



Midlands State University
Established 2000

Our Hands, Our Minds, Our Destiny

FACULTY OF EDUCATION

**DEPARTMENT OF EDUCATIONAL FOUNDATION MANAGEMENT AND
CURRICULUM STUDIES**

THE IMPACT OF AUTHORITATIVE PARENTING STYLE ON CHILDREN'S
ACADEMIC ACHIEVEMENTS IN DOMBOSHAVA COMMUNITY. (ZIMCRODO
CLUSTER)

BY

DEWA THEMBA

R158440J

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATION MANAGEMENT AND CURRICULUM STUDIES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS OF THE POST GRADUATE DIPLOMA IN
EDUCATION.

GWERU

ZIMBABAWE

OCTOBER 2016

Approval Form

FACULTY OF EDUCATION

**DEPARTMENT OF EDUCATIONAL FOUNDATION MANAGEMENT AND
CURRICULUM STUDIES**

**The undersigned certify that they have read and recommended to the Midlands State
University for acceptance a research project titled:**

THE IMPACT OF AUTHORITATIVE PARENTING STYLE ON CHILDREN'S
ACADEMIC ACHIEVEMENTS IN DOMBOSHAVA COMMUNITY. (ZIMCRODO
CLUSTER)

Submitted by

DEWA THEMBA (R158440J)

In partial fulfilment of the requirements of the Post Graduate Diploma in Education

Supervisor
.....DATE.....

Chairperson
.....DATE.....

External examiner
.....DATE.....

RELEASE FORM

Name of student: Dewa Themba

Dissertation: The impact of authoritative parenting style on children’s academic achievements in Domboshava community. (ZIMCRODO cluster)

Programme: post graduate diploma in education

Permission is hereby granted to the Midlands State University library to produce copies of this dissertation and to lend such copies for private, scholarly and scientific research purposes only. The author does not reserve other publication rights and the dissertation nor may other extensive extraction it be printed or otherwise reproduced without the author’s permission.

Signed

Permanent address: 264 43 street HatcliffeBorrowdale Harare zimbabwe

Date

Declaration of originality

I ThembaDewa declare that this research project is my own work and has not been submitted in any form for another degree. Information derived from published and unpublished work of others has been acknowledged in the text and in the references.

Signature.....

Dedication

This research is dedicated to my parents, Karen Mundoga and my siblings who are a source of inspiration to my life.

Acknowledgement

I am so grateful to the following individuals who have assisted me in the preparation of this research.

Foremost, is to my supervisors Dr EphiusGudyanga for his patience, inspiration and tolerance throughout the writing of this research. I admire the way he explained how I was to write my project. I feel indebted to all lecturers of Midlands State University: Department of Education Foundation and Curriculum Studies for impacting their vast knowledge in me. Many thanks go to the public that respond to the interviews with the information that they provided. Finally I am also grateful to all my classmates for their continuous updates and encouragement throughout the diploma.

Abstract

The impact of authoritative parenting style on children's academic achievements in Domboshava community was the prime focus of this research. Descriptive research design was used in the collection of data. The research questions highlighted and addressed the challenges which are faced by students who live in an authoritarian family. Research questions also assessed the impact of authoritative parenting on children's performance. From the interviews conducted it was seen that there are a number of factors which affect children's academic achievement which include the availability of resources and the school environment but these are outweighed by the influence of parents.

Many scholars acknowledge that child rearing practices have a direct bearing on the educational performance of children. There are a few scholars who focused on authoritative parenting and its impact on education. This research has tried to fill in this gap between Authoritative parenting style and its impact on academic achievements of learners at high school level. The researcher found out that authoritative parenting style has a positive impact on students, as it creates firm limits and high expectations set in collaboration with warmth, love, and nurturing. Open communication with the children is also one of its merits. The parents make sure the child understands the concepts of different things throughout life as they grow (Grant & Ray, 2010). Parents should adopt this parenting style to bring up and bring out the best in their children.

Contents

Approval Form.....	i
RELEASE FORM.....	ii
Declaration of originality	iii
Dedication.....	iv
Acknowledgement	v
Abstract	vi
CHAPTER 1	1
Background and context	1
1.1 Introduction	1
1.2 Background to the study	1
1.3 Statement of the problem	2
1.4 Research questions.....	3
1.5 Significance of the study.....	4
1.6 Assumptions	4
1.7 Limitations of the study.	4
1.8 Delimitation of the study.....	5
1.9 Definition of terms.....	5
1.10 Summary	6
CHAPTER 2.....	7
Literature review	7
2.1 Introduction.....	7
2.2 Authoritative parenting.....	7
2.3 The influence of authoritative parenting on student’s performance.....	7
2.4 The influence of family on learners.....	10
2.5 Challenges faced by students living in authoritative parenting style	11
2.6 Personality of learners.....	13

2.7 Summary	15
CHAPTER 3	16
Research design.....	16
3.1 Introduction	16
3.2 Research design	16
3.3 Target population.....	16
3.4 Sampling Techniques.....	17
3.5 Data Collection Instrument	17
3.6 Interview	18
3.7 Validity and Reliability.....	18
3.8 Data Analysis Methods.....	19
3.9 Ethical Considerations	19
3.10 Summary	19
CHAPTER 4	20
Presentation, Analysis and Discussion	20
4.1 Introduction	20
4.2 Research question 1	20
Challenges faced by students living in authoritative parenting style in their academic achievement.....	20
4.3 Research question 2	22
Suggested solutions to problems faced by students under authoritative parenting style.....	22
4.4 Research question 3	24
Influence of authoritative parenting style on student’s academic achievement.....	24
4.5 Discussion	25
4.6 Research question 1	25
Challenges faced by students living in authoritative parenting style in their academic achievement.....	25
4.7 Research question 2	27

Suggested solutions to problems faced by students under authoritative parenting style.....	27
4.8 research question 3	30
Influence of authoritative parenting style on student’s academic achievement.....	30
4.9 Summary	32
Chapter 5	33
Summary, Conclusions and Recommendations.....	33
5.1 Introduction	33
5.2 Summary	33
5.3 Conclusion.....	35
5.4 Recommendation	36

CHAPTER 1

Background and context

1.1 Introduction

The focus of this study was to examine the impact of authoritative parenting style on children's academic achievement. It analysed if there is a relationship between the involvement of parents in academic activities of their children and the level of their children's academic achievement. Children are more likely to have higher academic achievement levels and improved behaviour when parents are involved in their education (Bryan, 2007). Learning begins at home through socialisation with one's family. It was the assumption of the writer that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their children.

1.2 Background to the study

Parents play a highly influential role in their children's development. Baumrind, (2012) in his study identified that pre-school children raised by parents with differing parenting styles varied in their degree of social and academic competence. With authoritative style parents value both the child's autonomy and open communication with the child. He adds on that an authoritative parent enforces rules and standards using commands and sanctions when necessary (Baumrind, 2012).

Russell, (1993) carried out a study and found out that there are a number of issues which affect student's performance besides parenting style. Students who are subjected to abuse in and around school are affected academically. Phillips, (2012) observed that social deficit in

children usually leads to children's school failure this has motivated the researcher to look for solutions to poor academic performance of students.

There were numerous efforts to assist children so that they would improve in their academic achievement. Organisations like UNICEF gave basic needs to students such as food but student's academic performance remained low in Domboshava especially in ZIMCRODO cluster. This shows that it takes more than basic needs to improve student's academic performance. This research focused on child rearing practice which is authoritative parenting style and its impact on children academic performance. It was the main thrust of the research to assess the impact of parenting style on children's academic performance. So it is in the interest of this study to analyse the influence of authoritative parenting style on children's academic performance.

1.3 Statement of the problem

A person's upbringing has much profound influence on how they see the world and how they process information Bowman, (2008). This suggest that child rearing practices can create a pool of informed students with a developed ability to think and reason and it can be used to establish students who share a common body of knowledge and who share socialization into the way things are done in a specific society. It is true that students are failing to attain better results as indicated by 2014 district result analysis in ZIMCRODO cluster. If nothing is done the rate of child labour will increase and the pass rate will continue to fall. There is also high crime rate in Domboshava as indicated by Daily News 13 June 2013 police reports has shown that most of them are youths and there is a big percentage of school dropouts among these youths offenders.

Recent developments in the area of child rearing practices and family studies have led to the rekindled interest in the link between children's school achievements and parenting style. These developments have increased the need for the study on children's school achievements. Since the family is the first window of the child, parenting style and its influence on children could greatly affect their school achievements, understanding and attitude towards school. Accordingly, there are several studies done on parent-child relationship and children's school achievements and behaviors that are required for a successful adaptation to the society and the family Ladd & Pettit, (2002). However few scholars have focused on authoritative parenting style as an influence on the children's school achievement, more so, most of the studies have focused on developed countries which have different characteristics and experiences. The culture is also different from Africa particularly Zimbabwe. Therefore this study investigated the influence of authoritative parenting styles on academic performance of adolescents in Secondary schools in Domboshava district.

1.4 Research questions

Research questions for this study comprise the main research question of the problem under investigation as well as sub questions whose sum of responses should answer the main research question.

Main research question

What is the impact of authoritative parenting style on children's academic achievements in Domboshava schools?

Sub questions

- 1 What are the challenges being faced by students living in authoritative parenting style in their academic achievement.
- 2 How can problems faced by students under authoritative parenting style be solved?

3 How does authoritative parenting style influence student's academic achievement?

1.5 Significance of the study

This study focused at investigating the impact of authoritative parenting style on children's academic achievement. The study provided conclusion and recommendations on how parents can assist in improving academic achievement of students who are in secondary schools. The study is therefore of much importance to several individuals including, school leadership will be made aware of importance of learning the parenting styles that a student goes through. The study will also be of benefit to parents in learning how their parenting styles influence how their children perform in school. The research will benefit other researchers in the same field with the literature and understanding to support their arguments and hence improved knowledge

1.6 Assumptions

In this study the researcher assumed that schools chosen have students or children who are affected academically by child rearing practices. The students, teachers, guardians and parents who were to be involved in the study would cooperate by giving genuine responses. The responses that were to be given by the subjects would be adequate enough to enable the researcher to draw up conclusions on the impact of authoritative parenting style on children's academic achievement.

1.7 Limitations of the study.

One of the major limitations faced in this study was time. The investigation demanded a lot of travelling and paper work, money was a major limiting factor. Some student and

parents were not cooperative. The schools were not willing to disclose their student performance and pass rate.

1.8 Delimitation of the study

This study was limited to Domboshava District ZIMCRODO cluster and the dispersed parents were reached through the research assistants. The study focused on secondary schools from ones to form four students who are aged 14 to 18 years old. It will focus on students with parents.

1.9 Definition of terms

Parenting style

It is a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviours are expressed Darling and Steinberg, (2003).

Academic performance

The rate at which a student masters the theoretical concepts taught in the classroom. This also considers the level at which one can reach his or her full potential in education.

Temperament

Buss and Plomin (2014) define temperament as a set of inherited personality traits that appear early in life or stylistic characteristics which are evident in the adulthood period.

Authoritative parenting style

“Is a style of parenting with firm limits and high expectations set in collaboration with warmth, love, and nurturing. There is also an open communication with the children and the parent. The parents want to make sure the child understands the concepts of different things throughout life as they grow” (Grant & Ray, 2010).

1.10 Summary

This chapter focused on the impact of authoritative parenting style on student's academic achievement. It provided background to the study this study was guided by research questions. It explained the statement of the problem which motivated the researcher to look into the topic. It provided research questions. It also highlighted the limitation and delimitations of the study. It also highlighted the significance of the study which has proved that the study is worthy studying. Basic assumptions related to the research were outlined. Lastly terms which were not familiar were defined as used in the research. This was part of chapter one of the research.

CHAPTER 2

Literature review

2.1 Introduction

The purpose of this study provides theoretic framework on the impact of authoritative parenting style on children's academic performance. The main thrust was identifying relevant literature to the study. There was also critical interpretation and analysis of scholarly studies and results. The results and conclusion of these earlier studies were contextualised to make them relevant to the research topic. The findings and trends pertaining authoritative parenting styles and performance in school of students were summarised. The researcher made use of international, regional and local studies.

2.2 Authoritative parenting

Jackson, Henriksen, & Foshee, (2002) says authoritative parenting is a strategy that aims to set realistic guidelines, rules and conduct that are in the best interests of the child. The rules give guideline while still giving space for the child to explore, test, and begin the process of learning what comprises acceptable behavior. Woldradt, (2003) add more light on authoritative parenting. He says that authoritative parents are approachable and accessible. The personal relationship or bond of parents and child is guided by clear reason. Authoritative parents know to what degree of freedom can be allowed to students and to what extent control is to be exercised. They often trust their children so much and give them enough responsibilities. From the above explanations, one can note that an authoritative parenting style is conducive for higher academic achievement.

2.3 The influence of authoritative parenting on student's performance

According to Glasgow, (2005) he found out that authoritative parenting style was linked to better school performance or achievement. He noted that authoritative parenting

style is found to be the most effective parenting style which relates to school achievement. Glasgow went on further to say authoritative parenting style maintains an effective balance between high levels of demandingness and responsiveness. Authoritative parents establish rules and firmly enforce these rules and standards for their children's behaviour which will motivate them to learn. Parents consistently monitor behaviour and their conduct and use non-punitive method or discipline when rules are violated. Socially responsible mature behaviour is anticipated and reinforced by authoritative parents.

Authoritative parents are also warm and supportive to their children. They encourage bidirectional communication in their daily lives, validate the child's individual point of view, and value and recognise the rights of parents and children (Glasgow, 2005). Baumrind and colleagues supports that the warm and affectionate relationship between children and parents foster cognitive growth in children to a greater extent (Maccoby& Martin, Baumrind, 2007). Baumrind, (2007) explained that there is a positive strong relationship between authoritative parenting styles and student achievement. In her study following a longitudinal sample of students from preschool through adolescence, Baumrind in 2007 found that preschool students of authoritative parents were more mature, pro-social, active independent, , and achievement-oriented than students of non authoritative parents.

Baumrind (2012) went further and analysed the link between parenting styles and school achievement during adolescence. She found that authoritative parenting style was closely related to school outcome, this was consistent with the previous preschool findings (Baumrind, 2012).

Amato & Gilbreth, (2007) documented the positive impact of authoritative parenting style on student's academic achievement. They noted that there was a positive or strong

relationship between authoritative parenting and school achievement. They outlined that authoritative parenting style and parental involvement in schooling are positively correlated with adolescent's school success or achievement, on the other hand parental encouragement to succeed is negatively associated with adolescent's school achievement. Dornbusch (2000) have found out that adolescents raised by authoritative parents, when a contrast is made with adolescents raised by authoritarian parents, have higher or better levels of academic performance in high school.

Jackson, (2001) clearly showed that the students with authoritative parenting style have done exceptionally well in all the four categories of subjects languages, Social Science, Mathematics and Science. This is credited to the democratic nature but with legitimate control over the student in this parenting style. He also found that this kind of parenting style pave way to better personal relationship between the child and parents. The greatest advantage is that students have necessary freedom to set objectives and pursue them inclusive of those educational ones in warm supportive environment guided by their own parents. Jackson concluded that it is, precisely this reason which explains that all the students with Authoritative parenting style have done exceptionally well in all the subjects. So it can be seen that Authoritative parenting style has positive impact on all subjects at high school level (Jackson, 2001).

A study in Nigeria by Ogbu, (2013) showed that both mothers and fathers employ better parenting style which is authoritative to their daughters as compared to their sons. This was so because of cultural expectations and beliefs of a male child. However Jackson, Henriksen, & Foshee, (2013) revealed in their study that, authoritative parenting styles were positively associated with student's academic success for European and Mexican Americans

but was not related to Asian and African American's academic achievements. There was this difference or discrepancy because of different cultural beliefs. In their study, Blair and Qian (2010) also found that parental control was positively associated with school performance of Chinese adolescents.

2.4 The influence of family on learners

According to Ogbu (2001) family is the first school for young children and parents are powerful role models, children also emulate their parents. The value of family processes in child development and growth has long been highlighted by psychologists. (Ogbu, Belsky, Steinberg & Draper, 2011). These psychologists indicate that parenting style which includes parent-child interaction, parent's involvement in children's education, parent-child joint activities are of much importance in socialisation and children's functioning. This involvement will develop the cognitive state of the child.

Certain parental and family characteristics or traits are linked to different goal orientations which influence not only parenting style but also the student's academic motivation. Ogbu, (2003) suggests that different demands and pressures the family will go through in the society cause parental socialization goals to vary. Culture, therefore, plays a greater role in the relationship between parenting style and academic achievement.

It is found that in the predominantly Chinese society of Hong Kong parents put a lot of emphasis on their children's education from an early age, or at a tender age, a characteristic which is passed forward to future generations from strong traditional Confucian beliefs about the important or value role of education in personal development Salili, Hong and Chu, (1999). Children's academic motivation, performance and behavior are directly influenced by family activities, family involvement and parents' behavior, which are seen as

the external factor. For instance, Marawska outlined that there is a positive outcome for both parents and children when parents interact in a fun and loving way during children's homework time Marawska, (2007).

2.5 Challenges faced by students living in authoritative parenting style

A study conducted by Chagalwa, (2012) in Kaimosi Kenya, revealed that there was a significant relationship between authoritative parenting style and academic performance of college students. In his research he noted a number of challenges faced by students who live under authoritative parenting. He found that in Kenya, a high proportion of students who performed poorly abused drugs and especially alcohol, and from the results it was seen that their parents were authoritative type of parents. The children abused the freedom they are given by parents. In Kenya, authoritarian style of parenting is the most dominant and hence a lot of emphasis is put on physical punishment.

Parents and teachers in Kenya insist on the use of corporal punishment and so doing they confuse discipline and punishment. However the Ministry of Education realized that caning did not instil discipline and therefore they abolished it from the school systems Wangari report, (2000). This study by Chagalwa, (2012) concluded that authoritative parenting styles in Kenya had the greatest influence to poor performance in school among students.

It can be noted that in a research done by din and achir, (2006) in Indonesia that students from homes in which parents were employed in low-income unskilled occupations were found to have poor performance in school than those from homes in which parents were in higher paying occupations. So it is apparent that the economic status affects students a lot. Among many challenges they do not have proper uniform, adequate food and books this

affect their learning. Studies on the relation between parenting behaviour and children's school achievement conducted in a cross national study in Thailand Intasuwan, (2000) revealed that poverty cause parents to be less supportive hence it affect academic performance of children. Students feel like they are being neglected. These are some of the challenges being faced by students in an authoritative family.

Studies in Taiwan by Pong, (2010) revealed the same outcomes that the economic and emotional distress experienced by lower-class parents cause them to be less supportive and less sensitive to their children. These parents use power assertive techniques in disciplinary encounters, value obedience more, are less likely to use reasoning and more likely to use physical punishment as means of controlling the child. Laosa, (2013) found that social and economic disadvantage affect the way parents shape proximal development experiences and mental development of adolescents.

Corlyon, (2003) noted that the main influence of poverty on parenting seems to be that it causes some parents to be more stressed, depressed or irritable, and this in turn disrupts their parenting practices and styles. It is the disrupted parenting, rather than poverty itself, which appears to be the major factor affecting outcomes for children.

The overall conclusion made by Corlyon (2011) is that there is no clear-cut, causal relationship between parenting and poverty. Rather, it is likely that different parents respond in different ways to financial hardship. Factors such as family structure, neighbourhood and social support interact with parents' temperaments, beliefs, and their own experiences of parenting, do not affect parenting style (Corlyon, 2011).

2.6 Personality of learners

Personality plays very vital role in academic performance of students. Some scholars have categorised the students as high-achiever and low-achiever pertaining to their performance. Students vary in their personal values, they receive and process information differently, their personality trait is totally different and hence, so also is their understanding. It is often argued that a blend of personality characteristics is necessary for people to be successful in their career (Eysenck, 2013).

Personality development starts in the very childhood which slowly gets influenced from hereditary and environment. Personality is the anchor of a successful and satisfying life Stevensom, (2008). It focuses to a greater extent on self concept and whatever views a person have about himself is his/ her self-concept. Self concept is a vital factor for achieving best results in any subject. Therefore it means that if the concept is high in relation of ability or what one is capable of, then achievement is also high Stevensom, (2008). It also remains effective even in students of similar intelligence.

In terms of academic success, personality would appear to play a pivotal role than intelligence (Cattell, 2001). Noftle & Robins, The family is regarded as the bedrock of society. The moment the child is born, the first place of socialisation is the family. The family has the potential to either mar or make a child. Though there are other environmental aspects influence personality developments, the family has the greatest lasting impact on personality development. Mullins, (2005) indicates that early family experiences or socialisation has eternal impacts on an individual.

Crockenberg&Acredolo, (2015) observed that students who had difficult temperaments receive less responsive care giving from their parents. Once children are born the role of the parents becomes vital in the development and understanding of the child's temperament. This temperament, in turn influences how the student respond to everything he or she encounters in life.

The effect of parents on child's development of their temperament and personality is quite profound. It is also important for parents to make allowances for differences in their children's reaction styles, what is just right for one child may be abrasive for another Carey & McDevitt, (2005). The aspect of temperament directs the way parents, educators, and researchers understand children's behavioral problems. If the society understands why a child behaves as he/she does is very helpful to cope effectively with their child's or students' characteristics and behavior.

Relating to personality Lemer, Chess, and Lenerz, (2011) concludes that high achiever students were found to be emotionally more mature, reserved, detached, more intelligent, stronger super ego strength, bold, liberal in nature, higher self-concept and they were found to be tense and restless. On the other hand low achiever students were having doubtful personality sober, prudent, and experienced. So it can be concluded that personality has its relation with academic performance, it is not just a mere assistant of intelligence in predicting the academic performance. The w (will factor) implies the willingness of an individual to perform is proportionally vital in predicting academic achievement and it is as important as g (general factor) of intelligence (Jeup, 2008).

Spera, (2005) concluded in her study for these inconsistencies in literature regarding results of parenting style and academic achievement that Darling and Steinberg, (1993) suggested a contextual model of child rearing to explain these discrepancies in literature. They suggest that the first possibility is that parents of various ethnicities hold varying educational aspirations, values, and goals for their children, and therefore they adopt specific parenting practices. The second possibility is that socioeconomic status of parents also affects the relationship between parental socialization goals for their children and parenting strategies Jeynes, (2003). Finally, is that parenting styles plays its role as a moderator between parenting styles and adolescent results which is distinct depending upon the combinations of parenting styles and practices (Steinberg, Dornbusch, & Brown, 1992).

2.7Summary

Chapter two comprises of literature review of the problem under study. It focused on authoritative parenting style and how it influence students performance. It also focused on personalities of learners. It is evident that the personality of learners can be affected by family to a greater extent. There are number of challenges faced by students who live under authoritative parenting style. These challenges include abuse of drugs and financial problems which affects academic performance. Studies have revealed that there is a positive relationship between authoritative parenting style and students academic performance.

CHAPTER 3

Research design

3.1 Introduction

This chapter describes the methods that were used in the study in order to realize the set objectives of this study. The chapter will look at the research design, population, sample, sampling procedures, research instruments, validity and reliability of these research instruments, data collecting procedures, data analysis procedures and ethical considerations used in this study, justifying for their preference by the researcher over others

3.2 Research design

The research was conducted using descriptive research design. Descriptive research design was adopted because it describes the phenomena under study in its natural settings (Mugenda and Mugenda 2002). It was used because the data collected would be generalized to the entire population of Dombosvava district. Descriptive survey gives a true reflection of the characteristics such as the behaviour, opinions, abilities, beliefs and knowledge of a particular individual or situation of a group (Mugenda and Mugenda 2002). The descriptive survey design was chosen to meet the objective of the study since authoritative parenting style is linked to beliefs, feelings, cultural and behavioural characteristics of individual and groups (Mugenda and Mugenda 2002)

3.3 Target population

A convenient sample of 15 respondents was selected from the secondary schools of ZIMCRODO cluster of Domboshava district, students who are aged 15 to 18 years were considered. From those 15 the researcher interviewed only about 8 students because they came from an authoritative family. So there was purposive sampling. The reason why the

researcher interviewed 8 students, such a number of students is large enough to draw a valid conclusion about the impact of authoritative child rearing practice on child's academic performance in Domboshava. On the other hand the number was not too small to contribute to bias. Those 8 respondents were deliberately selected because they live under authoritative parenting style. The study also targeted parents of the students in Domboshava district. Since the study was conducted when the schools were in session, the study targeted parents of students in day secondary schools.

3.4 Sampling Techniques

The researcher used a purposive sampling procedure to obtain a sample from the population of the people from Domboshava. Purposeful sampling is when the researcher selects its participants deliberately of research sites because they will inform an understanding of the problem or the study (Creswell, 2007). The researcher used purposive sampling in interviewing students and the sample which was interviewed represents the population of Domboshava. The study also applied convenience sampling method to select the sample for parents since they were accessible and related to students. They stay in close proximity of the school.

3.5 Data Collection Instrument

Interviews were used to collect data from students, teachers, parents and other adult key informants. This was so because interviews allow the researcher to study verbal and non verbal message and check if these two are not contradicting. The respondents were given much time to answer questions which allows in depth information to be collected. The interview consisted of open and closed questions. Data was collected with the aid of an audio recorder in investigating the impacts of authoritative parenting style on children's academic

achievement. This was done with special reference to the four secondary schools in Domboshava area.

3.6 Interview

According to Powney and Watts (2006) an interview is a form of research in which individuals are questioned orally. Instead of writing, the respondent gives information verbally in a face to face relationship. An interview is generally adopted as a data collecting instrument to offset limitations of the questionnaires. The researcher and informants will develop a rapport, encouraging equality of status and mutual respect and this will enable the informants to share sensitive personal information about their family structure and authoritative parenting styles or child rearing practices. The questions were flexible so as to be adapted or altered depending on the interviewee's responds giving the respondents time and opportunity to take control and define properties. Each interviewee will be asked differently so that they respond and proceed in a friendly non-threatening conversation. The researcher audio recorded as well as took notes for cross case purposes, (Sidhu 2004)

3.7 Validity and Reliability

The researcher analysed verbal and non verbal message for the validity and reliability of the research data. The researcher also verified student's marks with parents, report books and school authorities. Patton (2001) advocates for the use of triangulation by stating that it strengthens a study by combining methods. Two methods of data collection were included to acquire different realities of searching and gathering data, which are observations and interviews. The researcher observed students behaviour, conduct and their relationship with parent

3.8 Data Analysis Methods

Study participants were interviewed at a quiet environment in a room this was done so as to maintain privacy. The information that was collected from the participants is kept safe and confidentially by the researcher. The responses from each informant were grouped and categorized to allow themes and ideas to emerge. Descriptive statistics was used to analyze qualitative data.

3.9 Ethical Considerations

The researcher made sure that there was informed consent of the participants and the authority letter from the university as a sign of genuineness of undertaking the research. Other issues included the confidentiality of the information given by the participants and protection from harm. The students were interviewed in a secluded room which was quiet and where they could express themselves. The researcher explained the purpose of the study.

3.10 Summary

This chapter focused much on describing the methods that were used to collect data. Descriptive research was used in the study. Data was collected through interviews. The researcher used purposive sampling to single out students who live in an authoritative parenting style. Only students and parents who stay in Domboshava were considered. Some ethical considerations were observed such as notifying the respondent the purpose of the research. The next chapter will focus on presenting the findings and discussions from the observations. Other scholar's opinions will be considered. Information relating or with similar issues will be merged to form paragraphs and themes.

CHAPTER 4

Presentation, Analysis and Discussion

4.1 Introduction

This chapter basically shows findings. Data was collected from the respondents through interviews. Data collected was presented in paragraphs, headings, themes, topics and tables. The meaning of data was determined through analysis. The results were analysed and the researcher discussed the findings. The researcher focused on the challenges faced by students who live in authoritative family relating to their educational performance. Solutions were also offered which address students problems. These solutions were offered such that student's performance can improve. Other scholar's views were also considered

4.2 Research question 1

Challenges faced by students living in authoritative parenting style in their academic achievement.

There are a number of challenges faced by students who live under authoritative parenting style. From the information gathered it is evident that most of male students abuse drugs to a greater extent and this compromises their academic achievement. Students abuse drugs because when they are not at home in the absence of parents there is no one who will set boundaries and limitations for them. Students they succumb to peer pressure and they want to forget about their challenges such as academic failure and other social problems they face at home and school. It is evident from the research that there are other students who take drugs because they want to be accommodated with other social groups or belong to social groups. The students think that there is a lot of pressure from home and sometimes take alcohol so that they copy with those pressures.

The researcher from the interviews gathered that students were not performing at their level best. Poor performance in school was also caused by the economic instability. It appears that the economic status of a family affects performance of students. Students are affected by not having sufficient needs. They do not have proper uniform, adequate food and books. This has an effect on their learning and self esteem. Students feel like they are being neglected by not providing adequate basic needs. Parents do not spend much time with their children as they are occupied with work and they do not assist children in their school work. Students from well up families had significantly higher marks in all subjects compared to students from poor families this is an indication of the impact of family economic status on education. Education is a priority of well up families.

There are also a number of challenges which are faced by students which are beyond their control. These include lack of facilities at school, teachers are demotivated, unsatisfied by not getting enough money and understaffing these are other challenges which are in Domboshava district. The students also blamed the teachers that they do not explain lessons clearly and as a result, students could not understand the content being taught and hence they did not do well in school. Some other students suggested that teachers speak in difficult English that was hard to grasp. Consequently, students were unable to understand lessons and this leads to poor performance.

Parents had different opinions on the challenges faced by students. They mentioned that classes were overcrowded and hence teachers were not able to control students individually and therefore teachers could not identify their students' challenges and address

them accordingly. Along those lines they indicated that there are few schools which can accommodate the booming population. New school need to be built and teachers need to be deployed where schools are short staffed. Parents also mentioned that some students are in the hands of unqualified teachers which compromise their academic achievement. Another challenge which is faced by students is that the society does not offer their help to students. Each parent has to take care of his or her child alone. Raising up of a child today seems like a one parent issue yet it takes a community to raise up a child. The community no longer punishes a deviant student or help a student so that he can excel in school.

Another major challenge faced by students in an authoritative family is the issue of parents who cannot adjust to current times. Students need parents who understand them and understand their versatile. It is now necessary for parents now to learn attitudes and techniques that are totally different from those they were brought up in back in the days. Parents need to move with the technology and be well versed with issues that affect current generation. Parents today bring up their children in diverse and pluralist societies and there are always conflicting values. So parents should influence their children in a positive way. Failing to gain their children's confidence there are other factors which will influence children in a bad way, which will cause problems in the family. Apart from parents these can influence children schools, peers, television, movies, music, books and travel.

4.3 Research question 2

Suggested solutions to problems faced by students under authoritative parenting style.

The students and parents suggested a number of ways to deal with problems faced by students under authoritative parenting style. For students who abuse drugs such as mbanje they need some counselling sessions so that they realise the negative impacts of taking drugs.

Students need to be monitored at school and home so that they will not take alcohol. Among other suggestion it seems that students want those who violate laws to be punished in a loving and caring way.

Parents need to come up with project which assists them in raising their families. This will help the students in getting their needs and boosting their confidence. Students do not need to worry about basic things such food. For example a student in a class worrying about where his next meal is going to come from, this affects learning. Parents need to send their children to schools they afford or to schools which are closer to their home area such that they cut transport cost. It is important for a family to live within its means as it lessens the burden of financial issues, this was one of the vital points which was highlighted by respondents.

Another solution which was offered is that parents and children need to spend much time together. This helps in boosting students self esteem and their grades. The students get to discuss their challenges with parents and other life issues. By spending time together with their parents goals and ambitions are made clear when they engage in meaningful conversations. Once goals are clear children will not have a difficult task in fulfilling them. Students also suggested that the school environment should be authoritative also such that they will express their selves freely and they know what they are expected to do.

To offer a remedy to most of the problems and challenges respondents suggested that authoritative parents should be accessible and approachable. Authoritative parents they should give some freedom to students such that they express themselves freely. They should also know to what extent they can limit and control their students. Trust should be built such that they won the confidence of students. Once parents are supportive children will grow with greater maturity because parents allow them to be autonomous to some extent. This typical

parenting leads to better relations between parents and student. Students are allowed to set and pursue their goals and objectives especially those that are educational in a warm and supportive environment guided by their parents.

4.4 Research question 3

Influence of authoritative parenting style on student's academic achievement.

Authoritative parenting style has a greater influence on student's academic achievement. By being open to students the parent are inviting their children to discuss issues that affect them in their daily lives. So they will attend school with nothing to worry about. The language which is used by parent goes a long way in moulding them as indicated by the interviews.

Verbal motivation was recommended by students because it provides students with the support and encouragement they really need to accomplish their objective consists of various aspects. The students who were interviewed described the several forms of motivation they received and how that impacts or changed their behavior and thought process regarding their academic achievement. Words like "never give up," "try your best" should be used more often as they motivate students. Students expressed that these words encourage and motivate them to do well. These words also push them to do more than what usually does because parents, pushes them over the limit through words.

Authoritative parents establish rules and firmly enforce these rules and standards for their children's behaviour which will motivate them to learn. Parents consistently monitor behaviour and their conduct and use non-punitive method or discipline when rules are violated. Socially responsible mature behaviour is anticipated and reinforced by authoritative parents. Authoritative parents are also warm and supportive to their children. They encourage bidirectional communication in their daily lives, validate the child's individual point of view,

and value and recognise the rights of parents and children. This possibly leads to higher performance in school as students are motivated to learn.

4.5 Discussion

4.6 Research question 1

Challenges faced by students living in authoritative parenting style in their academic achievement.

From the information given it shows that modern lifestyles have made it necessary for both parents to share financial burden of bringing up a family together. Parents nowadays, have to take care of many responsibilities and make sure they are not done at the expense of children. This has made parenting a challenging task as they are supposed to consider children first before other responsibilities. The greatest challenge is that many parents feel there is not enough time within a day. Day times are to be balanced between home, office, children and self. Allport (2000) carried out a research his findings were that “Students from elite families complain that parents and guardians, may spoil them by providing them with gadgets, but they do not have time to play and socialise with them”. So it can be seen that children need to spend time with their parents. They feel loved if parents talk and hold them. Children are emotional beings which respond to caring and love. When these are met they will attain their educational goals.

Long, Monoi, Harper, Knoblauch and Murphy (2007) opines that Urban African students in our society are burdened or troubled with a lot of adult-like responsibilities and duties (Long, Monoi, Harper, Knoblauch & Murphy, 2007). They have different stressors in their homes and in their societies that many other children do not face. For some, these responsibilities extend far beyond what should be handled at this developmental stage in their

lives. They also have the pressures at home. There are also the pressures or challenges of school amongst these challenges, for students it can be difficult to handle pressure exerted by teachers from different subjects. Each subject has its demands and expectations. Unlike at primary school where a student is taught by one teacher and that teacher is considerate on the amount of pressure and works he or she gives students.

Parents who go to work appear not to have time to attend consultation meetings or any other school meetings. Sometimes, students become adamant if there are not checked upon. It can be seen that teachers cannot replace the love of parents. These students are human beings and they too need love and care from parents. According to research made by DePlanty, Coulter-Kern, and Duchane (2007) they concur that “parents provide or offers the social, cultural, and emotional supports that students need to function well academically. Parent involvement is a critical factor of school success”. So for students to excel, parents must be involved actively especially through the adolescent years of a student. (DePlanty, Coulter-Kern, and Duchane, 2007) “The more parents are involved in the student’s education at home and school, the more academically successful they will be.”

Studies have revealed that relationships between work, parenting style and school achievement, are based on three factors which are parental education attainment, occupational status, and family income. McLoyd (1990), who studied the impact of economic hardship on families and children summarises that poverty, economic difficulties and lower-class status are intertwined with poor parenting style, child abuse and low self-esteem. The economic hardships faced by poor parents cause them to be less supportive and less sensitive. So often they use power assertive techniques in disciplining their children, physical punishment is the way to deal with children (Laosa, 1908; Felner et al., 1995). Engle (1991)

discovered that social and economic disadvantage affect the way parents shape proximal and mental development experiences of children.

In the Shona culture, it seems that when students reach the age of 15, they tend to drift from their parents and spend much time with their friends. There is a challenge that parents won't reach to their children if they need to help them in life's difficult issues such as teenage pregnancy and HIV and AIDS issues. These are some of the challenges which are faced by students in their academic life. Adolescence is characterised with physical, psychological developments between childhood and maturity. Students are prone to peer pressure they listen more to their teenagers than parents (Corlyon 2003)

4.7 Research question 2

Suggested solutions to problems faced by students under authoritative parenting style.

To overcome the challenges faced by students in an authoritative parenting style, it is recommended that parents should provide a more democratic environment at home which could give children the chance to discuss their views on important matters. These exchanges of ideas and opinions between parents and children have the possibility of increasing the performance of students. Baldwin, Cole and Bladwin, (2002) are of the same view, they add that fear makes the child feel unloved and unaccepted by their parents. Sometimes the child is punished for small offence. So often the crime does not match the punishment. Parents can go as far as withholding of love and affection to the child. As a result ".....the child begins to think that he is wanted or loved and accepted for what he does, rather than for who he is" (Baldwin, Cole and Bladwin, 2002).

There is a problem if parents views their adolescent children as inexperienced and thus need to be controlled and led,rather they should view them as capable children who have the capabilities and tools to influence their own future. This can be done by giving them an environment devoid of intimidation and fear, an environment which allows children to make value oriented decisions and choices. The idea that parents know better than children should be discarded in Zimbabwe. Parents who do not give their children opportunities to take the initiative of exploring and understanding their environment should know that such opportunities can serve as an opportunity to prepare these children to excel academically, socially, emotionally and psychologically (Barth, 2003).

There are a number of challenges which include poverty. In as much life challenges and problems are just too many parents should always try to balance life. One has to devote at least half an- hour to talk to his or her children daily. This allows one to note any behavioural changes and try to correct it out by spending quality time with the children (Samuel 2000). Steinberg and Dornbusch (2004) notes that “ The greatest effect of poverty on parenting style is probably that it causes some parents to be more stressed, depressed or irritable, and this in turn interrupt their parenting styles. It is then the interrupted parenting, rather than poverty itself, which appears to be the major factor affecting outcomes for children.” This shows the potential that parents have in balancing the challenges and problems in their life. Parents can deal with depression and stress such that their children will not be affected.

Somers and Schmakel, (2008) concurs that there is need for parental involvement to improve children’s academic performance. They say it may be not clear exactly to what extent of parental involvement should be taken to guarantee urban student’s academic

success, but one cannot deny that some level of involvement is needed to guarantee students the best options to excel academically

Somers and Schmakel, (2008) went on further to say parents often provide the emotional, cultural, and social supports that students need to excel in school. Parents if they are involved more in the students' education, this will enable more opportunities students will have to be academically challenged and excel in school and in life (Ingram, Wolfe, & Lieberman, 2007). When both parents are so much into their children and use systematic strategies and techniques at home, these actions constitute a parenting style. Baumrind (2005) grouped parenting style according to two categories which are responsiveness and demandingness. According to Baumrind, "responsiveness is defined as the extent that parents allow self-assertion and individuality by showing love and acceptance to children's wants and desires. love and acceptance includes kindness, support for independence, and logical contact. Demandingness is defined as the demands that parents make on students or children to be incorporated into society (Baumrind, 2005). The demands are imposed through monitoring and controlling of children's behaviors, as well as communicating the demands directly to the children".

Most of the students and parents who were interviewed suggested that for students to achieve best results they need to be punished and disciplined. The respondents cited that parents in the family rewards, rules and discipline their children. Some students whom the researcher interviewed described their relationship with their parent as negative and communication was poor. Despite all that they still felt the parents should have rules in place. That is having the physical discipline backed with the discipline of following a routine contributed in improving their school work. It helped in assisting them do well in school. If

there are no rules which guide students they can go astray. Ausabel (2005) outlines that “discipline is meant for the infliction of external standards and control on individual conduct” reward and punishments are ways to control students.

Parents suggested that students are differences in their temperament or personality, among other things, so when dealing with students one needs to understand that student particularly. For one to be effective when dealing with the children he or she must demonstrate that flexible, adaptable parenting is more likely to be effective than a one size fits all approach. Students should be known in their diversity. Students are affected by different factors in their daily lives so the one offering solutions he or she must be sure of what is really affecting that student. Durkin, K. (1995) concurs that it is important for parents to be equipped with the necessary and appropriate knowledge and skills such that they can offer the best guidance to their children.

4.8 research question 3

Influence of authoritative parenting style on student’s academic achievement.

Authoritative parenting style is associated with adolescent behaviour development or growth (Steinberg & Silk, 2002). Researchers have also have highlighted that authoritative parenting has a positive link to adolescent academic achievement (Park & Bauer, 2002). For students to achieve best results parents have to be involved in their life. The involvement of parents has to be constructive to the students and have a positive impact on the students. Park and Bauer (2005) analysed the authoritative parenting style and traits of supervision, strictness, support, and parental involvement and the effects they had on student achievement. They noted that students are drawn closer to parents and parent’s goals and students objectives are met. Spera (2005 & 2006) studied the authoritative parenting style and traits of

parental explanations, emotional support, and parental communications. He noted that these traits were very useful in helping students performing at their best level in school.

Authoritative parents spend much time with their children and they explain concepts thoroughly (Klinzing, 2008). The parents offer a number of reasons why students should or shouldn't do things. They are very influential and the best role models. These parents are firm and they have a reasonable control over their children or students. Carefully defined limits are set so that children follow and does not exceed limits, at the same time they listen to their children's needs and feelings each time. Authoritative parents can be democratic parents at some time. They are keen to know why their children behave as they do or why they behave in a certain way. The greatest advantage is that they encourage their children to make age-appropriate decisions and value oriented decisions throughout life. Good behaviour is reinforced by praising and rewarding children. There are positive rewards like tangible goods. This relates to children's academic performance.

Klinzing (2008), notes that children who live within an authoritative family tend to be very well behaved. These children accept challenges and responsibilities readily. Most of them are independent and cooperative at school and home they have no problem in mingling with others. They stick to tasks and responsibilities longer than other kids of their age. These factors give them advantage over other children especially that they have good communication skills.

Ballantine (2001) is of the view that authoritative parenting styles result in children who are happy, capable and successful in life. Students who have been raised in authoritative homes always excel on a number of measures of competence, social development, self perceptions, and mental health than those raised in other type of families. This was verified in all ages including childhood, even also during adolescence, as indicated by good academic

performance and psychosocial growth, and minimum behavioural problems or challenges (Ballantine, 2001). So it can be seen that authoritative parenting style has an impact on student's academic performance.

4.9 Summary

Chapter four focused mainly on showing findings which were extracted from the respondents. The views and opinions of students and parents were presented in paragraphs, headings, themes and topics. Similar ideas were merged and other scholar's views were also considered. The discussions were guided by research questions this also led to the establishment presenting results. The researcher focused on the challenges faced by students who live in authoritative family relating to their educational performance. Solutions were also offered which address students problems. These solutions were offered such that student's performance can improve. It was seen that authoritative parenting style is positively associated children academic performance. So parents need to set objectives and help their children to accomplish them. Communication should be natured between parents and children.

Chapter 5

Summary, Conclusions and Recommendations

5.1 Introduction

This chapter will focus on summarising the impact of authoritative parenting style on children's academic achievement. Challenges which were encountered will also be highlighted such as identifying students who come from authoritative parenting. It will also focus on concluding the whole research and providing answer to challenges faced by students. Another thrust of the chapter is to give recommendations which are useful. The research will offer recommendations to all stakeholders.

5.2 Summary

This research focused much on the impact of authoritative parenting style on children's academic achievement. Chapter one provides background to the study this study was guided by research questions. It explained the statement of the problem which motivated the researcher to look into the topic. It provided research questions. It also highlighted the limitation and delimitations of the study. It also highlighted the significance of the study which has proved that the study is worthy studying. Basic assumptions related to the research were outlined. Lastly in chapter one, terms which were not familiar were defined as used in the research. Chapter one was followed by chapter 2 which offered related literature to the study. The literature was critically interpreted and analysed and the results and conclusion of other earlier studies were contextualised to make them relevant to the research topic. Chapter 3 it contained methods which were used to obtain data in the field. This data was analysed in chapter 4 and it was presented in paragraphs and ideas which are related were merged to form paragraphs and themes.

It was seen that authoritative parenting has positive impact on children's academic achievement. The study focused on students who are day scholars. The students spend much of their time with their parents. Roles, objectives and goals are outlined each day. When the student faces some challenges they can easily approach parents. The student's autonomy is hard to see as compared to boarding students who spends some months without parent and they get to see their parents for a month only. That is during school holidays. The research did not consider or include boarding school students the results might be different from day school students. There is need for other researchers to study how authoritative parenting style can influence boarding school student's academic achievement.

The research was based on authoritative parenting style yet there are a number of parenting styles which include permissive, authoritarian and indulgent and neglectful parenting style. It is important to study and analyse the impact of other parenting styles such as mentioned above. Parenting style is also affected by cultural issues. In Zimbabwe there are many ethnical and cultural groups which include the Shona, Chewa, Kalanga and Ndebele. These groups have different ways of life and different value system. So parenting style may differ from one little culture to another. For example an authoritative parent in Ndebele society may deal with his children differently from that parent in Shona society. This study did not focus on culture hence there is need to focus on how cultural factors affect students academic achievements.

The results of the research proved that most of interviewed students agreed that their parents establish decisions through reasoning, communicating and discipline. Most of the students who were interviewed performed well in school. This was verified by their term report books and the records of marks kept by their teachers. This proves that authoritative parenting

style is positively associated with student's academic performance. These findings concur with the findings of Mizeand Pritt (1997) who noted that students with authoritative parents scored higher grades in school performance than the rest of the students.

5.3 Conclusion

The purpose of this study was to analyse the impact of authoritative parenting style on children's academic performance. Eight students were interviewed in Domboshavadistrict, these students were volunteers which were purposefully selected to give true results of the study. Their parents were also part of the research, they were interviewed at their convenient time because they stay close to the school. Teachers also disclosed the report card of the students to verify if the data was reliable. The researcher found out that there is a relationship between students' performance and authoritative parenting style. Students who live in an authoritative home excel in education because of the encouragement they got from parents.

The students who were interviewed provided clear insight of what they expect from their parents. They also provided suggestions as to what behaviours and conduct parent should portray to their students. The students favour most the behaviors that work with them as adolescents. It is imperative that we continue to listen to the content they are giving us as teachers and as parents. It will provide insight into how zimbabweans students think and process information.

From the findings of this research one can conclude that it is vital and necessary for parents to adopt the authoritative parenting style when dealing with their adolescent students. This is so because as much as authoritative parenting style set rules and guidelines which will lead children to be self reliant. The students will be self disciplined and have self esteem. Authoritative parents are also warm and supportive to their children. They encourage bidirectional communication in their daily lives, validate the child's individual point of view, and value

and recognise the rights of parents and children. The warm and affectionate relationship between children and parents foster cognitive growth in children to a greater extent. There is a positive strong relationship between authoritative parenting styles and student achievement.

Authoritative parenting style and parental involvement in schooling are positively correlated with adolescent's school success or achievement. Evidence showed that the students with authoritative parenting style have done exceptionally well in all the four categories of subjects languages, Social Science, Mathematics and Science. This is credited to the democratic nature but with legitimate control over the student in this parenting style. It can be noted that parenting style pave way to better personal relationship between the child and parents. The greatest advantage is that students have necessary freedom to set objectives and pursue them inclusive of those educational ones in warm supportive environment guided by their own parents

5.4 Recommendation

The adolescents or students are very vital and unique in that they build up the family. These families are the bases of a society. Many people believe that adolescents are leaders of tomorrow of our 'society. It is in line with this belief that the researcher recommends that stakeholder should have access to this content, on influence and impact of authoritative parenting style on education. If one read this content he or she will enhance his or her parenting style, this will make them the best parents.

It should be noted that every child is born unique. So there is need for parents to adopt and treat their children or adolescents with appropriate parenting style. That is authoritative parenting style. Teachers and child minders need also to be abreast with many parenting styles and how they influence and impact education, personality traits of adolescent. This will

assist teachers to adequately tackle problems faced by students as they arise in the teaching and learning situation.

It is recommended that parents should work with teachers to enhance discipline at schools and home with the objective of cementing better relationships between schools and the society. The teachers should put an effort to know the background of the learner so that he or she knows how to deal with the students. The researcher recommends that there should be team work in the society such that well behaved student can be raised. It takes a community to raise a child. Parents should help each other despite the challenges they face so that best children can be brought up. Workshops should be carried out such that the community can be notified of the impact of child rearing practices on children's academic achievements. Lastly the ministry should reduce the number of students in a class to those which a teacher can manage. This will enable students to participate and the teacher can give attention to all the students.

Reference

Amato H., & Gilbreth P., (2007) *Pattern and growth in personality* New York: Hoh, Rinehart & Winston.

Ausabel .T.(2008). *Cultural diversity and academic achievement*. Journal of international education. Vol 13 no 2.

Bryan. S. (2007). *Acculturation and psychological adaptation: An international perspective*. Elsevier Science. Amsterdam.

Baumrind.D. (2012).*The influence of parenting style on adolescent competence and substance use*. Journal of Early Adolescence, Vol 11

(Ballantine.I. (2008).*Parenting styles: The impact on student achievement*. *Marriage & Family Review*. Vol 43

Bowman.P. (2008).*Domain specific parenting styles*. Journal of social and clinical psychology. Vol 3 (4)

Blair,H. and Qian,K. (2010)*The social being*. New York: Harper.

Baldwin, Cole and Bladwin, (2002)*The Culturally Deprived Child*. New York: Harper.

Changalwa,H. (2012) *Relationship between parenting styles and alcohol abuse in college*. *Greener journal of education research*.

Crockenberg, F & Acredolo,G. (2015). *Long-term prediction of academic achievement of American, Chinese and Japanese adolescents*. Journal of Educational Psychology. Phillips, (2012)

Darling, N., and Steinberg, L. (1993).*Parenting style as context: An integrative model*. Psychological Bulletin. Vol 113. pp. 487–496.

Dornbusch, S.M, Ritter, P.L, Leiderman, P.H., Robert, D.F. and Fraleigh, M.J. (1997). *The relation of adolescent parenting style to adolescent school performance*. Child Development journal. Vol 58 no 3.

Durkin, W. (2006).*Classroom organization and management*. Handbook of research on teaching. New York. Macmillan.

DePlanty,A. Coulter-Kern,R. and Duchane. F (2007)*Behavioral dis-hibition and the development of substance-use disorders: Findings from the Minnesota Twin Family Study*. Development and Psychopathology journal. Vol 11

Glasgow, L (2005) *Issues in parent-child agreement: the case of structured diagnostic interviews*. *Clinical child and family psychology*. Vol 5 (1)

Grant. T, & Ray, I (2010).*Associations between parenting styles and attachment to mother in middle childhood and adolescence*. International journal of behavioral development. Vol 27 (2)

- Jackson,H.Henriksen,E&Foshee,P (2002)*Research Methodology; Methods & Techniques*, New Age International Publishers; New Delhi, India.
- Jackson,K (2001)*Adult to child in Japan: Interaction and relations*. Japanese childrearing: Two generations of scholarship (pp. 97-124). New York, NY: Guilford
- Jeup.J.(2008) *Parenting styles and academic achievement: A cross-cultural study*. Journal of Developmental Psychology
- Jeynes.H. (2003).*Socialization in the context of the family: Parent–child interaction*. Handbook of child psychology: Vol. 4. Socialization, personality, and social development (4th ed.). New York: Wiley.
- Klinzing.L.(2008). *The role of parents in the socialization of children: An historical overview*. *Developmental Psychology*, 28, 1006-1017.
- Long,F.Monoï,G.Harper,H.Knoblauch,L and Murphy,O. (2007)*The socialization of fear of failure in Japan and the United States..* The Science and Engineering journal.Vol 69.
- Ladd,K.&Pettit,U. (2002).*Psychometric theory (2nd ed)*.New York. McGrawHill
- Maccoby,K.,&Martin,L.,Baumrind,F. (2007).*Role problems and the relationship of achievement motivation to scholastic performance*. Journal of Educational Psychology, Vol 70
- Morawska. A. (2007).*Concurrent predictors of dysfunctional parenting and maternal confidence: implicational for parenting interventions*. Childcare, health and development. Vol 33 (6)
- Mugenda, O. and Mugenda, A. (2003) *Research Methods.Qualitative and Quantitative Research*.Act Press; Kenya. Nairobi.
- Mugenda. A. (2008) *Social science research Methods*. Act Press; Kenya.Nairobi.
- Orodho J. A. (2008). *Multicultural Social Studies: The Local History Connection*.Social Studies.
- Ogbu.K. (2001)*Cultural variability in parent and child achievement attributions: A study from Hong Kong*. *Educational Psychology*.Vol. 26.
- Powney,J. and Watts,K. (2006)*The development of a refined measure of dysfunctional parenting and assessment of its relevance in patients with affective disorders*. Psychological Medicine.
- Pong,H. (2010).*Adolescent drug use and psychological health: A longitudinal inquiry*. Psychological Bulletin, Vol 45.
- Patton.O. (2001)*Influences of parental involvement on the academic achievement of adolescents*. Paper presented at the annual conference of the American Psychological Association, Washington, DC.
- Park,L.&Bauer,K.(2002.). *Adolescent drug use and psychological health: A longitudinal inquiry*. Psychological Bulletin, Vol 45.

Steinberg, L., Dornbusch, S. M., and Brown, B. B. (1992). *Ethnic differences in adolescent achievement: An ecological perspective*. American Psychologist.

Stevensom.H.W (1998). *Influence of culture on academic achievement*. Journal of international education. Vol 45.

Sidhu.K.(2004) *Intrapersonal and interpersonal theories of motivation from an attribution perspective. motivation: The culture and context of learning*. New York, NY: Kluwer Academic/Plenum Publishers.

WilletoLynch.G. (1999). *Examining impact of culture on academic performance*. Widener University. Navajo

Wangari report, (2000). *Impact of self-regulatory influence on writing course attainment*.