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### RESEARCH ARTICLE

#### PARENTING STYLES INFLUENCE ON ACADEMIC ACHIEVEMENT OF YOUTH IN BORSTAL INSTITUTION IN KENYA

Ruth Imbuye, Risper Konzolo, Johyn Masinde, Patrick Barasa, Patrick Oluwati, Wanyama Mukubuyi, Japheth Barasa, David Loesepe, Susan Wandukusi and Florence Chemayiek  
M.A.(Counseling Psychology) United States International University.

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#### Abstract

Parenting styles can influence youthful offenders on academic achievement, behaviours and truancy. The study's objectives were to identify parenting styles used by guardians on youthful offenders in borstal institutions in Kenya, to establish behavioral problems exhibited in students due to parenting styles in borstal institutions in Kenya and to analyze academic achievement of youthful offenders in borstal institutions in Kenya. Respondents to the research were selected using the simple random technique through the Krejcie and Morgan formula table. Since the purpose of the study was to identify parenting styles used by guardians on youthful offenders in borstal institutions in Kenya, stakeholders including students, parents, prison warders, counsellors, social workers and administrators constituted the sample population. Data was collected using questionnaires, interview schedules and focus group discussions before being presented in tables. The data was analyzed using Statistical Package for Social Statistics version 20. Primary and secondary sources were also used in the study. Findings indicated that more pupil responses showed that behaviours adopted by youthful offenders were a result of parenting styles. Neglectful parenting resulted in increase of bad behavior. Absentee parenting was the leading cause of poor academic achievement. Recommendations of this study include review of policy of the Education Act to address academic achievement problems in borstal institutions. Parenting styles should be discussed and taught in both primary and secondary school. Future research should focus on parents cultural beliefs and practice influence on youthful offender's academic achievement.

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#### Introduction:-

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions significance, justification, and scope of the study and assumptions of the study.

#### Background:

Parenting styles in child up- bringing refers to the responsibility played by the mother and father together or independently in order to shape the child's behaviour, Frazard, Cerkez and Cavusoglu (2017) in a trend research on

**Corresponding Author:-Ruth Imbuye**

Address:-M.A. (Counseling Psychology) United States International University.

parenting styles from Europe, America and Middle East used content analysis to investigate five hundred and thirty articles related to parenting styles. Using the mixed method design, 491 journal articles, 15 conference papers, 12 articles and 12 reviews published in 2008 to 2017 were sampled. Scopus Electronic Database (SED) was used to analyse data and Statistical Package for Social Sciences (SPSS) data was analysed. Results indicated that if authoritarian parents and permissive parents began to use effective parenting skills the youth would question the sudden change thus causing the parents to retreat to their previous parenting styles. Further, authoritative parenting styles were seen to be more successful than permissive styles and when ranked, authoritative styles were the most preferred followed by authoritarian and then permissive styles. Consequently, the research recommended that reflexive research should be character and behaviour of the child.

Parenting styles in Nigeria indicated that adolescents with autocratic parenting styles were better than those with both democratic and permissive parenting styles. Using ex- post factor research design Anake & Adigeb (2016) selected through stratified sampling and simple random sampling, 627 respondents to find out the power of parenting styles on adolescent behaviour in Cross Rivers State of Nigeria. Findings indicated that adolescents with autocratic parents had more positive attitudes towards elders than those with permissive parents. Furthermore, adolescents with democratic parents did not use drugs as much as those with permissive and autocratic parents. Adolescents who had autocratic and democratic parents were more sex deviant than those brought up by permissive parents. Finally, those brought up by permissive and democratic parents were more offending than those with autocratic parents therefore; parents and caregivers were encouraged to guide adolescents regarding misconduct, health, emotional and social problems. Additionally, parents were to cultivate good rapport with adolescents to guard against family conflict, depression and other psychological issues at home, school and community.

Parenting styles in a Kenyan study indicated that authoritative parents were responsive to their children's academic welfare. Cruelty was a characteristic of authoritarian parenting style and was detrimental to a child's social and academic performance Mwanja & Njagi (2018). Using a mixed paradigm design, the researchers sampled 8820 students in secondary schools in Embu County. Data was collected using a four point Likert scale questionnaire, interviews and focus group discussions. Findings indicated that authoritative parenting style was the most commonly used form of parenting followed by authoritarian and then permissive parenting styles. Permissive parenting styles were the greatest contribution to drug abuse. Consequently, it recommended that the Ministry of Education (M.o.E.) in Kenya be encouraged to organize guidance and counselling programs in communities to sensitize educate and empower parents on various parenting issues. Further, the Teacher's Service Commission (TSC) is mandated to train teachers on various ways of handling children with drug abuse (Mwanja&Njagi, 2017).

**Purpose of the study:**

The purpose of the study was to investigate parenting styles influence on academic behaviour in borstal institutions in Kenya

**Specific Objectives:**

The specific objectives of this study were three:

1. To identify parenting styles used by guardians on youthful offenders in borstal institutions in Kenya.
2. To examine problems exhibited in youthful offenders due to parenting styles in borstal institutions in Kenya.
3. To analyze academic of youthful offenders in borstal institutions in Kenya.

**Research Questions:**

To address the purpose of this study, three research questions were developed to guide the study:

1. What parenting styles were used by guardians on youthful offenders in borstal institutions in Kenya
2. What problems were exhibited in youthful offenders due to parenting styles in borstal institutions in Kenya
3. What was the academic achievement of youthful offenders in borstal institutions

**Significance of the study:**

The study will be beneficial in the following ways:

Parents will benefit by being aware of and changing their attitudes and responsibilities toward middle born. Families will gain knowledge about unexplained behaviours of their siblings. The community will benefit from the study because they will be able to address youth with deviant behaviours by tracing the root cause from the family. The study will persuade curriculum policy makers to review the current curriculum within the borstal institutions in

Kenya. Kenya Institute of Curriculum Studies Development (KICD) will benefit from this study because it will persuade them to create a specialized curriculum for those truant youth in specialized institutions such as borstals.

The Ministry of Education Science and Technology (M.O.E.S.T) (2015) will benefit from this study because it will know how to integrate the youth who have graduated from the borstal institutions back into the school systems. Information from this study could be useful to the prisons department because it will help them have interventions for those who are truant within borstal institutions in Kenya. This information could be beneficial to the Attorney General's department since they are the law and policy enforcers in Kenya. Finally, the children department will benefit from this study as it will enable them to carry out further research on influences of birth order and academic achievement among children and youth in borstal institutions in Kenya

**Assumptions of the study**

- i. The parents are all aware of their children's issues that hinder their academic performance
- ii. Parents are aware of parenting styles to their children
- iii. The government has employed all the mechanisms that fits children academic achievement

**Literature Review:-**

**Introduction:**

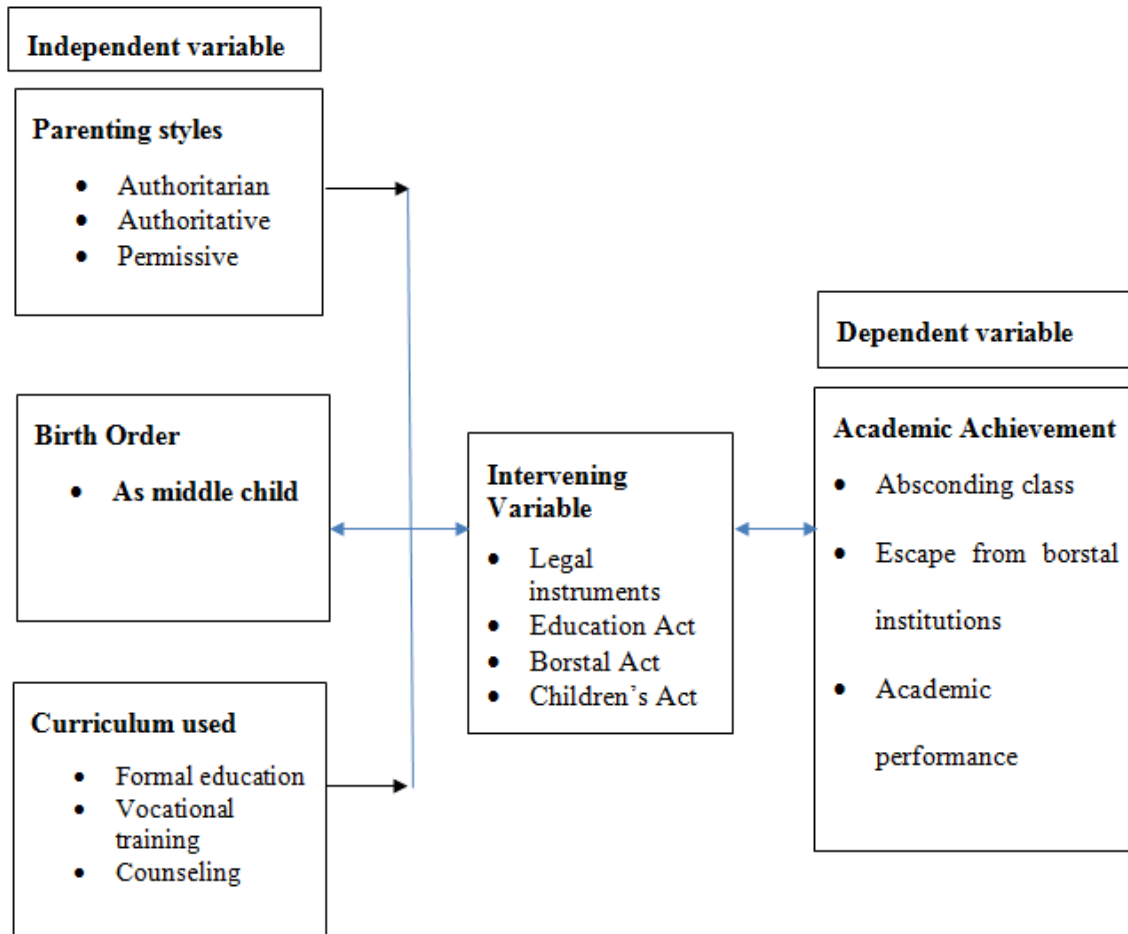
This chapter reviews the literature related to the subject under investigation in order to shade light on the subject and provide a framework for investigation. It consist of a theoretical review, literature review in line with specific objectives of the study and conceptual framework

**Theoretical review:**

This research was guided by two theories: Baumrinds theory (1991) and Skilbecks theory (1978)

Coste (2015) recognizes the work of Baumrind, a clinical as well as developmental psychologist best known for her work on parenting styles. Baumrind identified three parenting styles based on parental demandingness and responsiveness, which included authoritative parenting, authoritarian parenting, and permissive parenting Skilbeck's theory has different elements in curriculum that are flexible, interactive and modifiable. Its main concern is to consider the situation in which the curriculum is placed. Skilbeck's strength is that it looks at curriculum change occurrence at any point in the process. It encourages groups of curriculum developers to see the process as an organic whole and work systematically to their particular context for instance the borstal institutions. It is adaptable and open to interpretation in the light of changing circumstances. Skilbecks weakness is that curriculum developers need a lot of time to determine the beginning stage in curriculum development. The model does not specify objectives and offers no preferred direction on where to begin implementation of a curriculum. Skilbeck's theory will be useful in evaluating the outcome of the curriculum within the borstal institutions in Kenya. It can also be used to assess the implementation of curriculum in the borstals.

## 2.5. Conceptual Framework



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### Parenting styles used by guardians on youthful offenders:

Although parenting style studies have been in existence for decades, Power (2015) in England used qualitative studies to explore three themes in parental influence, relationships and boundaries. Using the essential realist paradigm, the research sampled six participants through snowballing. Data was collected through semi-structured interviews and analysed through thematic analysis. Consequently, past parental experiences especially incorrect attachment through lack of knowledge skills led to positively reinforcing negative behaviour and participants reported that physical and verbal conflicts were copied. Moreover, one participant explained that their weak relationship with his parents led to the search for peer love which in turn led to criminality because there was no role model. Additionally, participants stated that parents who rewarded their children to avoid conflict encouraged negative behaviours in their children. The study found that authoritative parenting style brought out warmth and support in youth and thus is a protective factor against childhood delinquency. Children who committed crimes came from authoritarian and permissive neglectful parenting styles. Although the study's limitation was that the sample size was small, it recommended that interventions be given to parents to aid parents, punishment alone is ineffective to remedy bad behaviour and that further research be carried out on parenting.

In America, Europe and Middle East (Farzard, Cerkez and Cavusgokin 2017), used the mixed method research design to investigate parenting styles. Five hundred and thirty articles, four hundred and ninety one journals, fifteen

conference paper, twelve articles and twelve reviews published between 2008 and 2017 were sampled using Scopus electronic database. Content analysis and the Statistical Package for Social Sciences were used to analyse the findings and presented in percentages and frequencies. Findings indicated that many underdeveloped and Muslim countries contributed less towards parenting style research and literature. Consequently, authoritative parents were found to be more likely to be successful in parenting as they create a conducive learning environment. Authoritarian parenting styles result in children experiencing more negative emotions such as fear, anger, guilt and nervousness. Recommendations were that parenting studies require reflexive research that ensures that theories, methods principles and values are adequately covered.

A cross sectional study from South Africa and Malawi, sampled nine hundred and eighty nine children aged between four to thirteen years and examined child reports from caregivers. Questionnaires were constructed and data was analysed using Statistical Package for Social Science (SPSS 20), univariate and multivariate regression analysis by Sherr et al. (2017). Consequently, the findings showed that being a biological parent was associated with higher parenting scores. Good parenting is associated with increased child self-esteem. Reduced educational risk is directly associated with good parenting through decreased child trauma and depression scores. Poverty challenges parenting capability. In conclusion, the study recommended that future researchers use longitudinal data and objective observer ratings, and methods such as structural models of the family situations, parenting and child outcomes in these under-studied contexts.

Lachman, Kelly and Cluver 2016) in South Africa, examined the feasibility of parenting programs delivered by community facilitators to reduce the risk child maltreatment in low income families. Using the mixed method paradigm, the researchers collected data from attendance registers, fidelity checklists, satisfaction surveys and engagement activities for quantitative data. Parent interviews, facilitator focus groups and transcripts from parents' groups were used to collect qualitative data. Thematic analysis identified themes like collaborative learning is needed for parents, who should use non-violent discipline skills for parenting programs. Quantitative results showed that high levels of participant involvement, implementation and acceptability of the parent programs were ranked highest in the parenting programs. Thus parenting programs derived from evidence based principles may be feasible in South Africa when situated in a culturally relevant context.

#### **Parenting styles influence on problems in youthful offenders:**

Parenting styles significantly influence adolescent behaviour positively or negatively in Nigeria. Six hundred and twenty seven students were selected from Cross River state in Nigeria using stratified and simple random sampling. Using the expost-factor, questionnaires were constructed to identify twelve items on parenting styles of adolescent behaviour. Adolescents with autocratic parenting styles exhibited more positive adolescent behaviour than those from permissive parenting styles. Consequently, the study recommended that parents should accept and guide their children. That they should be good role models to their children and maintain cordial relationships with their adolescents so as to avoid misconduct according to Adigeb and Mbua (2015)

#### **Influence of parenting styles on academic achievement:**

Local research on influence of parenting styles on adolescent academic achievement was carried out in Rachuonyo sub-county, Kenya. A population of 2409 students was selected using simple random sampling and 47 principals and 47 sub county directors were randomly sampled. Structured, close ended questionnaires were used with interview schedules. Additionally, findings showed that authoritative parents appear more responsible whereas students from authoritarian parenting styles performed poorly. Moreover, permissive parents gave their children unguided freedom leading their children to indiscipline while neglectful parents were not concerned about their children's welfare. Furthermore, the study recommended that parents be educated about their roles in academic achievement, guidance and counselling and teachers should sensitize the communities about styles of parenting. Parents were encouraged to visit schools to find out the academic performance of their adolescents (Odongo, Aloka and Raburu 2016).

Parenting styles are predictors of drug abuse among selected secondary schools in Embu county. Eight thousand, eight hundred and twenty form two and three students were sampled from public schools in Embu County in Kenya. Purposive and stratified sampling and systematic sampling was used to select guidance and counselling teachers and students. Authoritative parenting style was the most commonly used style of parenting(70%)Students reported that they found it easy to discuss drug and substance abuse with parents (67%).Permissive and neglectful styles of parenting are the greatest contribution to drug and substance abuse. In conclusion, the Ministry of Education should

train and empower teachers to assist students. Parents should also be empowered to handle their children. Schools through the Parents Teachers Association should have mentorship programs for their students. Mwanja & Njagi (2017). Consequently, they recommend that school boards organize parenting seminars encourage parents to discuss drug and substance issues with their students.

## Methodology and Research Design:-

### Introduction:

This consists of research design, area of study, study population, data collection methods, sampling and sampling techniques, Pilot study, Validity and reliability, data collection and data analysis and ethical considerations.

### Research Design:

Findings and discuss the study adopted a mixed paradigm research design and concurrent triangulation design; the merit of using this method is that it is rich in both quantitative and qualitative methods. The research design took a short time and was cost effective because it considered a proportion of the population from which the researcher drew conclusions about the purpose of the study. The target population included male youth inmates aged between fifteen and seventeen years in Shikusa and Shimo la Tewa borstal institutions in Kenya. They are estimated to be 750 juvenile delinquents in the three institutions according to the state department of prisons 2017. The study population included 750 youthful inmates. A random sample of 265 youth from the two borstal institutions, Shikusa and Shimo la Tewa, two probation officers, two social workers and two principals were considered for this study.

Shikusa borstal institution is located in Kakamega County, Kenya. It is host to Kakamega prison and is found in western Kenya. This Borstal serves youthful offenders from western, north eastern including Turkana and part of the Rift Valley provinces. It admits youthful offenders between 15 to 17 years who are kept for a maximum period of three years. Shikusa is famous for its vast farmland in which the inmates work using vocational skills. The borstal was first initiated by the British colonialists and was the first to be established in Kenya in 1963. Due to the overflow of juvenile delinquents a second borstal was established at the coastal region known as Shimo La Tewa. This borstal is situated in Mombasa County and serves all the boys who cannot be covered by Shikusa borstal institution. It is home to about three hundred and fifty youthful offenders.

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where :

n = sample size

$X^2$  = Chi – square for the specified confidence level at 1 degree of freedom

N = Population Size

P = population proportion (.50 in this table)

ME = desired Margin of Error (expressed as a proportion)

This study used structured questionnaires to collect quantitative data. The questionnaires were split into three sections; section A will entail a consent introduction letter, confidential demographic information about respondents, section B will entail questions on independent study variables while section C will entail questions on dependent variable. The study used interviews especially for the purpose of collecting views, opinions and ideas regarding the variables under study. Further, it is important to note that questionnaires did not give a chance for deeper probing and understanding of study variables. Historical and situational analysis of the study variables is among the information interviews sought to collect. Validity is the ability of the research instrument to measure and generate the intended or desired results of the study (Burke Johnson, Larry Christensen, 2013). This is the most critical criterion that indicates the extent to which differences found with a measuring instrument reflect true differences among those being tested. Relative to that, this study sought to determine validity of research instruments by presenting data collected to the research supervisors and other research experts at the department of curriculum whose feedback informed the researcher whether the instruments were valid or not. Adjustments and modification of research instruments were done to ensure that the findings realized reflected the purpose of the study.

Reliability of research instruments refers to the ability of the research instrument to give consistent results even upon repetition of the research process to the same population (Kothari, 2012). There are various types of reliability, but this study took into consideration internal reliability, which tests the level to which a researcher can depend on the instrument to give consistent results. Cronbach's Alpha coefficient determined from SPSS software was used to establish reliability of structured questionnaires. After data was collected during the pilot study, it was entered in the SPSS software version 20, which was then used to determine reliability using Cronbach's Alpha. Reliability or Cronbach's Alpha coefficient value of above 0.7 meant that the research instruments were highly reliable and any value less than that meant that the research instrument was unreliable. Before data was entered in the Statistical Package of Social Science software (SPSS) version 20 software, it was cleaned and coded for consistency and order. Data coded was then entered in the SPSS software for analysis. Analysis involved the use of descriptive statistics, which gave characteristics of respondents in terms of frequency and percentages. Inferential statistics meant to give the association between variables involved the use of correlations and regressions as tools of inferential statistics.

Permission was sought by the researcher from the relevant authorities in the university to carry out the study and National Council for Science Technology and Innovation (NACOSTI). The letter explained to the respondents the reason for the research and enhanced the confidentiality of the data collected from them. The researcher went to the correctional rehabilitation and gave questionnaires to parents and adolescents; the researcher liaised with the parents and principals who introduced the youthful offenders. The researcher made sure that the purpose of this study was explained in advance. Informed consent was obtained from all the respondents answering the questions and confidentiality was maintained, anonymity of the identity of the respondents was safeguarded by using numbers. Permission from all the authorities was sought in advance and questionnaires destroyed after completion of the dissertation. The researcher ensured that the respondents were protected from harm, risks or any danger that may have been encountered in the process of collecting data research.

### Findings And Discussions:-

Respondents were asked to indicate the type of parenting systems they came from. Their responses were as below:

Types of parenting	Frequency	Percentage
Authoritarian	50	20
Authoritative	50	20
Permissive	50	20
Neglectful	100	40

Source: Primary data

Results from the above table indicated that more pupil responses from authoritarian, authoritative and permissive parents were at 20%. Those from neglectful parent categories were at 40% represented permissive parenting.

The researcher wanted to find out if there were behaviours adopted by youthful offenders as a result of parenting styles. Their responses were as in the table below:

Statement	Stealing		Arrogance		Cheating		Fighting		NA	
	F	%	F	%	F	%	F	%	F	%
Behaviour influenced by parenting bad actions	23	38.33	16	26.67	12	20.0	5	8.33	4	6.67

Source: Primary data

The findings from the table above reveal that 38.33% of the respondents acquired stealing behaviour from their caregivers, 26.67% became arrogant because their caregivers were arrogant, 20% acquired cheating and 8.33% acquired fighting. 6.67% said they had not seen the effect of caregivers' behaviour on students' mannerisms. From the deduced results, it was evident that the behaviour and actions of caregivers has an influence on student's behaviour.

The counselors were asked to indicate which academic performance problems that had been brought to their offices by students for help. Below are their responses

Teachers responses	Frequency	Percentage
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Absentee parenting	120	45.28
Uneducated caregivers	30	11.3
Lack of interest in children	80	30.18
Elderly givers	10	3.77
Promiscuous parents	10	3.77
Drug and substance abuse caregivers	10	3.77

**Source:** Primary data

From the responses of the teachers, the leading problem presented to them by the students was the absentee parenting given that 45.28 % of the respondents were being raised by their elderly guardians. Drug and substance abuse parents and lack of interest in academics among the students was at 30%.

### Conclusion and Recommendation:-

Neglectful parenting was the major cause of poor academic achievement in borstal institutions in Kenya. Authoritarian, authoritative and permissive parenting styles tied at 20 % each .Indicating that most parents with youthful offenders have neglectful parenting styles. Stealing was the most common behaviour exhibited by youthful offenders with 38.33% followed by arrogance which was 26.38% Cheating was the third behaviour with 20%

Absentee parenting was the leading cause of poor academic achievement 45.28% followed by lack of interest in education by the youthful offender which was 30.18 %Parenting styles, school rules and general learning environment need to be looked at to safeguard the youthful offenders school life. Background checks on parents and guardians be utilized to assist those with character issues to be assisted before attending to students. A mental health policy on parents be enacted. The Education act should address parental guidelines on social environment of children to safeguard them from negative societal influence and to address academic achievement problems in borstal institutions in Kenya.

The researcher recommends that parents be taken through training while children are taken to school. Issues on parenting styles be discussed and taught from primary to secondary schools andthat educationists are encouraged to look at the implementation of the education programs in the borstal institution in Kenya. There is also need to focus on children in the lower primary and establish how parenting styles influence their academic performance. Future studies can be done on the effect of parent’s cultural beliefs and practice in borstal institutions performance. The Children and Borstal Institutions Acts are fully implemented with policies to protect vulnerable children.

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