	SD	Σfi	$\Sigma fiwi$	$\frac{\Sigma fiwi}{\Sigma fi}$
Parent/Guardian demand good academic performance	8	231	22	51	8	320	1140	3.5625
Am punished by my parent/guardian whenever I drop in academics	87	54	20	134	25	320	1004	3.1375
Parent/Guardian monitors my school attendance	29	146	36	92	17	320	1038	3.2438
Parent/Guardian interested in my class performance	68	148	16	62	26	320	1130	3.5313

Table 1: Student Opinions on the Influence of Parenting Behaviour on Student Academic Performance

Source: SPSS Output

The students were required to rate the opinion on the statement that parents demand good performance from students. A large proportion of the respondents of 239(74.7%) agreed with the statement with only 59(18.4%) disagreeing to the statement. Only 22(6.9%) were uncertain about the statement. With a weighted average of 3.5625, the findings show that on average, parents demand for good performance from their children which illustrates strict parenting. This could probably imply that strict and may be authoritative parents have clear setting of rules and expectations from their children's academics. Therefore, the children's or learners from strict parenting behaviour are controlled by these family rules especially in their education which eventually might have a positive influence on their performance.

The respondents were required to indicate rate their opinion on whether parent/guardian punish student for academic drop. There was a fairly divided opinion but a majority of 159(49.7%) disagreed while 141(44.1%) agreed with the statement and 20(6.2%). With a weighted average of 3.1375, the findings indicate that on average most parents punish students when they drop in academics. This indicates that there was some element of strict parenting in relation to student academics. A cross tabulation of student performance bracket and their responses on the statement was done to determine the role of strict parenting on academic performance. The results are presented in Table 2.

		Parent/Guardian Punish Student for Academic Drop					Total
		SD	D	NS	A	SA	
Performance bracket by mean Score	Low	21	77	20	23	19	160
	High	4	57	0	31	68	160
Total		25	134	20	54	87	320

Table 2: A Cross Tabulation of Student Performance Bracket by Mean Score with Responses on whether Parent/Guardian Punish Student for Academic Drop

Source: SPSS Output

Table 2 reveals that, a larger proportion of the respondents who agree that parents punish them for academic drop, represented by 99(30.93%) were high achievers, while those that disagree that they were punished by parents for academic drop was the largest, represented by 98(30.63%) were low achieving students. In this regard, strict and authoritative parents use punishment as a way of controlling and achieving family academic expectations from their children. Thus, punishment is geared towards enhancing academic performance from their children. This implies that strict and authoritative parents positively influenced student academic performance.

On whether parents monitor school attendance, a majority of 175(54.7%) agreed with the statement while 109(34.1%) disagreed and 36(11.2%) were not sure about the statement. The weighted average was 3.2438 which indicate that respondents generally agree with the statement. Hence it can be deduced that parents of students included in the study generally monitor the attendance of the students. Thus, strict and authoritarian parents monitor their children's activities very carefully especially in academics.

Student respondents were also required to rate their opinion on whether parent/guardian were interested in student class performance. A large majority represented by 216 (67.4%) agreed with the statement while only 88(27.5%) disagreed. A smaller proportion of 16(5%) indicated being uncertain on the statement. The weighted average for the statement was 3.5313 which reveal that most parents of the respondents had interest in the performance of the students.

4.2. Aggregation of Variables on Parenting Behaviour

The ratings for the four items that measured the variable of parenting behaviour were summed up to obtain an index which measured the level of influence of parenting behaviour on the academics of the student. The index for the parenting status had values between 4 and 20. An index value of 4 indicated least rating while 20 indicated maximum rating. Values above 12 indicated high ratings for parenting behaviour influence, while ratings below 12 imply low levels of influence arising from parenting behaviour. The descriptive statistics for the variables are displayed in Table 6.

N	Min	Max	Mean	Std. Deviation	Skewness		Kurtosis	
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
320	5.00	18.00	13.4750	3.59981	-.676	.136	-.685	.272

Table 3: Descriptive Statistics for Aggregated Variable on Parenting Behaviour

Source: SPSS Output

In Table 3, the parenting behaviour Index has a mean = 13.4750 and a standard deviation=3.59981. This implies that parenting behaviour has a significant role in influencing academic performance of the students.

4.3. Hypothesis Testing for Influence of Parenting Behaviour on Student Academic Performance

In order to verify the hypothesis, H_0 that 'there is no statistically significant influence of parenting behaviour on student academic performance', the parenting behaviour index for low achieving students and high achieving students included in the study were considered independently. The One-way ANOVA was used to determine the significant differences in the levels of student family socio-economic status index between the high achieving and low achieving students that were included in the study. Table 4 shows the descriptive statistics for the groups of students.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Low Achievers	160	11.4125	3.56501	.28184	10.8559	11.9691	5.00	18.00
High Achievers	160	15.5375	2.17443	.17190	15.1980	15.8770	6.00	18.00
Total	320	13.4750	3.59981	.20124	13.0791	13.8709	5.00	18.00

Table 4: Descriptive Statistics for Parental Behaviour Index for Different Student Groups

Source: SPSS Output

Table 4, reveals higher mean rating on Parental behaviour Index for High achieving students with $m = 15.5375$, $sd = 2.174431$ and lower ratings for Low achieving students ($m = 11.4125$, $sd = 3.56501$). A One-way ANOVA was computed to compare the parenting behaviour index between the high achieving and low achieving students. The results were presented in Table 5 below

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1361.250	1	1361.250	156.130	.000
Within Groups	2772.550	318	8.719		
Total	4133.800	319			

Table 5: One-way ANOVA for Differences in Parenting Behaviour Index between High Achieving and Low Achieving Students

Source: SPSS Output

From Table 5, a one-way ANOVA was computed to determine differences in parenting behaviour Index between the high achieving and low achieving students found a significant difference in the ratings ($F_{(1,318)} = 156.130$, $p < 0.05$). High achieving students had a higher rating ($m = 15.5375$, $sd = 2.174431$) than low achieving students ($m = 11.4125$, $sd = 3.56501$).

Based on Table 5, the study rejected the null hypothesis, H_0 , that 'there is no statistically significant influence of parenting behaviour on student academic performance'. Implying that, parental behaviour significantly influences the student academic achievement. Thus, students whose parents demand for good performance, punish student for academic drop, monitors school attend and demonstrate interest in student class performance have high chances of achieving higher in academics. Therefore, strict and authoritative parenting behaviour positively influenced student academic achievement.

The findings illustrated in Table 8, agree with Odongo, Aloka and Raburu (2016) who indicated that parenting behaviour statistically significantly predict academic performance of the adolescents in day secondary schools in North Rachuonyo Sub-County, Kenya. However, generalizability of the findings to other populations especially day schools in Bumula sub-County in Kenya could be done with a lot of caution because of difference in geographical settings and sample characteristics.

5. Conclusions

Based on the study's results, it can be inferred that parenting behaviour existing in the home set ups play a significant role in influencing the academic performance of the students in public day secondary schools.

6. Recommendations

In view of the findings of this research, the study recommends that guidance and counselling departments in schools be strengthened so as to create mentorship programmes that can address students who may be affected by inappropriate parenting like permissive parents.

7. References

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