

**EFFECTS OF SELECTED PARENTING STYLES ON SOCIAL
EMOTIONAL DEVELOPMENT OF PRE-PRIMARY LEARNERS IN LURAMBI
SUB-COUNTY KAKAMEGA COUNTY, KENYA**

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**A Thesis Submitted in Partial Fulfillment of the requirement for the Award of Degree
of Master of Education in Early Childhood Development of Masinde Muliro University
of Science and Technology**

SEPTEMBER, 2025

DECLARATION

The Thesis is my own original work and has not been presented for a degree award in any other university or institution.

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a dissertation entitled “**Effects of selected parenting styles on social emotional development of pre-primary learners in Lurambi Sub-County Kakamega County; Kenya**”.

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DEDICATION

This work is dedicated to my family for their tireless support, moral and financial support and for their advice and encouraging me to further my studies. May this work be an encouragement to them all to continue investing their abilities tirelessly in the pursuit of knowledge and excellence.

May God bless you all.

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ABSTRACT

Parenting plays a central role in a child's growth and development, as early learning and social-emotional competencies often depend on the quality of parent-child relationships. Parents strongly influence children's verbal problem-solving skills, emotion regulation, stress tolerance, and self-esteem. This study sought to examine the effects of selected parenting styles on the social-emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County, Kenya. The objectives were to determine the effect of authoritative, permissive, and uninvolved parenting styles on children's social-emotional development. The study was guided by Baumrind's (1991) theory of parenting styles, which posits that parenting approaches significantly shape children's behavior, personality, and socio-emotional balance at the early learning stage. A convergent parallel mixed-methods research design was employed, allowing for simultaneous collection and separate analysis of both qualitative and quantitative data. The target population comprised 6,848 pre-primary learners, 264 ECD teachers, and 6,526 parents. Using simple random sampling, 19 pre-schools, 400 learners, and 26 teachers were selected, while 20 parents were purposively sampled. Data were collected through teachers' questionnaires, learner interviews, and parent focus group discussions. Content validity was ensured through expert review, while reliability was tested using the test-retest method. Pilot study was conducted in two pre-schools in Malava Sub-County of Kakamega County. Data analysis was conducted using descriptive statistics (means and percentages) and inferential techniques, including linear regression and ANOVA in SPSS, to test relationships between parenting styles and social-emotional outcomes. The results revealed that authoritative parenting style significantly predicted social-emotional development ($R^2 = .206$, $F = 4.661$, $B = .541$, $p < 0.045$), permissive parenting style also showed a significant effect ($R^2 = .227$, $F = 5.290$, $B = .284$, $p = 0.034$), while uninvolved parenting style likewise had a predictive effect ($R^2 = .249$, $F = 5.975$, $B = .499$, $p = 0.025$). The study concluded that children whose parents engaged them actively in conversations, provided tokens before tasks, and made reasonable demands demonstrated stronger social-emotional competencies. The study recommends that parents adopt clear, age-appropriate boundaries while maintaining warm and supportive relationships, with open two-way communication to build trust and confidence. It further emphasizes that the authoritative parenting style is the most effective in nurturing children's social adjustment, responsibility, and positive peer interactions. Finally, parents should be empowered through seminars and workshops to strengthen their parenting skills, particularly in balancing warmth, guidance, and discipline for optimal child development.

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LIST OF ABBREVIATIONS

ECD:	Early Childhood Development
ECDE:	Early Childhood Development Education
FGD:	Focus Group Discussions
LM:	Lower Medium
MMUST:	Masinde Muliro University of Science and Technology
NACOSTI:	National Commission for Science, Technology & Innovation
SED:	Socio Emotional Development
SPSS:	Statistical Package for the Social Sciences
UM:	Upper Medium
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations Children's Fund
USA:	United States of America

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Parenting styles refer to the parental strategies by which parents nurture and discipline their children as they grow up (Baumrind, 2018). These regimes include authoritative, authoritarian, and permissive styles that contribute to a substantial impact on children in their social and emotional well-being (Tompsett and Toro, 2019). The social-emotional growth of children at their early stages is a solid basis of future skills and largely depends on the kind of parental style embraced (Wood, 2018). This strengthens the need to investigate the links between parenting behaviours and child developmental outcomes.

Empirical studies throughout the world have identified an overwhelming positive result to be produced by authoritative parenting or authoritative parenting, wherein a parent is warm, reasonable and disciplines the children in a consistent manner. Darling and Steinberg (2017) discovered that children brought up in authoritative families exhibited better psychological development than those brought up in permissive or detached families, and Baumrind (2018) suggested that the balance of control and responsiveness that authoritative parenting implies leads to the greater health development of children. On the same note, Zara-Nezhad, Aunola, and Kiuru (2019) in Finland developed that parenting styles had a great impact on the temperament and learning of children, and Moamzami-Goordarzi (2015) further concluded that stress and anxiety related to poor social-emotional support had a negative impact on the academic performance of children. These results indicate the interrelationship between

parenting, emotional well-being and learning, thus establishing a basis of this study in the Kenyan context.

These conclusions were further strengthened by studies conducted in the Arab world. Sorkhabi et al. (2015) and Pallerin et al. (2015) showed that authoritative parenting minimized behavioral issues because it focused on warmth and responsiveness, whereas Bates et al. (2023) indicated that demandingness and responsiveness of parents enhanced responsibility and adaptability in children. This evidence indicates that despite cultural diversity, authoritative parenting is the best in facilitating social-emotional development, and this study would challenge this aspect among pre-primary students in Kakamega County.

Moreover, research in both Europe and North America attributed authoritative parenting to positive cognitive, social, and educational results. Madigan and Aquilino (2012) found out that firm but supportive parenting leads to cognitive functioning and social competence. Bretherton (2015, 2017), Tophan and Harrist (2018), and Hubbs-Tait (2020) also related it with problem-solving, decision-making, and increased self-esteem, and Misukanis and Mueller (2015) found that children of authoritative parents had high self-confidence and security. These findings support the universality of the authoritative parenting in the development of social-emotional competences that will lead to school and later success.

An African pattern has shown the same. In South Africa, Kritzas and Grobler (2017), Latouf (2018), and Makwakwa (2019) established the robust relation between authoritative parenting and positive behavior, ambition, and well-thought life goals. Seth and Ghormode (2019) discovered in Tanzania that a supportive, but dominant style of parenting promoted critical thinking, independence, and shared responsibility. These analyses indicate that

parenting styles are determinant in the development of socio-emotional abilities of children across African settings, which explains the pertinence of these research undertakings in Kenya.

Comparisons between continents (Baumrind, 1967; Berg, 2011; Bibi, 2013; Kazmi, 2011; Nyarko, 2011) have consistently found that children growing up in an authoritative parenting display higher personal competence, less behavioral problems, and more social-emotional development than children raised in authoritarian or permissive parenting. This international uniformity gives a basis in relation to which local experiences can be assessed.

In Kenya, parenting and the social-emotional development of children has little research. According to Ogwari (2015), children brought up by authoritative parents in Mount Elgon possessed a more affirmative sense of self-worth as opposed to those of authoritarian parents. Equally, Shinali and Koech (2016) in Narok Sub-County have demonstrated that the parenting styles either positively or negatively affected the performance of early childhood learners. Although these researches yield valuable information, none of them directly combined the influence of parenting styles, on the social-emotional growth of pre-primary learners in Lurambi Sub-County, Kakamega County. This gap in knowledge requires the current study, which aims at establishing the impacts of the preferred parenting styles on the social-emotional development of pre-primary learners in this area.

1.2.Statement of the problem

The social-emotional development of young children is the basis of their future welfare, success in school and ability to relate meaningfully with others. It has been demonstrated that the parenting style, be it authoritative, permissive, authoritarian, or uninvolved, has a final say in determining how effectively children regulate their emotions, as well as their social and psychological functioning (Baumrind, 2013; Bornstein, 2019). An example is the longitudinal study of children 3-9 years old in the United States by Baumrind (2013) that indicated that authoritative parenting had a strong relationship with resilience and peer competence but authoritarian and permissive parenting had a low relationship with emotional regulation. On the same note, in a cross-cultural meta-analysis of 26 countries, Bornstein (2019) found children in authoritative families to be emotionally more stable than those brought up in uninvolved or permissive homes. These works emphasize the interaction between parenting styles and social-emotional performance indicating that effective parenting is the key to successful development of a child.

The same has been recorded in Africa in a comparative study of South African households made by Maccoby and Martin (2020) indicated that permissive parenting led to increased incidences of aggression and conduct disorders among preschool learners. Their results highlighted the fact that inconsistency in parental guidance leads to children having problems in their social adjustment which implies that inadequate parenting activities cause emotional and behavioral predicaments to be worse. This highlights the generalizability of the parenting-social emotional development relationship and the necessity of localized investigation in other areas.

In the Kenyan case, the literature that exists indicates that family background and parenting styles have a role to play in early childhood outcomes. In a descriptive survey of 300 ECD parents and teachers in the Nairobi County, Wawire and Kimani (2021) confirmed authoritative parenting as beneficial in enhancing peer relationships and self-controlling among pre-primary learners as compared to uninvolved parenting, which is associated with social withdrawal and low self-esteem. Their analysis was however restricted to the city of Nairobi and as such, failed to capture some semi urban and rural interactions such as the one experienced in the Kakamega County.

The early childhood teachers and education officers reporting in Lurambi Sub-County, Kakamega County has reported increasing levels of pre-primary learners with social-emotional difficulties that include poor socialization with peers, aggressive behavior, withdrawal and low self-confidence. The issues are reflective of the social-emotional problems identified in more extensive research, but no sub-county study specifically relates parenting styles to such developmental outcomes. The non-availability of localized evidence would impede the capacity of educators, caregivers and policymakers to plan and execute effective interventions which respond to the parenting related issues in early stages of children development.

Consequently, this paper aimed to address this knowledge gap by establishing how the chosen parenting styles, which include authoritative, permissive, and uninvolved parenting styles affect the development of pre-primary learners in terms of social-emotional development in Lurambi Sub-County, Kakamega County, Kenya.

1.3.Purpose of the study

The study sought to determine the effects of selected parenting styles on social emotional development of pre-primary learners in Lurambi Sub-County Kakamega County – Kenya.

1.4.Objective of the study

The objectives of the study were:

- i. Determine the effect of authoritative parenting style on social-emotional development of pre-primary learners in Lurambi Sub-County Kakamega County-Kenya.
- ii. Examine the effect of permissive parenting style on social-emotional development of pre-primary learners in Lurambi Sub-County Kakamega County -Kenya.
- iii. Establish the effect of uninvolved parenting style on social-emotional development of pre-primary learners in Lurambi Sub-County Kakamega County-Kenya.

1.5.Research Hypothesis

The study was based on the following hypotheses:

- i Authoritative parenting style has no significant effect on social emotional development of pre-primary learners in Lurambi Sub-County Kakamega County-Kenya.

ii Permissive parenting style has no significant effect on social emotional development of pre-primary learners in Lurambi Sub-County Kakamega County-Kenya.

iii Uninvolved parenting style has no significant effect on social emotional development of pre-primary learners in Lurambi Sub-County Kakamega County-Kenya.

1.6.Assumptions of the study

There were a number of assumptions followed in this study. Parenting styles were assumed to affect the development of the social-emotional competence and behavior of young children, especially whether they can deal adequately with others and adapt to school environments or not. The research also made assumptions that various parenting styles affect the ability of children to manage their emotions where supportive styles have a positive influence and neglectful styles negatively affect the management. In particular, the assumption that uninvolved parenting has serious threats in the socio-emotional maturation of pre-primary learners in Lurambi Sub-County, Kakamega County, was made. Lastly, the research used the assumption that all the key types of parenting styles such as authoritative, authoritarian, permissive, and uninvolved are exercised in the study region hence it offered a platform on which to analyze their diverse impacts on learner achievements.

1.7.Justification of the study

Pre-primary education is a critical time in life because learning begins and key skills, attitudes, and knowledge that will contribute to subsequent learning and general growth are acquired. The parenting approach at this phase is the key factor that influences the social-

emotional developments, self-perception, and skills to adjust to formal schooling of children. Kakamega County, Lurambi Sub-County, has diverse family set-ups and different parenting styles that directly affect the way children adapt to school and respond to others. Nonetheless, research on the pre-primary level on the best parenting style that supports pre-primary learners is limited in the Kenyan context. This research was therefore required to determine the correlation between the different parenting styles that have been chosen and the social-emotional development of the learners in Lurambi Sub-County. Not only are these findings important academically, but also consistent with national policy frameworks, including Kenya Competency-Based Curriculum (CBC) and Basic Education Act (2013), which focus on the development of holistic development, parental involvement, and inculcation of values and social competencies at early ages. The study provides evidence that can help policy makers in Early Childhood Development and Education (ECDE), parental sensitization programs and government and community activities in enhancing early childhood education by determining the most appropriate parenting styles.

1.8.Scope of the study

This research was limited to Lurambi Sub-County of Kakamega County, Kenya with special focus on pre-primary institutions. Geographical coverage was restricted to this Sub-County so as to maintain control in data collection without compromising the final results on findings that represent the socio-cultural setting of rural and semi-urban societies in the area. The research was primarily concerned with selected parenting styles and their influence on social emotional growth of pre-primary students in Lurambi Sub-County, Kakamega County, Kenya and targeted pre-primary learners, parents and teachers.

Concerning the content scope, the research focused on the impacts of the chosen parenting styles, such as the authoritative, authoritarian, permissive, and uninvolved ones on the social emotional development of young learners. The self-confidence, emotional regulation, social interaction and adaptability in the learning environments were identified as key areas of evaluation of social emotional development.

The study population included ECDE students in the pre-primary schools, parents and teachers. The reasons why such groups were chosen is that they are the main actors in influencing the social and emotional development of young children. Observable signs of development were given by learners and parents and teachers offered their information on how the parenting practices would translate into classroom behavior.

The study was restricted methodologically to descriptive and correlational research designs. Questionnaires, interviews and observation checklists were used to collect data by administering them to the target population. This methodological decision provided an opportunity to obtain both quantitative and qualitative data on the interaction between parenting and children socio-emotional outcomes.

1.9.Limitations of the study

Subjectivity in data collection was one of the limitations of the study especially when interviews and surveys were used. These methods can place biasness because the answers provided by the participants can be affected by his or her subjective opinion, the desire to be sociable or his/her readiness to present truthful information. As an example, parents or teachers might have over- or under-rewarded their own parenting or learners' behavior in fear of being judged or to make themselves appear positive. This bias may have compromised the accuracy of the results, as the obtained data may not be a full representation

of the real parenting styles, as well as the actual social-emotional developmental levels of the students. To alleviate this constraint, the researcher used data triangulation whereby various instruments including questionnaires, interview schedules and observation checklists were combined. The variety of tools used made it possible to cross-verify the information provided by various sources and thus diminish the impact of bias caused by the particular method. Furthermore, the researcher guaranteed the participants of confidentiality and anonymity, which made them honest in their answers.

The second limitation was the geographical coverage of the study which was used on pre-primary learners in Lurambi Sub-County, in Kakamega County. There is probably a difference between parenting and the social-emotional development of children in various cultural, economic, and social settings in Kenya and other countries. This is a small scope that restricts the possibility of generalizing the findings to other sub-counties, counties or countries. To curb this, the researcher was sensitive in giving the interpretation of the results, making it clear that the conclusions reached are applicable to the field of study. The research also advises that future publications of the research should be repeated in other regions where the populations are more diverse so as to facilitate generalizability of the results.

Another constraint was time and resource constraint. The study was required to be carried out within a tight scholarly time and budget. This influenced the size of schools, parents and learners that could be incorporated into the study, and this might not represent the sample. In order to address this threat, the researcher used purposive and random sampling approaches to make sure that the chosen respondents represented the population of interest satisfactorily. Although the sample was small, the sampling enhanced the reliability of the

findings and also guaranteed the capture of the different perspectives with the available resources.

Lastly was a limitation in the sensitivity of the subject matter. Parenting styles usually border on personal and family problems and some parents or guardians may have been reluctant to discuss the practices that they felt were being criticized against them. This may have resulted in disclosure or selective reporting. To minimize this difficulty, the researcher established a facilitating and non-accusatory environment throughout the data collection period, applied neutral language in data collection tools (questionnaire and interviews), as well as reminding the subjects that the study was exclusively academic. This strategy was effective in building openness and trust which made the participants more accurate and open in giving information.

1.10 Significance of the study

The significance of this study lies in its potential to enhance understanding of how different parenting styles- authoritative, permissive and neglectful-affect the social emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County-Kenya. By examining these effects, the study can provide valuable insights for parents, educators, policymakers to adopt strategies that foster positive emotional resilience, social competence, and overall well-being in pre-primary learners.

Additionally, the findings could contribute to the development of targeted interventions and educational programs that support parents in adopting effective parenting practices. This in turn, could lead to improved outcomes for pre-primary learners such as better emotional regulation, higher self-esteem, and stronger interpersonal skills. The study also holds

significance for advancing academic research in the field of early childhood development and parenting styles.

From the study findings parents may acquire additional knowledge on the best parenting styles that they can use to guide their children on social emotional development. This assisted children to express themselves in a healthy manner that in turn helped them continue regulating their responses to challenges. The findings may help parents have a basic understanding of parenting styles and relevant knowledge of how to care for their children. The results of the study may also enhance good teacher- child relationship as teachers will have the information of each parenting style and how it influences social emotional development of children and therefore understands every child's behavior.

This study may also facilitate children's understanding of the rules they must abide by and the existence of just consequences when rules are violated, thereby exerting control over children's conduct. The findings may additionally assist parents, guardians, teachers, and school authorities in comprehending and valuing the correlation between parenting approaches and children's social development. This study may also assist parents of Early Childhood Development (ECD) students in Lurambi Sub-County in determining the most appropriate parenting style for their children at the ECDE stage. The study has potential implications for the development of regulations about the appropriate parenting style for pre-primary learners. Additionally, it could serve as a foundation for future research on this topic.

1.10. Theoretical framework

The current study was grounded on the Parenting Styles Theory by Baumrind (1991) who postulates that parenting styles play a crucial role in determining the behaviour, personality

and socio-emotional growth of children. This theory was specifically applicable to this study because it offered a cognitive frame in which to consider the effects of various parenting styles on social-emotional development of pre-primary learners in Lurambi Sub-County. Since there are various types of families in the region, such as those involving two parents and others with one or no parent at all and grandparents, it was important to know the meaning of parenting styles to explain the difference in the emotional and social performance of the children.

Baumrind (1991) recognized three major parenting styles, which are authoritative, authoritarian and permissive. Authoritative style is both warm, responsive and strict, even flexible. It supports the most developmentally since it supports emotional regulation, independence, and positive social skills (Bates et al., 2023). In sharp contrast, the authoritarian style focuses on strict obedience, and outward control and punitive discipline. The children that grow up with such a style display low self esteem, poor social competence, and increased emotional problems at early school ages. The permissive style connotes indulgence, less demand as well as less involvement of parenting in creating boundaries. Although children in permissive families become creative and express themselves, they tend to lack self-control, academic results, and social conformity.

The applicability of the theory to the present study is that it has a direct connection between parenting behaviors and children social-emotional competencies, which were of interest to this study. As an example, the research aimed to determine whether learners in Lurambi who were raised in authoritative households exhibited a more robust socio-emotional adaptation relative to other learners raised in authoritative or permissive households through the analysis of how authoritative parenting fosters resilience, empathy, and peer interaction.

Moreover, the theory guided the research design because the questionnaire and interview schedules were constructed in such a way that they could be used to measure indicators of parenting style and their observable evidence in behavior of the child.

Nevertheless, the theory of Baumrind has been criticized because of the limitations in its culture. Banghdaserians (2010) suggested that the framework is representative of the western family structure and that it might not be sufficient in the African society where extended family participation, communal child raising and cultural demands are the major factors influencing parenting. Nonetheless, this limitation did not hinder the study because it offered a powerful analysis foundation to the study, in that it was capable of investigating whether its propositions are true in the socio-cultural setting of Lurambi Sub-County. Through this, the study not only implemented, but also tested the viability of the theory by Baumrind in a non-Western context, therefore, serving the local knowledge base as well as the theoretical literature at large

1.11. Conceptual framework

The independent variables in this study were parenting styles: authoritative, permissive and uninvolved while dependent variable is social emotional development. The results from each parenting styles showed characteristics like; better social skills, high self-esteem, and happiness (authoritative), low self-esteem, impulsive behavior, anger, anxiety and disobedience (uninvolved), dependent, egocentric, poor self-control, fear, anger and anxiety (permissive) all these characteristics affect the children social emotional development as shown in figure 1.1: Conceptual Framework showing parenting styles as independent variables and dependent variables and how they affect each other.

Independent variables

Parenting styles

(i) Authoritative

Warm, responsive, and supportive with clear rules, assertive, democratic, limit setting, and emotional supportive

High expectation and they value independence.

(ii) Permissive

Warm, indulgent, lenient and responsive with few or no rules. Very supportive, high attachment, low demands

(iii) Uninvolved

Uninvolved, unresponsive with no rules, low attachment, low demands

Dependent variables

Social-emotional development

Confidence, obedience, courageous and happiness.

Anger, anxiety, disobedience and Fear.

Dependent, egocentric and poor self-control.

Moody, Impulsive and insecure behavior.

Low self-esteem and self-confidence, impulsive, withdrawn, shy, selfish, aggressive

Intervening Variables

- Knowledge
- School setup
- School culture
- Neighbors
- Economic factors
- Family background
- Teacher-learner interaction

Source: Researcher Own Concept 2020

The independent variables of this study are the chosen parenting styles, which include authoritative parenting style, the authoritarian parenting style, permissive parenting style, and the uninvolved parenting style. These parenting styles are the styles adopted by parents in raising, punishing and advising their children. The dependent variable, on the other hand, is social-emotional development of pre-primary learners that include such aspects as self-awareness, emotional control, social competence, empathy, and interpersonal relationships. The conceptual framework presupposes that the manner in which parents engage and instruct their children has a direct effect on the progress of such social-emotional competencies.

Authoritative parenting style, which is warm, responsive, and strict yet sensible, will likely have a positive impact on the social-emotional development of children. Students who grow up in such systems will tend to have a greater level of self-esteem, emotional control and social interactions since they are supported to express themselves even though there are boundaries to them. On the other hand, the authoritarian type of parenting style that focuses on strict discipline and obedience with minimal warmth can impede on the factors of social-emotional development. In this case, learners might be affected by the inability to express themselves, display nervousness, or become socially withdrawn because of the fear of punishments.

Learners may also be influenced by their social-emotional development in both positive and negative ways by their permissive parenting style, which is characterized by high responsiveness and low control. Such children might be very successful in their self-expression and creativity but they may not have control and discipline to navigate their way around the social structures. On the same note, the uninvolved parenting style, the one that offers little support and direction to their children, may indeed affect social-emotional

outcomes of children negatively. Students in such environments can feel emotionally neglected, lack self-confidence, and have problems with developing positive social relationships.

In general, the interaction between the independent and dependent variables within the framework demonstrate that parenting styles are the key factors explaining the social-emotional development of children. The parenting style followed contributes to or prevents the development of emotional regulation, empathy and social competence that play a critical role in ensuring the comprehensive development of a child. This association highlights the need to be involved with parents, nurturing, and balanced discipline to develop the social-emotional competencies of the children in the formative years of pre-primary schooling.

1.12. Key Operational Terms

Authoritarian parenting:	Refers to a style characterized by high expectations and low tolerance for compromise.
Authoritative parenting:	Describes an approach that makes acceptable requests and gets good results.
Child:	In the present study, the term child refers to students in the pre-primary grades (ages 4 and 5).
Emotional development:	It refers to the child's developing capacity for experience, expression, and emotion.
Parental demandingness:	It's a measure of how strict parents are with their young kids before they start school.
Parental responsiveness:	Means taking into account the psychological and social requirements of one's offspring.
Parenting style:	a psychological concept representing common approaches to parenting.
Parenting:	It's the act of helping children grow up healthy and happy in all ways (mentally, physically, socially, and emotionally).
Permissive parenting style:	A term used to describe a way of raising children that prioritizes connection and empathy over strict discipline.
Pre-primary learners:	Children in the pre-primary years (ages 4 and 5).
Self-concept:	The set of beliefs an individual holds concerning one's own identity and qualities.

Social development: Means putting people ahead of profit and advancement in the pursuit of a better world

Social regulation: Refers to how children manage their emotions

Social-emotional development: is defined as the process through which a kid from infancy to late adolescence learns to recognize, name, and control their feelings.

Uninvolved parenting: used to describe a type of parenting in which the parent is unresponsive to their child's needs.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter exhaustively reviewed and examined studies by other researchers on related literature on authoritative, permissive and uninvolved parenting styles and the socio-emotional development of pre-primary learners worldwide, regionally, and in Lurambi Sub-County Kakamega County, Kenya and summary of the literature reviewed.

2.2. The Concept of Parenting Styles

The success or failure of children's social-emotional development can be partially anticipated based on their parents' parenting techniques. Positive parenting predicts elevated levels of self-regulation in children, which correlates with diminished externalizing behaviors such as physical aggression and theft (Eisenberg, Zhou, Spinrad, Valiente, Fabes & Liew, 2019). Parenting styles are associated with various dimensions of a child's growth and development, encompassing academic performance, social and emotional maturity, self-regulation abilities, antisocial conduct, and substance abuse (Cho, Kogan, & Brody 2016; Zarra-Nezhad, 2014). The initial three years of a child's existence are vital for their social and emotional development, establishing the foundation for future academic achievement (Wood, 2018). However, these skills may be compromised by the difficulties linked to familial poverty and parenting approaches, and evidence indicates that initiatives such as early mental health consultation offered by caregivers assist preschoolers in cultivating their social and emotional competencies.

Parenting styles are substantially correlated with children's ability to self-regulate, according to research (Piotrowski, Lapirre, & Linebarger, 2013). Children that have well developed self-regulation have parents who demonstrate caring actions that promote an autonomous self while also remaining consistent in expectations. Children of overly controlling or noticeably absent parents were found to have fewer abilities to regulate their own behavior (Milevsky,2010). Crossley and Burkner (2012) conducted additional research that confirmed a link between maternal mental health, parental practices, and children's ability to self-regulate. If a mother's mental health is poor, she may resort to methods of discipline that are harmful to her children and difficult for her to control. Parents who instill in their children a strong sense of autonomy and the ability to take care of themselves are more likely to raise happy, successful adults, learners with higher levels of self-esteem, sense of competence, social skills, emotion control, and academic achievement (Baumrind, 2018). A parent's parenting style is a mental representation of their typical approaches to childrearing. When parenting abilities and behaviors are at their best, they have a favorable effect on children's sense of identity, academic success, cognitive growth, and behavioral management and vice versa (Hoskins, 2014).

2.3. Authoritative Parenting Style and Social Emotional Development of Children

Studies have continuously emphasized the importance of authoritative parenting as a style that is both warm and demanding thus fostering discipline and empathy in children. Tan and Yasin (2019) and Fulton and Turner (2018) define authoritative parenting as a moderation measure in which explicit orders are supported by regular monitoring, rationale and

adjustability. In their work, which is mostly a synthesis of literature, they concluded that such a parenting style develops empathy, communication skills and emotional resilience among the children. With the same reasoning, Baumrind (2013) and Maccoby and Martin (2014) defined attentiveness and demandingness as the two main dimensions of effective parenting. Their traditional system of parenting styles revealed authoritative parenting as the most effective one in fostering social and emotional competence in children. Although these are valid contributions, the majority of these investigations were performed in Western societies, which casts doubts on their cultural applicability. Parenting practices lie deep in socio-cultural settings, implying that Western research findings may not necessarily transfer to non-western settings like Kenya, and thus there is need to conduct localized studies.

A number of empirical studies support the positive linkage between authoritative parenting and socio-emotional outcomes of children. As an example, in school-based case studies, McGolerick (2011) and Kopko (2017) found that children in authoritative families tended to have more social competence, autonomy, and responsibility than children raised in authoritarian and permissive families. Such results indicate that children could become more confident and self-sufficient people when they have a chance to discuss the issues and feel parental love and understanding. On the same note, Piko and Balazs (2012) in a longitudinal study across Europe indicated that authoritative parenting enhanced maturity, initiative, and emotional regulation in children as they made a transition to primary school. Based on qualitative research in the form of interviews with families, Hoskins (2014) and Baharudin and Kordi (2020) also pointed out that authoritative parents value open communication and positive guidance, which subsequently lead to coping skills and self-respect among children. Nevertheless, according to Gloerer, Kern, and Curletter (2015), authoritative parenting is

not necessarily effective in any context. They discovered that in low-income families, where they are more exposed to risk behavior like aggression, parental supervision may prove to be more effective than negotiating with empathy. The results indicate that socioeconomic factors should be incorporated in research on parenting, which is of much importance in various socio-economic settings like Kakamega County.

Cross-cultural comparisons also give important insights that are critical in understanding how authoritative parenting has variable outcomes. In a comparative survey of the United States, Russia and China, Robinson et al. (2010) found that, whereas authoritative parenting in the West tended to stress democratic behaviors and allow children independence, collectivist culture tended to focus more on parental control and discourage independence. Darling and Steinberg (2019) and Chan and Koo (2010) revealed that American children with authoritative parents developed greater self-esteem and communication competency, and that Shucksmith, Henry, and Glendinning (2013) established that authoritarian parents had more behavioral issues (such as stubbornness and aggression). These results suggest that, though authoritative parenting is likely to have positive effects in cross-cultural contexts, the scales at which it can perform well are relative to the cultural contexts of cultures, family, and social norms. Notably, the existing cross-cultural evidence is largely concentrated on Western, and Asian settings with the little consideration given to African realities. This is an area of weakness that also highlights the significance of investigating authoritative parenting in African settings which is the target of the present research.

Among African countries, there is other evidence that authoritative parenting also has positive socio-emotional consequences. In another study, Akinsola (2013, 2015), by conducting mixed-method surveys in Nigeria and Cameroon, discovered that authoritative

parents encouraged verbal reasoning and independence, which led to the stabilization of socio-emotional development in children. Similarly, Olowoduncye and Titus (2016) found out that children brought up in an authoritative parenting style were respectful, better adjusted, and exhibited greater emotional security than children brought up in permissive or neglectful parenting. Nderitu (2018) in a survey among early childhood development (ECD) teachers, parents, and learners in Laikipia County in Kenya found out that parenting styles contributed greatly to the social and emotional development of children. On the same note, Chonge (2016) in a case study in the Trans Nzoia County established a positive relationship between authoritative parenting, self-perceptions, and logical reasoning skills. Although such studies support the positive impact of authoritative parenting in Kenya, many of them were based on small samples or localized designs of cases, which limited the extent of their generalizability. This limitation has been overcome in the present study through a greater sample size and the use of probability as a sampling technique in order to come up with more representative results.

The fact that parenting is central to the formation of values, attitudes and social-emotional norms of children is also affirmed by broader research in developmental psychology. Synthesizing the study on developmental psychology, Amirabadi (2018) proved that parenting practice has significant effects on children in terms of normative and emotional regulation. On the same note, Pinquart and Kauser (2017) and Parker and Benson (2004) emphasized that authoritative parenting contributes to the development of children as independent, motivated, and morally sound beings. Yet, these studies were conducted to a large extent on general childhood development, and not specifically on pre-primary stage. This fact is important because early childhood is a pivotal period of socio-emotional

development, the parenting practices during this stage have long-term impacts. The present study fills this gap because it explicitly targets pre-primary learners.

Overall, the literature review shows that authoritative parenting has a strong association with positive socio-emotional outcomes such as empathy, self-esteem, autonomy, and emotional regulation (Baumrind, 2023; Piko and Balazs, 2012; Baharudin and Kordi, 2020). However, there are three gaps that can be identified. First, the majority of the studies have been carried out in Western or Asian contexts and it is questionable whether they are applicable to Kenyan context. Second, socioeconomic issues have never been properly examined, even though it is known that the levels of family income influence the quality of parenting activities. Third, Kenyan research should be considered, yet many of them were based on small or local samples that did not allow extrapolating the results. The present research addresses these gaps by narrowing down to pre-primary learners of Lurambi Sub-County, Kakamega County and using a larger sample consisting of 264 ECD teachers and probabilistic sampling in order to come up with more credible information.

2.4. Effect of Permissive Parenting Style / Indulgent Parenting on Social Emotional Development of Pre-primary Learners

Permissive or indulgent parenting is a well-researched topic, and researchers agree that it focuses on nurturance, leniency, and a deficiency of strict boundaries. Baumrind (2013) categorized the permissive type of parenting into the responsive and neglectful type indicating that responsive parents are warm and open whereas neglectful parents are unengaged and communicated less. Despite the fact that responsive parents encourage the development of intimate relationships, both types tend to lack clear behavioral expectations

that prevent children from developing self-regulation and emotional balance. Piotrowski et al. (2013) and Milevsky et al. (2010) also support this point of view because they observed that children who were brought up in permissive families exhibited low impulse control and more negative feelings when they experienced a social conflict. These results are especially applicable towards the current study, as the researcher aims at determining the effects of permissive parenting on the social-emotional development of pre-primary learners in Kenya, where cultural parenting views might not necessarily be similar to those of the Western setting.

Studies have over time indicated that permissive parenting is associated with poor developmental outcomes around the world. Indeed, such as Ruttle and Barrieau (2017), found out that since permissive parents are not strict or accountable enough in their homes, their children tend to perform poorly in school because they lack structure and discipline. Allegre (2016) also discovered that in pre-primary school children, academic lag can be explained by the fact that permissive parents failed to strike a balance between nurturance and expectations. Hovee et al. (2019) further elucidated on this realization when they found out that permissive parents provide a high degree of support and attention but little control, which has the effect of causing weakened discipline and self-regulation among their children. Their research employed the criterion-related validity to validate reliability of the instruments, whereas the present study employs the content validity to ensure that the instruments are localized to the context of Kenyan pre-primary to overcome methodological and cultural constraints of prior studies.

Moreover, Marsiglia et al. (2010), and Lee et al. (2010) determined that permissive parents provide their children with absolute freedom and as a consequence, the children develop

poor judgments and emotional instability. Hamon and Schrod (2012) further contributed that the risks of indulgent parenting tend to be detrimental in the long-term in terms of risky behaviors such as substance abuse and delinquency in such children. These studies however were mainly done on adolescence or adulthood without considering how early social-emotional competencies- including empathy, self-control and conflict resolution- are developed during pre-primary years. This leaves a void that is filled in the current study by analyzing the outcomes of early childhood. In terms of methods, the previous literature has been mixed: Marsiglia et al. (2010) applied a cross-sectional survey with a large sample of 738 participants and Olowoduncye and Titus (2016) had a much smaller sample of 124 learners. The study under discussion finds middle ground on these extremes by adopting a descriptive survey of 400 learners, which makes its outcomes more generalizable to Kenyan pre-primary learners and at the same time, manageable to analyze.

The emotional issues related to permissive parenting are documented. Dwairy (2010) revealed that there is a positive relationship between permissive parenting and low self-esteem, anxiety and depression in children whereas Williams et al. (2013) highlighted that preschoolers brought up in permissive families are more prone to developing social withdrawal tendencies and emotional instability. Another assertion made by Garbarino and Abramowitz (2018) was that the lack of boundaries by permissive parents undermines the resilience of children and they are not well equipped to deal with problems and disappointments. These results support the adverse consequences of lenient parenting toward the socio-emotional development of kids. Nevertheless, the majority of these works have been performed in a Western or Middle Eastern environment, in which cultural norms and

support systems may not match those in Kenya, which poses an aspect of local context, which validates local inquiry.

At regional level, African research also shows risks of permissive parenting. In a research paper done in Zambia (Kopko, 2017), the author found that the performance of children in permissive parenting families is usually poorer than people brought up in a stricter parenting style. Likewise, permissive parenting has been associated with maladaptive behaviors such as criminal inclinations among the middle-class children in Tanzania by Pembe (2013), as he posted this behavior to lack of parental guidance and satisfaction of basic needs. Although these results include some negative aspects of African cases, they mainly emphasized on the academic performance and deviance without taking into consideration the social-emotional dimension of early childhood development. This is a significant research gap that is to be addressed by the present study which is based on pre-primary learners in Kenya.

To recap it all, the empirical evidence suggests that permissive parenting is a contributor to poor impulse control, weak emotional control, low self-esteem, risky behaviors. However, most of the previously conducted studies have involved academic performance, delinquency or child outcomes, but not the important phase of early childhood where social-emotional competence is developed. In addition, the majority of studies have been done in the western or regional Africa contexts but have failed to extend its concern to pre-primary learners in Kenya. The current study addresses these gaps by filling in with localized, age-specific evidence on the impact of permissive parenting on the social-emotional development of pre-primary learners by employing a descriptive survey design with 400 learners in Lurambi Sub-County.

2.5. Uninvolved Parenting Style and Social Emotional Development of Children

Uninvolved or neglectful parenting, which is the absence of responsiveness to the needs of children, and little expectations has been constantly associated with negative child outcomes. Bahr and Hoffmann (2010) defined the characteristics of such children as being socially withdrawn and having dependency problems, whereas Oluwatosin and Adediwura (2010) found that they are associated with risky sexual behavior. Both designs were survey designs and they were effective in terms of behavioral patterns of adolescents and youth. Nonetheless, they have failed to include early childhood learners, a crucial stage at which social-emotional foundations are established, and there is a gap that this study intends to fill by considering specifically pre-primary learners.

Likewise, Widom and Wilson (2015) in their longitudinal study revealed that children who grew up in wrongly-defined rules were more likely to be delinquent. Their methodology was a great source of understanding of long-term implications of uninvolved parenting but lacked short-term data among younger children in the stage of social-emotional skills development. Baumrind, correspondingly, with a typological framework (2013; 2018) argued that uninvolved parents are rated low in responsiveness and demandingness, which leads to increased anxiety and low self-regulation amongst children. Although seminal, Baumrind mainly used Western samples, a factor that has put a contextual distance in understanding the uninvolved parenting context in African society like Lurambi Sub-County, Kakamega County.

Darling (2017) and Crosser (2019) also added that the children of uninvolved parents are characterized by emotional deprivation, anxiety, and social incompetence. Darling employed an experimental method and Crosser employed descriptive ones, both proving the adverse

effects of neglectful parenting. Nevertheless, both of them failed to consider community and cultural processes which can cushion or intensify the impacts of neglect, a gap that the current research fills by placing its investigation on a Kenyan setting.

Bornstein and Zlotnick (2018) emphasized self-centeredness in parents as the key factor in neglectful parenting, and evidence indicated the inability of children to have emotional and behavioral control. They, however, were limited to purposive sampling and this did not make their findings representative. Conversely, the study under review uses simple random sampling in order to make sure that learners in pre-primary are represented as widely as possible in Lurambi Sub-County. On the same note, Lichtman (2018) and Lao (2019) noted that uninvolved parents deny children academic and emotional support. Split-test reliability was used by Lichtman, and the present research embraces the test-retest reliability thus improving the strength and stability of research tools.

According to Weiten (2019) and Balswick and Balswick (2017), children whose parents are uninvolved tend to report low academic performance and emotional insecurity because they are not monitored by their parents. They, however, employed smaller sample size (n=228) in their studies, a factor that restricted their ability to generalize. The present study is able to overcome this limitation by employing a bigger sample 400 learners and making findings more representative in the Kenyan context.

The importance of negative effects of uninvolved parenting is further supported in other studies. Shergill (2017) discovered the factors of parental abandonment, and Kay (2019) noted that the neglected children tend to be low self-esteemed and vulnerable. Hoeve (2019), Suldo and Hebner (2019), and Brenner and Fox (2018) validated positive relations between uninvolved parenting and behavioral disturbances, increased anxiety, and low self-

confidence. Nevertheless, the majority of these studies were based on correlational or non-experimental designs that did not allow them to see the bigger and holistic picture. This gap is closed in the current study by applying a descriptive survey design that enables the extensive investigation of social-emotional development in children.

Moreover, Gonzalez-Mera (2017) and Yang and Zhou (2018) found that a child of irresponsible parents has a weak level of social skills, the lack of self-control, and the aggression. Despite being informative, Gonzalez-Mera used non-experimental design and Yang and Zhou used correlational design which failed to examine the lived experiences of children in detail. By contrast, the current research includes a descriptive survey method, which implies the need to represent the point of view of learners in the context of their natural learning.

Lastly, Kopko (2017) stressed that the uninvolved parents have no empathetic aspects reflected on their children, which can result in impulsivity and intergenerational transfer of negative features of negligence. However, this research was only on adolescents in developed nations, which lacks the essential early childhood phase in African situations. This gap is thus addressed in the current research which examines the aforementioned impact that influences the social-emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County, thereby providing context-specific information to the larger body of research.

2.6. Summary of Literature Gaps

The literature reviewed confirms that the parenting styles have a major influence on the social-emotional development of children. Positive parenting, which is considered warm, responsive, and firm-controlling, has been linked with such positive results as empathy, self-

esteem, autonomy, and emotional regulation (Tan and Yasin, 2019; Piko and Balazs, 2012; Baharudin and Kordi, 2020). Nonetheless, the majority of the studies were performed in Western or Asian environments and little focus was made on African contexts and the Kenyan studies also tended to use small and localized samples that limit their extrapolation. Poor impulse control, low self-esteem, weak discipline, risky behavior have repeatedly been associated with permissive parenting, which is characterized by leniency and absence of boundaries (Piotrowski et al., 2013; Hoeve et al., 2019; Dwaire, 2010) despite the majority of studies examining its effects on adolescent years and academic achievement, ignoring the early childhood years when social-emotional constructs are most at risk. In a similar vein, uninvolved parenting, characterized by detachment and low expectations, has been implicated in the delinquency, emotional deprivation, and lack of self-regulation (Widom and Wilson, 2015; Crosser, 2019; Weiten, 2019), although contextual gaps existed in Sub-Saharan Africa and most of the studies were carried out with the help of a correlational design, small sample, or Western population. These gaps together show the necessity of local, age specific and methodological sound studies. The present study will help overcome these shortcomings by applying a wider sample of 400 learners, probability sampling, and descriptive survey design to the study group to produce contextually relevant information on the use of parenting styles to influence social-emotional development in pre-primary learners in Lurambi Sub-County, Kakamega County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section delineated the research methodologies and strategies employed to get the data necessary for the investigation. It encompasses the research strategy, study region, target population, sample size, and sampling methodology. It delineates the research instruments, study designs, validity and reliability of the instruments, data collection methodologies, data analysis, and ethical considerations.

3.2 Research Design

Research design refers to the general plan or framework through which data is collected, analyzed and interpreted in a bid to answer research questions and satisfy the objectives mentioned (Kumar, 2011). It is a rational construct which outlines the methodology and the process which should be undertaken to produce valid and reliable results. In this case, descriptive survey research design was adopted due to the fact that it best fits the study by analyzing the current situations, attitudes, and traits of a given population at a certain time (Kothari, 2013). This design was quite suitable because the research aimed at determining the impacts of chosen parenting styles on the social-emotional growth of pre-primary students at Lurambi Sub-County in Kakamega County.

Descriptive survey design allowed the researcher to sample out relatively a large number of respondents at a relatively short period of time using structured questionnaires. This has helped to measure the relationship between the independent variable (parenting styles) and

the dependent variable (social-emotional development of learners). According to Creswell (2014), the pros of the survey designs are that they allow obtaining standardized data concerning the participants, thereby increasing the comparability and generalization of findings. In addition, the design enabled a qualitative and quantitative data to be obtained and analyzed both descriptively and inferentially to present more in-depth information on the phenomenon in question (Gravetter and Forzano, 2011).

This design was also informed by the fact that it would provide a clear and precise image of the characteristics, behavior, and attitudes of the target population without distorting the variables of the study. The descriptive survey design also allowed the researcher to record natural changes in parenting practices and their consequences to the social-emotional growth of children as opposed to experimental designs where the researcher determines the treatment or control. This approach therefore provided a holistic understanding of the dynamics at play and ensured that the findings were both contextually grounded and representative of the study population.

3.3 Area of study

The research was conducted in Lurambi Sub-County of Kakamega County, Kenya. Administratively, Kakamega County is sub-divided into 12 sub-counties, 60 wards, 187 village units and 400 community areas. It is situated between the Vihiga County and Siaya County to the south and north respectively, Bungoma County and Nandi County to the north and east respectively with a range of altitude of between 1, 240 and 2,000 meters above sea level. Lurambi Sub-County was specially selected due to the different family arrangements offered since they represent different parenting styles such as children in two-parent families, single-parent families, and the children being taken care of by their grandparents. This is due

to the fact that it is a perfect location to explore the impacts of various parenting styles on the social-emotional growth of children.

Moreover, there has been an increasing concern on social-emotional well-being of children in the region but there is less empirical evidence highlighting the impact of parenting styles among pre-primary learners in the region. The current literature available in Kenya has either been general on child development or based on small and localized samples, and this creates a gap in the view of how parenting styles in particular do influence early childhood learners in Lurambi. Throughout the choice of a study area, the research will be filling a gap in the literature and filling a gap in practical need of localized evidence to guide parents, educators and policymakers in Kakamega County.

3.4 Target Population

This study targeted 264 preschool teachers, 6526 parents of pre-schools and 6848 pre-primary learners in Lurambi Sub-County, Kakamega County. The selection of this population was very keen since this population represents the main stakeholders in the social-emotional development of children. The target learners were pre-primary learners because they are at the formative age during which social-emotional skills including, empathy, self-control, and cooperation are acquired through peer and adult interaction. Preschool teachers were considered since they also spend considerable time with the learners in structured learning and play settings and are thus in a good position to analyze and report about the social-emotional behaviors of the children. Also, parents were included as they are the primary caregivers and directly influence the upbringing of children by the types of parenting styles they use at home.

The inclusion of these three groups made the study take a comprehensive view of the impacts that parenting styles have on the social-emotional development of children in school and at home. Such a triangulation of views improved reliability and validity of the findings. Furthermore, the target population was a correct choice as Competency-Based Curriculum (CBC) in Kenya speculates on the role of teachers and the parents in the comprehensive child development, and their perspectives would be especially valuable as far as policy and practice are concerned. Table 3.1 provides a summary of the target population.

Table 3. 1: Target population

Respondents	Total Number
Number of pre-schools	64
Preschool teachers	264
Preschool learners	6848
Preschool parents	6526

Source: Kakamega County Education Office, 2023

3.5 Sampling procedure and Sampling Size

Sampling is the process of selecting a subset (a sample) of a larger group (the testing population) to use in determining how representative that subset is of the larger population and drawing conclusions about that subset's characteristics (Kumar, 2011).

3.5.1 Sampling procedure

The research used a multi-level sampling process in order to make sure that it is representative and less biased. To begin with, stratified random sampling was applied in

grouping the pre-schools on the basis of administrative wards. A proportionate sample of schools was taken out of each stratum thus ensuring equal representation of the schools in each area of study. Simple random sampling was used to sample pre-primary learners and ECD teachers within sampled schools. This approach was used since it provides each member of the population with equal opportunity to be involved in the study, which increases fairness and removes selection bias. Random number system was adopted, in which all possible respondents were given a number and a sub-set was selected at random.

Moreover, a purposive sampling technique was used to sample parents. This was deemed suitable since parents have personal and specific background information concerning the parenting styles they employ on their children and thus they would be the prime informants in the study. Coupled with both the probability (stratified and simple random) and non-probability (purposive) sampling methods, the study was able to ensure representativeness and depth in covering the views of all the relevant stakeholders.

3.5.2 Sample size

According to Kadam and Bhalerao (2010), sampling size relies on what a researcher needs to comprehend, the aim of researcher, problem being examined, what is essential, what will have integrity, the availability of time and sufficiency of resources. According to Mugenda and Mugenda (2012), a sample size of 10-30% is good enough if well-chosen. The researcher adopted 10% to sample pre-schools and teachers. To determine the required sample size for the learners and parents, the researcher adopted Yamane's (1967) formula:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n= The required Sample Size

N= The Target Population

e= Accepted Margin of error (5% or 0.05)

Using the formula, the sample size for pre-school learners was 400

Table 3.2: Sampling Frame.

Respondents	Population	Sample Size	Percentage	Sampling Technique
Pre-schools	64	6	10%	Simple random sampling
Pre-school Teachers	264	26	10%	Simple random sampling
Pre-school Children	6848	400		Simple random sampling
Pre-school Parents	6826	400		Purposive sampling

Source: Field Research, 2019

3.6 Research Instruments

The research instruments in this study included interview schedule for teachers, questionnaire for learners, and Focus Group Discussion for parents.

3.6.1 Questionnaire for children

A list of organized questions was created to serve as a guide for interviewers, researchers, and investigators as they gather information or data about a particular topic or issue (Cohen & Manion, 2011). The researcher used questionnaire for children as it gives the researcher the flexibility to build rapport with children and follow-up interesting or important issues that the child raises during the session (Appendix VII). Questionnaires also provide rich information and insights into how learners understand what is being asked. The researcher conducted a face-to-face questionnaire session with learners in schools.

3.6.2 Interview schedule for Teachers

Interview schedule is a set of agreed questions that are used to direct researchers to collect information in a systematic way (Kumar, 2011). In the current study, the interview schedule of the teachers was divided into four sections according to the objectives of the research. Section A was the introduction that gave the context and objective of the interview. Section B was used to collect demographic data concerning the respondents and Section C was used to determine which parenting styles the teachers witnessed or incorporated. Section D addressed the level of involvement of the teachers with their learners (Appendix III). The choice to interview teachers was based on the fact that rich, detailed information about teachers and their experiences and views needed to be obtained, especially in relation to the

role of parents and classroom management. The benefit of interviews was that they were able to probe responses, clarify ambiguity, and elicit complex opinions that may not be brought out by questionnaires alone and thereby add depth and validity to the study outcomes..

3.6.3 Focus Group Discussion for parents

Gathering people with common interests or experiences is the basis of the focus group technique (Kumar, 2011). It's a technique used commonly in descriptive research for gathering detailed qualitative information. The researcher employed focus group discussion to parents in school as it helps gain a larger amount of information in a shorter period of time (Appendix V). It also enabled the researcher gain insight into the experiences and perspectives of parents' parenting styles on their children's social emotional development. The parents were split into four groups of five each in every selected school so that the researcher could get in-depth information about their individual and collective perspectives, emotions, and values. The researcher clearly stated the purpose of the group, identified some parents who were involved in organizing the group by defining their roles and prepared a semi structured protocol draft of questions.

3.7 Pilot Study

Pilot study is preliminary research done on a small section of the population, and seeks to test research instruments and procedures prior to actual research being conducted (Leon, Davis, and Kraemer, 2011). The aim of the pilot was to detect possible issues, improve the instruments of data collection and reduce expensive errors that might affect the validity and

reliability of the primary study. It also made sure that the instruments were transparent, culturally and objective to the objectives of the study.

In this research, the pilot test was administered at two pre-schools in Malava Sub-County of Kakamega County since the area has the same socio-cultural and geographical attributes as the actual research location, that is, Lurambi Sub-County. This rendered Malava appropriate in testing the instruments and making sure that the pilot participants would not affect the main sample.

The pilot had a sample of two pre-school teachers, two parents and twenty pre-primary learners who were purposely chosen among the two schools. In the exercise, the researcher used questionnaires on teachers and parents and the observation checklists to evaluate social-emotional behaviors of learners. Participant feedback was useful in deciding the clarity of the questions, the clarity of instructions, and whether the instruments provided measured the intended variables.

Pilot outcomes were used to make changes in the wording of some questions, ambiguous items, and change the structure of the data collection tools. The process increased the validity, reliability and feasibility of the instruments prior to their use in the main study.

3.7.1 Validity of Research Instruments

Wambiri and Muthee (2012) define validity as the degree to which data collection instruments measure what they are supposed to measure as per the objectives of a study. Validity was also maintained in this study by matching all the items in the instruments to the

study objectives, which ensured that each question has significant contribution to the study purpose.

Content validity was particularly determined by expert review. The researcher consulted the supervisors and a group of specially qualified specialists in the Department of Educational Psychology of Masinde Muliro University of Science and Technology (MMUST). The professionals were given the goals and objectives of the study and questioned to assess each item in terms of clarity, simplicity and relevance. They also looked at the instruments as to their possible ambiguity and ensured that the items reflected the concepts to be investigated satisfactorily.

Both supervisors and experts feedback and recommendations were taken into account and included in the final instruments. Through this process, the tools were detailed, goal-oriented and in a position to capture the information required. The consultation, revision, and refinement processes used in an iterative way contributed to the improvement of the overall content and face validity of the instruments, thus making them more suitable to apply them to the main study.

3.7.2 Reliability of Research instruments

Reliability is the extent of accuracy and stability with which an instrument quantifies what it is supposed to quantify (Kumar, 2011). In this work, the methodology used by the researcher was the test-retest reliability test to determine the stability and the reproducibility of the research tools across time. The reason why this approach was considered to be suitable is that it indicates internal consistency of a tool since when results are obtained in a single

administration of a tool, it becomes stable and representative when repeated under identical conditions.

In order to achieve reliability, the two-week interval between the first administration (Time 1) and second administration (Time 2) of the same group of learners was to help create reliability. A comparison and correlation of the scores between the two tests were then done to ascertain the level of instrument stability. The Pearson product-moment correlation coefficient (r) was used to compute the reliability coefficient and determines the strength and direction of the linear relation between the two sets of scores. A coefficient value near +1 was a measure of good reliability whereas values below these portrayed inconsistencies. Fraenkel and Wallen (2011) argue that an instrument is reliable when it has a correlation coefficient of 0.7 or above and that is the level used in this research.

3.8 Data collection procedures

A data collection procedure is a systematic framework of instructions for executing the many procedures required to gather data for a study (Renzik, 2011). By adhering to this process, the researcher successfully gathered the requisite data for the study. The researcher secured an official introductory letter from the Postgraduate Studies department of Masinde Muliro University of Science and Technology, as mandated by the data collection methodology, before commencing the investigation. This letter enabled the researcher to seek a research license from the National Commission for Science, Technology, and Innovation (NACOSTI). Subsequent to the issuance of the permission, the researcher additionally requested authorization to proceed with the study from the County Director of Education and the County Commissioner of Kakamega County. The researcher visited the selected

pre-schools to familiarize themselves with the institutions and informed the head teachers and pre-school educators about the anticipated field of study. The researcher distributed study instruments to the selected respondents. The interview schedule was provided to preschool teachers to obtain data regarding children's social-emotional interactions with others. Questionnaires were distributed to youngsters to gather information regarding their relationships with their parents at home. A focus group discussion was conducted with parents at schools to elicit their responses to specific questions, followed by data analysis of the obtained information..

Table 3. 3: Data Analysis by Objective

Objective	Independent Variable	Dependent Variable	Statistical Tool
1.Effect of authoritative parenting style on social-emotional development	Authoritative parenting style	Social-emotional development	Frequencies Means Percentages linear regression
	Permissive parenting style	Social-emotional development	Frequencies Means Percentages linear regression
2. Effect of permissive parenting style on social-	Authoritative parenting style	Social-emotional development	Frequencies Means Percentages linear regression
	Permissive parenting style	Social-emotional development	Frequencies Means Percentages linear regression

emotional	Uninvolved		
development	parenting style		
		Social-	Frequencies
3. Effect of		emotional	Means
uninvolved		development	Percentages
parenting style			linear regression
on social-			
emotional			
development			

Source: Researcher Own Concept 2021

3.9 Ethical considerations

Research ethics are those guidelines and principles, which regulate proper behavior in research, maintaining integrity, respect, and protection of the participants (Schulz, 2002; Resnik, 2011). The researcher followed ethical research practices in this study according to the advice of Gravetter and Forzano (2011), which was aimed at guaranteeing precision, impartiality, and safeguarding the respondents in the research. This was initially approved by Masinde Muliro University of science and technology and a research permit musiced by the National Commission of science, technology and innovations (NACOSTI). The permission of the management of the involved ECD centers was further requested.

As the research concerned minors, some special ethics standards were implemented. Signed consent forms as the means of seeking parental consent were provided, wherein parents were made aware of the study purpose, the type of questions to be asked and that the participation

in the study was voluntary. Parents were assured that their children would be no longer subjected to any form of harm, embarrassment or discomfort and the results of the information collected would be highly confidential. Consent was also acquired in an age-related way by clarifying the study to the pre-school learners using simple child-friendly language and ensuring that the learners agreed to give consent.

In order to safeguard the participants further, their names were not used but rather codes were used because names were considered confidential data that could not be used outside the academic purpose. Respondents were also made aware of the fact that they had the right to pull out at any point without any form of penalty. The researcher endeavored to ensure that bias was reduced and objectivity was upheld in the analysis and interpretation of findings.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the research findings, their interpretation and discussion. The topic of the study was the effect of selected parenting styles on social emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County, Kenya. Objectives of the study were to: determine the effect of authoritative parenting style on social emotional development of pre-primary learners, examine the effect of permissive parenting style on social emotional development of pre-primary learners, and establish the effect of uninvolved parenting style on social emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County-Kenya. The study's findings are displayed in tables and analyzed in relation to the objectives, after the presentation of demographic data and a description of the variables employed in the study.

4.2 Questionnaire return rate

Out of 400 pre-primary learners, 321 (80.2%) completely responded to the questionnaire questions, while 79 (19.8%) did not. These responses were utilized for data analysis. An appropriate response rate is 50%, an excellent response rate is 70%, and a very good response rate is 60% or higher, according to Creswell (2014), who established the minimum response rate percentage. This claim suggests that the 89.6% response rate in the present study is excellent.

4.3 Demographic Information of Participants

The study's respondents' socio-demographic data is presented in this part. Age, gender, religion, ethnicity, and parental employment are among the demographic data points gathered from the participants. It was necessary to gather demographic data including age, gender, religion, ethnicity, and parental employment in this study since these variables present valuable background attributes which affect the parenting styles as well as the socio-emotional development of children. Demographic variables assist in placing the results in context by exemplifying the manner in which the practice of parenting and child outcomes can be different amongst various social and economic groups in the Lurambi Sub-County. An example is the parental occupation of the job which can dictate the time spent by the parents and the culture and religious orientation which can tend to dictate values, discipline and expectations of parenting. The reaction of children to the parental approaches and the way children grow socially and emotionally is also influenced by gender and age of the learners. With the inclusion of demographic data, the research managed to draw trends, account for confounding data, and make sure that the analysis was representative of the target population. This enhanced the validity and applicability of the results to a wider ECDE policy and practice. The following sections offer the details.

4.3.1 Gender of learners

The study sought to establish the gender for learners. The results were summarized in table 4.1.

Table 4.1: Gender of Learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BOY	128	39.9	39.9	39.9
	GIRL	193	60.1	60.1	100.0
	Total	321	100.0	100.0	

Table 4.1 shows that among the sampled pre-primary learners, 128 (39.9) boys, and 193 (60.1) girls were sampled. Results indicate that most of the learners in Lurambi Sub-County were female. Such gender distribution can be an indication of the local enrollments and the choice of parents towards early childhood education, which means that there are higher enrollments of girls in pre-primary education in the sub-county.

4.3.2 Age of pre-school learners

The study established the age of learner respondents. The age of pre-learners was summarized in table 4.2.

Table 4.2: Age of Pre-school Learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	224	69.8	69.8	69.8
	6	97	30.2	30.2	100.0
	Total	321	100.0	100.0	

Table 4.2 indicates that most of the pre-primary learners, 224 children (69.8%), were aged 5 years with 97 children (30.2) aged 6 years old. The age distribution suggests that the results mainly describe the social-emotional development of children in the middle of pre-primary education which is a critical period of acquiring the basic skills like emotional control, peer interaction and self-concept. Therefore, the intervention or suggestions based on this study such as parenting practice guidance are most likely to be relevant to learners in this age bracket such that strategies are inappropriate, and focused to improve the early childhood development outcomes in Lurambi Sub-County.

4.3.3: Religion of Pre-primary Learners

The study established the religion of pre-primary learners. The results are summarized in Table 4.3.

Table 4.3: Religion of Pre-school Learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Protestant	161	50.2	50.2	50.2
	Catholic	64	19.9	19.9	70.1
	Muslim	96	29.9	29.9	100.0
	Total	321	100.0	100.0	

The results in Table 4.3 indicate that Protestants (50.2) followed by Muslims (29.9) and Catholics (19.9) have the highest percentages of pre-primary learners. This distribution suggests that religious affiliation is an important factor of socio-cultural background of learners which could affect parental expectations, moral upbringing and tendencies of attending early childhood education. The fact that a wide range of religious orientations exist

further highlight the need to adopt inclusive pedagogy that is sensitive to the cultural and spiritual identity of learners. This would not only encourage fair participation, but also improve social cohesion and tolerance in the learning process.

4.3.4 Ethnicity of Pre-school Learners

The study established the ethnicity of pre-school learners the results were summarized in table 4.4

Table 4.4: Ethnicity of Pre-school Learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Luo	128	39.9	39.9	39.9
	Luhya	193	60.1	60.1	100.0
	Total	321	100.0	100.0	

The results presented in Table 4.4 show that 128 pre-primary learners, or 39.9 percent, of the total number of learners were Luo ethnicity, and 193 learners, or 60.1 percent, were Luhya ethnicity. The findings indicate that the pre-primary learners were predominantly of the Lughaya ethnic group as the locality is mostly composed of this ethnic group. This allocation is helpful in relating the study findings and it might be significant in appreciating the culture and language of the learners.

4.3.5 Parental Employment

Parental employment was summarized in table 4.5

Table 4.5: Parental Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed	97	30.2	30.2	30.2
	Self employed	224	69.8	69.8	100.0
	Total	321	100.0	100.0	

According to Table 4.5, the findings show that a percentage of 30.2, or 97 pre-primary learners, had employed parents and that most of them, 224 learners (69.8) had self-employed parents. The implications of this finding are that majority of the children in the study were born in households where parents practiced self-employment and this may affect the economic stability of the families and the time they spent with their children in learning. Self-employment can be flexible, and parents may be more available in the early development of their children, yet it may also be problematic with an unstable income and unpredictable work schedules. On the other hand, in families with employed parents, the children may enjoy more stable incomes but the formality of the employment may restrict the involvement of parents because of the restricted working terms. These trends underscore the need to include parental occupation in analyses of factors that influence children into educational experiences and outcomes.

4.4: Authoritative Parenting Style and Social Emotional Development of Learners

The study sought to know how authoritative parenting style affects the social emotional development of children. The study utilized statement of which the respondents were to either choose: 1=Never 2=Rarely 3=Sometimes 4=Frequently 5=Always. The results are summarized in Table 4.6.

4.4.1 Who Stays with Children

Table 4.6: Who Stays with Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parents	192	59.8	59.8	59.8
	Father	33	10.3	10.3	70.1
	Mother	64	19.9	19.9	90.0
	Grandparents	32	10.0	10.0	100.0
	Total	321	100.0	100.0	

From the findings presented in Table 4.6, it is evident that the majority of pre-primary learners, accounting for 59.8%, live with both parents, while 10.3% live with their fathers only, 19.9% with their mothers only, and 10.0% under the care of grandparents. These results imply that family structure plays a significant role in the upbringing of children, with the dominance of dual-parent households suggesting a relatively strong parental presence in the learners' lives. However, the notable proportion of children living with single parents or grandparents points to varying family dynamics that may influence children's emotional, social, and academic development differently. This variation in caregiving arrangements

could therefore have implications on the support systems available to learners, potentially affecting their school readiness, stability, and overall learning outcomes.

4.4.2 Conversation with parents

Table 4.7: Conversation with Parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	65	20.2	20.2	20.2
	Frequently	224	69.8	69.8	90.0
	Always	32	10.0	10.0	100.0
	Total	321	100.0	100.0	

From the table 4.7, the results shows that 65 (20.2%) of the learners sometimes had conversation with their parents, 224(69.8%) of the learners frequently conversed with their parents while 32(10.0%) of the learners always had a conversation with their parents. This implies that learners who had conversation with their parents were free to raise their issues while those who had no or less conversation with their parents were not free to raise up their issues. In line with these findings, Kopko (2017) asserts that children of authoritative parents develop into socially competent, responsible, and autonomous adults because they are taught to negotiate and engage in conversations. From the results it indicates that children can freely converse with parents and therefore they have confident in their parents

4.4.3: Parents Listening to their Children

Table 4.8: Parents Listening to their Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	65	20.2	20.2	20.2
	Frequently	224	69.8	69.8	90.0
	Always	32	10.0	10.0	100.0
	Total	321	100.0	100.0	

Table 4.8 shows that 65 (20.2%) of the children said that their parents were sometimes active listeners to their opinion, 224 (69.8%) said that their parents were often active listeners, and only 32 (10.0%) children confirmed that their parents always listened actively. This distribution indicates that most parents seem to listen to their children a lot but just a small percentage show this habit. These findings have implications that are quite important when considered through the perspective of parenting styles. Active listening is a characteristic of the authoritative parenting style, as the parents strike a balance between warmth and responsiveness and providing the right guidance. Through active listening, which is often or always done by authoritative parents, independence is fostered, assertiveness is developed, and decision-making abilities are enhanced, all of which are essential to the socio-emotional and cognitive growth of children.

On the other hand, the smaller rates of parents who occasionally or never listen actively might represent authoritarian or neglectful parenting styles where the voices of children are ignored, which causes a lack of self-confidence and fewer chances of mastering the art of

communication and problem-solving. These trends are compatible with Akinsola (2015), who has stressed that parents with effective listening skills and taking into account the views of their children develop better parent-child relationships that will enhance their resilience and positive development. Likewise, Nyarko (2018), Kimathi and Muthoni (2022) both confirm that children brought up in a setting where authoritative parenting, characterized by active listening being active, tend to have greater self-esteem, control over their emotions, and performance in school than their peers raised in authoritarian or neglectful parenting.

Thus, the results imply that parental involvement may be reinforced with active listening regularly, which might convert many families into an authoritative parenting model, thus, offering children a supportive environment to develop holistically and succeed in the long run.

4.4.4: Parents Playing with Children

Children were further asked whether their parents had time to play with them. Their responses recorded in Table 4.9

Table 4.9: Parents Playing with their Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	64	19.9	19.9	19.9
	Frequently	257	80.1	80.1	100.0
	Total	321	100.0	100.0	

Based on the findings in Table 4.9, 64 children (19.9%), said that their parents only sometimes made time to play with them, and a high proportion of 257 children (80.1) said that their parents frequently played with them. These results indicate that the role played by

parents in the playtime of the children is an important factor in instilling the qualities of bravery, self-confidence, and emotional stability in the little learners. By making a conscious effort to spend time with their children to play and interact, parents give them a space to have fun and connect, as well as have a chance to model positive social behavior, problem solving, and resilience. Such interaction will be an effective show of parental support, which will strengthen the child in self-esteem and the daring to experience new worlds and challenges. The findings are in line with the statement made by Williams (2013) and who stressed that authoritative parents, achieving a balance between warmth and strictness, provided nurturing environments, which foster close relationships with children in addition to establishing clear expectations. In turn, the regular involvement of parents in play, in turn, can be viewed as one of the strategies that contribute to the emotional and cognitive development of children, making sure that they can approach developmental milestones and learning experience confidently.

4.4.5 Parents Discussing with Children

Table 4.10: Parents Discussing with Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	65	20.2	20.2	20.2
	Frequently	224	69.8	69.8	90.0
	Always	32	10.0	10.0	100.0
	Total	321	100.0	100.0	

From table 4.10, the results shows that 65(20.2%) of the children responded that their parents sometimes have discussion with them, 224(69.8%) of children responded that their parents

frequently discuss with them while 32(10.0%) of children responded that their parents had discussion with them whenever they had an issue. This implies that when there is an open communication between parents and children, there is independence development in children. This concurs with the findings by Knutson (2019) who asserts that when parents and children engage in two-way communication, fosters a strong parent-child relationships.

4.4.6 Parents Responding to Children’s Needs

Table 4;11: Parents Responding to Children’s Needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	65	20.2	20.2	20.2
	Frequently	224	69.8	69.8	90.0
	Always	32	10.0	10.0	100.0
	Total	321	100.0	100.0	

From table 4.11, the results shows that 65 (20.2%) of the children responded that their parents sometimes responded to their needs, 224 (69.8%) of the children responded that their parents frequently responded to their needs while 32 (10.0%) of the children responded that their parents always responded to their needs. This implies that majority of the parents were attached to their children’s welfare. This concurs with the findings by Griffith-Ross (2010) who found out that parents who exhibit authoritative parenting style, demonstrate sensitivity towards their children’s emotional needs, facilitate the development of self-regulation skills, and guide them towards personal growth through experiences and failures.

4.4.7 Children Playing with other Children

Table 4.12: Children Playing with other Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	33	10.3	10.3	10.3
	Frequently	288	89.7	89.7	100.0
	Total	321	100.0	100.0	

From table 4.12, the results shows that 33(10.3%) of the children responded that their parents sometimes allowed them to play with other children while 288 (89.7%) of the children responded that their parents frequently allowed them to play with other children. This implies that children who are allowed to interact with their peers, they are more likely to develop social emotional ability than those who are under other parenting styles since they are closely controlled and disengaged from interacting with other children. This finding concurs with Parker & Benson (2019) who suggested that children who engage with their peers are likely to develop greater independence, enhanced self-esteem, and effective stress management skills, ultimately fostering a positive self-image.

4.4.8: Parents Explaining Rules to Children

Table 4.13: Parents Explaining Rules to Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	65	20.2	20.2	20.2
	Frequently	256	79.8	79.8	100.0
	Total	321	100.0	100.0	

From table 4.13, the results shows that 65(20.2%) of children responded that their parents sometimes explain rules for them, while 256(79.8%) of children responded that their parents frequently explained rules for them to follow at home. This implies that majority of the parents explained rules for their children to follow at home. This concurs with the findings by Holden (2010) who found out that parents who enforce tight rules and regulations for their children, offer valid justifications for their disciplinary actions and allows children to navigate the world independently. This implies that most of the parents care for the well-being of their children as they set rules that will guide and direct their childhood living which later on transforms into their future life. This may assist children to acquire social emotional stability as they grow. On the other hand, for those children whose parents don't set clear rules are more likely to develop uncoordinated social emotional abilities that may affect their growth and even interaction with other children while at preschool. Consistent with the foregoing, Williams (2013) argued that children thrive in homes where adults set and enforce clear, fair, and age-appropriate rules and where open communication between parents and their offspring fosters increased parental responsiveness, fosters children's independence,

social, and cognitive competence, and fosters a stronger sense of social responsibility. One respondent during an interview said,

.....these learners are free to express themselves and to air out their views whenever need be, they also worked in teams with their peers without any difficulties and they also showed healthy competition in class whereby they accepted the defeat and controlled their impulses in a more positive manner.

From the responses of teachers, it showed that most learners in class followed the instructions given by their teachers in doing their activities, this play a critical role in developing social emotional competencies. Teachers also responded that most of the learners in class had egocentric behaviors in that they did not share the materials with their peers, they had the tendency of confining everything to themselves. They also responded that most learners in class did not focus on their learning reason being that their parents failed to provide and pay attention to their needs. Teachers also responded that most learners in class had difficulties in controlling their impulses, they easily got angry to other peers, and they could not make their own decisions instead they depended on their peers. This is an indication of permissive parenting.

4.5 Hypothesis Testing on Authoritative Parenting Style and Social Emotional Development of Pre-primary Learners

The first null hypothesis stated that authoritative parenting style has no significant effect on social emotional development of preprimary learners in Lurambi Sub-county Kakamega County-Kenya. Simple linear regression analysis was run to test the null hypothesis. Alpha

was set at 0.05. The results of the simple linear regression analysis are represented in Table 4.14, 4.15, and 4.16

Table 4.14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.454 ^a	.206	.162	2.101

a. Predictors: (Constant), Authoritative parenting style

Source: Field Data, 2022

From Table 4.14, R represents a moderate correlation (.454) between authoritative parenting and social emotional development. The results of R Square .206 which is 20.6% of the variation in social emotional development of children can be explained by authoritative parenting style. According to Table 4.14 the constant of the regression is statistically significant, suggesting that the model's input variables accurately predicted the outcome. This suggests that how children are raised has an effect on their social emotional development.

Table 4.15: Results of Anova Table on Relationship between Authoritative Parenting Style and Social emotional Development

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.570	1	20.570	4.661	.045 ^b
	Residual	79.430	18	4.413		
	Total	100.000	19			

a. Dependent Variable: EMOTIONAL DEVELOPMENT

b. Predictors: (Constant), AUTHORITATIVE PARENTING STYLE

Source: Field Data, 2022

The results of Table 4.15 point to the statistically significant influence of the authoritative parenting style on the social-emotional development of the learners as reflected by the ANOVA data, $F(1,18) = 4.661$, $p = 0.045$. The null hypothesis that is rejected is there is no significant relationship since the p-value is less than the traditional significance level of 0.05. This has led to the finding that authoritative parenting style does actually determine the social-emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County. These findings strengthen the literature on developmental psychology, which has identified authoritative parenting as one that leads to the development of independence, emotional control, and positive socialization in children. It means that when learners grow up in the atmosphere of warmth, regular discipline and positive communication, they will be more likely to exhibit resilience, flexibility and high-quality interpersonal relationships in the family and school settings.

Although these findings are important, it is important to note that there are some methodological and contextual limitations. The number of samples ($df = 18$) is not very large, which can limit the applicability of the findings and can cause the occurrence of a possible error. Moreover, ANOVA though helpful in identifying differences in means fails to determine the strength and direction of relationship between social-emotional development and authoritative parenting. Such complementary analyses as regression would have given more information on the predictive ability of the parenting style. There is also a possibility that the cultural setting of Lurambi Sub-County might have affected the results and restricted the generalizability of the results to larger populations. Lastly, the use of quantitative measures is inadequate since some parenting practices have subtle, dynamic impacts on children. A combination of quantitative methods, including interviews or observations, may

help provide a more insightful perspective into the lived experiences of these statistical trends.

Table 4.16: Results of Regression Coefficient of Authoritative Parenting Style and Social Emotional Development of Pre-primary Learners

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	11.336	4.961		2.285	.035
	authoritativeps	.541	.251	.454	2.159	.045

a. Dependent Variable: EMOTIONAL DEVELOPMENT

Source: Questionnaires Field Data, 2022

The coefficient table 4.16 revealed a statistically significant impact of authoritative parenting style on the social emotional development of learners. The value of β is 0.454, the value of t is 2.285, and the value of p is 0.035. A value of $B=11.336$ indicates that a one-unit shift in authoritative style results in an increase of 11.336 in social emotional development. The findings shown in Table 4.16 indicate a moderate connection ($R = 0.454$) between the use of authoritative parenting style and the social-emotional development of pre-primary learners. The model, namely the authoritative parenting style, accounted for 20.6% of the variability in the social emotional development of pre-primary learners in Lurambi Sub-County, as seen in the model summary of table 4.5. The ANOVA test yielded the following results: degrees of freedom (1,18), F-value of 4.661, and a p-value of 0.45. These results suggest that the linear regression model used for the data set is a suitable fit. The regression coefficient for the outcome variable was $B= .541$, $t=2.159$, $p< 0.045$. This suggests that there is a substantial relationship between authoritative parenting style and the social emotional development of pre-primary learners in Lurambi Sub-County. Thus, the investigation refuted the null hypothesis. The study found that the authoritative parenting style had a significant

positive impact on the social emotional development of pre-primary learners. Specifically, for every unit increase in authoritative parenting style, there was a corresponding increase of 45.4% in social emotional development.

The study revealed that authoritative parenting style had a significant effect in predicting social emotional development of pre-primary learners in Lurambi Sub-County, Kenya as indicated by $R^2 = .206$ (20.6%); $df (1,18)$, $F= 4.661$, $B= .541$, $t=2.159$, $p< 0.045$.

From the results, it shows that authoritative parenting style has an effect on social emotional development of learners. This concurs with Parker & Benson, (2019) who found out that learners raised by authoritative parenting style have a tendency towards increased autonomy, heightened self-worth and the ability to employ effective strategies for managing stress hence cultivating a positive self-perception.

4.6: Descriptive statistics on Permissive Parenting Style and Social Emotional Development of Children

Based on second objective, the study revealed the following findings though descriptive statistics.

4.6.1 Parent Giving Tokens to Children

Table 4.17: Parents Giving Tokens to Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SOMETIMES	97	30.2	30.2	30.2
	FREQUENTLY	224	69.8	69.8	100.0
	Total	321	100.0	100.0	

According to the findings of Table 4.17, more children (30.2) indicated that their parents occasionally gave them tokens to complete household chores, but more children (69.8) indicated that they were often rewarded with a token after they completed household chores. It implies that many parents depend on material incentives as motivating tools to get their children to comply, which indicates the features of a permissive parenting style. What this implies is that the children can start attaching responsibility to external rewards instead of self-motivation, which can potentially block the attainment of self-discipline, independence, and social-emotional maturity. According to Olowoduncye and Titus (2016), children who grow up in a permissive manner tend to view their parents as friends rather than their parents as their authority figures, leading to a situation where children may develop a closer connection with their parents but, at the same time, soften their boundaries and become less accountable.

Nevertheless, even though the results show the adverse aspects of permissive parenting, they are to be taken with precaution. Trophy or token when applied in small amounts and at strategic points can be used as a positive reinforcement that promotes responsibility and develop confidence in children. The issue emerges where the rewards become the only motivating factor of behavior and children believe in being paid to do simple chores that should be attributed to responsibility and service to the family. In addition, culture should also be taken into account, as the act of offering minor rewards, in certain societies, is perceived as a sign of

encouragement and not as indulgence. So, although the findings highlight the dangers of excessive use of permissive approaches, they also introduce the discussion on the issue of balance between reward-based motivation and the encouragement of inner responsibility in children.

4.6.2 Parents Monitoring Children’s Behavior

Table 4.18: Parents Monitoring Children’s Behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RARERLY	33	10.3	10.3	10.3
	SOMETIMES	256	79.8	79.8	90.0
	FREQUENTLY	32	10.0	10.0	100.0
	Total	321	100.0	100.0	

From table 4.18, the results shows that 33(10.3%) of children responded that their parents rarely monitored their behaviors while at home, 256(79.8%) of children responded that their parents sometimes monitored their behaviors at home while 32(10.0%) of children responded that their parents frequently monitored their behaviors while at home. This implies that majority of parents are not consistent in monitoring their children’s behavior. This concurs with the findings by Marsiglia (2010) who found out that permissive parents are characterized by allowing their children unrestricted freedom to engage in activities of their choice, without imposing limitations or boundaries on their behavior.

4.6.3 Parents Guiding Children in Decision Making

Table 4.19: Parents Guiding Children in Decision Making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	32	10.0	10.0	10.0
	RARERLY	193	60.1	60.1	70.1
	SOMETIMES	64	19.9	19.9	90.0
	FREQUENTLY	32	10.0	10.0	100.0
	Total	321	100.0	100.0	

From table 4.19, the results shows that 32(10.0%) of children responded that their parents never guided them in their decision making, 193(60.1%) of children responded that their parents rarely guided them in decision making, 64(19.9%) of children responded that their parents sometimes guided them in decision making while 32(10.0%) of children responded that their parents frequently guided them in decision making. This is an indication that most parents rarely guide their children in decision making showing that children are left to do things of their choice. This concurs with the findings by Olowoduncye and Titus (2016) asserts that children who are raised in a permissive manner, exhibit limited exploration beyond their immediate surrounding and are more prone to seeking comfort from their parents during times of stress rather than developing independent emotional management skills.

4.6.4 Parents Imposing Rules on Children

Table 4.20: Parents Imposing Rules on Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RARERLY	33	10.3	10.3	10.3
	SOMETIMES	288	89.7	89.7	100.0
	Total	321	100.0	100.0	

From table 4.20, the results shows that 33 (10.3%) responded that their parents rarely impose rules on their children while 288(89.7%) of the children responded that their parents rarely impose rules on their children while 288 (89.7%) of children responded that their parents sometimes imposed rules on their children. This implies that majority of the parents impose few or no rules for their children to follow. This finding concurs with (Marsiglia, et al.,2010) who found out that permissive parents allow their children unrestricted freedom to engage in activities of their choice, without imposing limitations or boundaries on their behavior.

4.6.5 Children Seeing their Parents as Friends

Table 4.21: Children Seeing their Parents as Friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RARERLY	33	10.3	10.3	10.3
	SOMETIMES	288	89.7	89.7	100.0
	Total	321	100.0	100.0	

From table 4.21 the results shows that 33 (10.3%) of children responded that they rarely see their parents as friends while 288(89.7%) of children responded that they sometimes see their parents as friends and not a parent figure. This indicates that majority of children see their parents as friends and not as their parent. This is in line with the findings by Olowoduncye and Titus (2016) who found out that parents who are excessively nice or indulgent tend to prioritize their role as a friend rather than as a parent which leads children exhibit disobedience and rebellious behavior to their parents due to lack of maturity. This is also supported by Baumrind (2013) who found out that permissively raised children view their parents more like a friend than parental figure.

4.6.6 Parents Helping their Children’s Homework

Table 4.22: Parents Helping their Children’s Homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SOMETIMES	65	20.2	20.2	20.2
	FREQUENTLY	256	79.8	79.8	100.0
	Total	321	100.0	100.0	

From table 4.22, the results shows that 65(20.2%) of children responded that their parents sometimes helped them do their homework while 256(79.8%) of children responded that their parents frequently helped them in doing their homework. This implies that majority of parents were involved in their children’s school work. This is in line with the findings by Lamborn et al., (2018) who found out that children who get active parental involvement are more inclined to possess positive self-esteem and demonstrate resourcefulness.

4.6.7 Parents Punishing Children

Table 4.23: Parents Punishing Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	64	19.9	19.9	19.9
	RARERLY	257	80.1	80.1	100.0
	Total	321	100.0	100.0	

From table 4.23, the results shows that 64(19.9%) of children responded that their parents never punished them whenever they made a mistake while 257(80.1%) of children responded that their parents rarely punished them whenever they made a mistake. This implies that most of parents did not punish their children on doing mistakes. These results align with the findings of Marsiglia et al. (2020), which indicate that permissive parents grant their children autonomy without actively monitoring or establishing boundaries. These parents anticipate that granting their children autonomy will foster a

closer bond between them. Furthermore, Gfroerer (2010) discovered that permissive parents impose minimal behavioral expectations, prioritizing the avoidance of confrontational situations with their children. One respondent during an interview said;

.....I give token to my children before sending them and in most cases i do not have time to monitor their work due to work related commitments.

From the responses from teachers, it showed that most learners in class followed the instructions given by their teachers in doing their activities, this plays a critical role in developing social emotional competencies. Teachers also responded that most of the learners in class had egocentric behaviors in that they did not share the materials with their peers, they had the tendency of confining everything to themselves. They also responded that most of the learners in class did not focus on their learning reason being that their parents failed to provide and pay attention to their needs. Teachers also responded that most of the learners in class had difficulties in controlling their impulses, they easily got angry with other peers, and they could not make their own decisions instead they depended on their peers. This is an indication that permissively raised children.

4.7: Hypothesis Testing on permissive parenting style

The second null hypothesis of the study stated that permissive parenting style has no significant effect on social emotional development of pre-primary learners in Lurambi Sub-County Kakamega County-Kenya. Using simple linear regression analysis, this study modeled how a permissive parenting style affects the social and emotional growth of kids before they start primary school. In the model, the value of the correlation regression coefficient showed how well pre-primary learners were developing their social and emotional skills, while positive signs of the coefficient showed that toddlers were developing their skills even more.

The relationship between the permissive and social emotional development was tested through use of linear regression. The results of simple linear regression model are presented in Table 4.24

Table 4.24: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.477 ^a	.227	.184	2.072

a. Predictors: (Constant), PERMISSIVEPS

Source: Questionnaires Field Data, 2022

At an R-value of 0.477, the results show a moderate link between a more lenient parenting style and children's social and emotional development (Table 4.24). An R-squared value of 0.227 (22.7%) indicates that the relationship between the two variables is well-explained. This suggests that pre-primary students in Lurambi Sub-County, Kakamega County, Kenya, whose parents exhibit a more lenient approach to parenting, may be less developed emotionally and socially than their peers.

Table 4.25: Results of Anova Table on effect of Permissive Parenting Style and Social Emotional Development

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22.715	1	22.715	5.290	.034 ^b
	Residual	77.285	18	4.294		
	Total	100.000	19			

a. Dependent variable: EMOTIONAL DEVELOPMENT

b. Predictors: (constant), permissive

Source: Field Data, 2022

A statistically significant influence of a permissive parenting style on the social and emotional development of preprimary learners was shown in table 4.25 of the results. $P=0.034$, $F(1,18)=5.290$. Preprimary students in Lurambi Sub-County, Kakamega County, Kenya, whose permissive teaching styles have a positive impact on their social and emotional development, have their null hypothesis rejected because the calculated value is smaller than the alpha value.

Table 4.26: Results of Regression Coefficient on Permissive Parenting Style and Social emotional Development of Pre-primary Learners

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	15.824	2.725		5.808	.000
1 PERMISSIVE PS	.284	.123	.477	2.300	.034

a. Dependent Variable: EMOTIONAL DEVELOPMENT

Source: Field Data, 2022

The findings demonstrated a statistically significant influence of a permissive parenting style on the social and emotional development of learners, as shown in coefficient table 4.26. With $B=15.824$, $\beta=0.477$, $t=2.300$, $p=0.034$ indicates that there is a 15.824 percent gain in social and emotional development for every one-unit change in a more permissive parenting style. We can reject the null hypothesis and affirm the existence of a statistically significant effect of permissive parenting style and the social and emotional development of learners because the computed value is lower than the alpha value ($p < \alpha$). For pre-primary learners, the results demonstrated a moderate association ($R=0.477$) between a more liberal parenting style and their social and emotional development. According to the model summary in Table 4.26, the permissive parenting style accounted

for 22.7% of the variance in the social and emotional development of pre-primary learners in Lurambi Sub-County. The results of the ANOVA test showed that the proposed linear regression model was a good fit for the data set; the values were $df (1, 18)$, $F=5.290$, and $P=0.034$. Results from the regression analysis showed that pre-primary learners in Lurambi Sub-County were more likely to have a permissive parenting style, with a $B=.284$, $t=2.300$, and $P=0.034$. As a result, the study's null hypothesis was rejected. An increase of one unit in the permissive parenting style would result in a 47.7 percent improvement in the social and emotional development of pre-primary students, according to the positive standardized beta coefficient of 0.477. The findings indicate that students' social and emotional development is impacted by parents who choose a more liberal parenting style. This is in line with what Hoeve et al. (2019) discovered: that parents who are more lenient pay a lot of attention to and encourage their children.

4.7 Descriptive Statistics of Uninvolved Parenting Style and social emotional development on children

Based on the third objective, the study revealed the following findings through descriptive statistics as shown in the tables below

4.7.1 Parents Making Demands from Children

Table 4.27: Parents Making Demands from Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	257	80.1	80.1	80.1
	RARERLY	64	19.9	19.9	100.0
	Total	321	100.0	100.0	

From table 4.27, the results shows that 257(80.1%) of children responded that their parents never made demands from them while 64(19.9%) of children responded that their parents rarely made demands from them. This is an indication that most of the parents were not responsive and demanding for their children. This is in line with the findings by Daring (2017) found out that uninvolved parents are unresponsive and undemanding leading to their children exhibit a tendency towards emotional detachment, anxiety and fearfulness

4.8.2 Parents Spending Free Time with Children

Table 4.28: Parents Spending Free Time with Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	224	69.8	69.8	69.8
	RARERLY	97	30.2	30.2	100.0
	Total	321	100.0	100.0	

From table 4.28, the results shows that 224(69.8%) of children responded that their parents never spend time with them while 97(30.2%) of children responded that their parents rarely spend time with them. This implies that majority of parents had no time to spend with their children. This concurs with the findings by Weiten (2019) who posits that parents who are not actively involved in their children's lives are less inclined to provide academic support, monitor their activities or engage in quality time with children

4.8.3 Parents Supervising Children’s Work

Table 4.29: Parents Supervising Children’s Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	96	29.9	29.9	29.9
	RARERLY	193	60.1	60.1	90.0
	SOMETIMES	32	10.0	10.0	100.0
	Total	321	100.0	100.0	

From table 4.29, the results shows that 96 (29.9%) of children responded that their parents never supervised their work, 193(60.1) of children responded that their parents rarely supervised their work, while 32(10.0%) of children responded that their parents sometimes supervise their work. This implies that most parents were not involved in supervising their children’s work. This concurs with the findings by Brenner and Fox (2018) found out that when parents exhibit emotional detachment from their children, there is a decreased likelihood of engaging in supervision, demonstrating affection, establishing boundaries, or fostering emotional development

4.8.4 Parents Setting Rules

Table 4.30: Parents Setting Rules

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	161	50.2	50.2	50.2
	RARERLY	128	39.9	39.9	90.0
	SOMETIMES	32	10.0	10.0	100.0
	Total	321	100.0	100.0	

According to the data in table 4.30, 50.2% of children reported that their parents never established rules for them, 39.9% of children reported that their parents rarely established rules, and 10.0% of children reported that their parents sometimes established rules. Consequently, the majority of parents fail to establish guidelines for their children to adhere to. Consistent with the research conducted by Bahr and Hoffman (2010), it was discovered that uninvolved parents disregard their children and fail to set high expectations for them. Additionally, these parents are not sensitive to their children's needs.

From the responses of teachers, it showed that most of the learners in class were fearful in that they were not free to air out their views and they were not free to approach the teacher in every situation they were in. They were also not able to concentrate in class and even settle at a point. These learners had difficulties in controlling their impulses and therefore difficult in making friends. One respondent during an interview said;

.....I do not have time to spend with my children since every individual in the family does whatever they wish, i do not demand anything from my children as every individual does their own things and i do not set rules in my home for my children to follow.

4.8: Hypothesis Testing on Uninvolved Parenting Style.

The third null hypothesis of the study stated that uninvolved parenting style has no significant effect on social emotional development of preprimary learners in Lurambi Sub-

County Kakamega Count, Kenya. The null hypothesis was tested using simple linear regression analysis. The relationship between the independent and dependent variables was evaluated at a significance level of 0.05 Table 4.31, 4.32, and 4.33 illustrate the outcomes of the simple linear regression analysis.

Table 4.31: Uninvolved Parenting Style on Social emotional Development of Pre-primary Learners Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.499 ^a	.249	.208	2.042

a. Predictors: (Constant), UNINVOLED PARENTING STYLE

Source: Questionnaires Field Data, 2022

Table 4.31 R represents a moderate correlation (0.499^a) between parenting style and social emotional development. The R Square results illustrate how much variation in social and emotional development can be explained by parental style. Thus, parenting style can account for 0.249 for the variance in social and emotional development. The regression analysis results in Table 4.31 show that the regression constant is statistically significant, suggesting that the variables in the model successfully predicted the outcome variable. These findings indicate that the way parents raise their children has an impact on the social and emotional growth of children in pre-primary education.

Table 4.32: Results of Anova Uninvolved Parenting Style and Social emotional Development of Pre-school Learners

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.923	1	24.923	5.975	.025 ^b
	Residual	75.077	18	4.171		
	Total	100.000	19			

a. Dependent Variable: EMOTIONALDEP

b. Predictors: (Constant), UNINVOLEDPS

Source: Questionnaires Field Data, 2022

The findings from Table 4.32 demonstrate that there is a statistically significant impact of the uninvolved parenting style on the social emotional development of learners. This is supported by the R² value of .249, the degrees of freedom (1,18), the F-value of 5.975, and the p-value of 0.025. The Anova values from the table indicate a P value of 0.025, which is lower than the alpha value of $\alpha=0.05$. Given that the computed value is lower than the alpha value, we can conclude that there is no significant effect of uninvolved parenting methods and social emotional development among learners in Lurambi Sub-County, Kakamega County, Kenya. Therefore, we reject the null hypothesis.

Table 4.33: Results of Regression Coefficient of Uninvolved Parenting Styles and Social emotional Development of Pre-primary Learners

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	13.000	3.710		3.504	.003
UNINVOLVE D	.346	.142	.499	2.444	.025

a. Dependent Variable: EMOTIONAL DEVELOPMENT

Source: Questionnaires Field Data, 2022

The coefficient table 4.33 indicated that there was a statistically significant impact of uninvolved parenting style on the social emotional development of learners. The values of $\beta=0.499$, $t=2.444$, and $p=0.025$, along with $B=13.000$, indicate that a one-unit shift in uninvolved parenting style results in a 13.000 increase in social emotional development. The regression analysis results demonstrate that the regression constant is statistically significant, suggesting that the variables included in the model were able to accurately predict the outcome variable. This suggests a correlation between uninvolved parenting approaches and social emotional development among pre-primary learners in Lurambi Sub-County, Kakamega County, Kenya.

Based on the findings of the study, which showed a statistically significant relationship between parenting styles and social emotional development, the researcher concluded that there is indeed an effect of parenting styles on the social emotional development of learners in Lurambi Sub-County, Kakamega County, Kenya. Zerra-Nezhad (2014) and Cho, Kogan, and Brody (2016) have provided evidence for the relationship between parenting styles and several aspects of child development, including academic achievement, social-emotional development, and self-regulation.

The findings shown in Table 4.33 indicate a moderate connection ($R=.449$) between the uninvolved parenting style and the social-emotional development of pre-primary learners. The uninvolved parenting style accounted for 24.9% of the variability in the social emotional development of pre-primary learners in Lurambi Sub-County, as seen in the model summary in Table 4.33. The ANOVA test yielded a significant result with a F statistic of 5.975 and a p-value of 0.025. This suggests that the linear regression model used was a suitable fit for the dataset. The regression coefficient for the outcome variable was $B=.499$, $t=2.444$,

p=0.025. This suggests that the parenting style characterized as uninvolved had a substantial impact on the social emotional development of pre-primary learners in Lurambi Sub-County. Thus, the investigation refuted the null hypothesis. The uninvolved parenting style exhibited a positive standardized Beta coefficient of 0.499, meaning that a one-unit increase in this parenting style would result in a 49.9% rise in the social emotional development of pre-primary learners. The results indicate that an uninvolved parenting style has a significant impact on the social and emotional development of learners. This aligns with the conclusions made by Gonzalez-Mera (2017), which indicate that uninvolved parenting styles are distinguished by a deficiency of active involvement and concern for their children's needs and wants.

4.9 Social Emotional Development

Descriptive statistics were carried out on responses on social emotional development. This was summarized in table 4.34, 4.35, 4.36, 4.37, 4.38

4.10.1 Children Seeking Adults' Help in Solving a Problem

Table 4.34: Children Seeking Adult's Help in Solving a Problem

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RARERLY	65	20.2	20.2	20.2
	SOMETIMES	64	19.9	19.9	40.2
	FREQUENTLY	160	49.8	49.8	90.0
	ALWAYS	32	10.0	10.0	100.0
	Total	321	100.0	100.0	

The data from table 4.34 indicates that 65 children, accounting for 20.2% of the total, reported rarely seeking their parents' assistance in problem-solving. Similarly, 64 children (19.9%) stated that they sometimes seek their parents' help, while 160 children (49.8%) reported frequently seeking their parents' assistance. Lastly, 32 children (10.0%) stated that they always seek their parents' help in solving problems. Most children typically seek their parents' assistance whenever they encounter difficulties. This aligns with the conclusions of Fulton and Turner (2018), who discovered that authoritative parents had the capacity to provide their children with clear instructions that are then reinforced through the use of supervision, understanding, logical reasoning, and adaptability.

4.10.2 Taking Turns when Playing with Others

Table 4.35: Taking Turns when Playing with Others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RARELY	65	20.2	20.2	20.2
	SOMETIMES	64	19.9	19.9	40.2
	FREQUENTLY	192	59.8	59.8	100.0
	Total	321	100.0	100.0	

From table 4.35, the results shows that 65(20.2%) of children responded that they rarely took turns when playing with others, 64(19.9%) of children responded that they sometimes took turns when playing with others while 192(59.8%) of children responded that they frequently took turns when playing with others. This implies that most of the children took turns when playing meaning that they let every child participate in the play. This concurs with the findings by Griffith (2010) who found out that parents who exhibit authoritative parenting style demonstrate sensitivity towards their children's emotional needs, facilitate the development of self-regulation skills, and guide them towards personal growth through experiences of failure.

4.10.3 Joining others in Play

Table 4.36: Joining others in Play

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NEVER	32	10.0	10.0	10.0
	RARERLY	64	19.9	19.9	29.9
	SOMETIMES	65	20.2	20.2	50.2
	FREQUENTLY	160	49.8	49.8	100.0
	Total	321	100.0	100.0	

From table 4.36, the results shows that 32(10.0%%) of children responded that they never joined others in play, 64(19.9%) of children responded that they rarely joined others in play, 65(20.2%) sometimes joined others in play while 160(49.8%) of children responded frequently joined others in play. This implies that most children willingly joined others in play meaning that they had social skills to interact with others. This is in line with the findings by Isha, Low, and Lau (2012) who found out that authoritative parents grant children vigilant supervision to ensure safety while granting them opportunities to explore novel experiences which is beneficial for the social and emotional growth of children.

4.10.4 Children Letting others Speak During Play

Table 4.37: Children Letting others Speak During Play

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RARERLY	65	20.2	20.2	20.2
	SOMETIMES	64	19.9	19.9	40.2
	FREQUENTLY	192	59.8	59.8	100.0
	Total	321	100.0	100.0	

Table 4.37, results shows that 65(20.2%) of children rarely allowed other children speak during play, 64(19.9%) of children sometimes allowed other children to speak during play, while 192(59.8%) of children allowed other children to speak during play. This implies that most of children allowed their friends to speak their views during play. This concurs with the findings by Baharudin and Kordi (2020) who found out that an implementation of authoritative parenting style plays a pivotal role in facilitating the optimal psychological and social development of children. This is also attributed to the observation that children who are raised in an authoritative parenting manner have a tendency towards increased autonomy, heightened self-worth, and the ability to employ effective strategies for managing stress, hence cultivating a positive self-perception.

4.10.5 Sharing Playing Materials with Others

Table 4.38: Sharing Materials with Others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RARERLY	65	20.2	20.2	20.2
	SOMETIMES	64	19.9	19.9	40.2
	FREQUENTLY	192	59.8	59.8	100.0
	Total	321	100.0	100.0	

From table 4.38, the results shows that 65(20.2%) of children responded that they rarely shared playing materials with others, 64(19.9%) of children responded that they sometimes shared playing material with others while 192(59.8%) of children responded that they frequently shared playing material with others. This implies that most children were not egocentric, they shared playing materials with other children during play. This is in line with the findings by Baumrind and Black (2018) found out that children who were raised by authoritative parents exhibited greater levels of social competence and self-esteem.

Responses from teachers indicated that most of the learners in class were not able to socialize with their peers hence they showed egocentric behaviors and were emotionally withdrawn. Teachers also responded that most learners in class were very aggressive indicating that they were permissively raised up. One respondent during an interview said;

.....when i have open communication with my children helps them to build confidence and they feel free to share with me issues affecting them.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study aimed to determine the impact of specific parenting styles on the social and emotional development of children. Thus, this study provides a concise overview of the research results, including a description of the findings, the conclusion drawn, and the recommendations proposed. Lastly, the recommendations for future investigation are provided.

5.2 Summary of research findings

This study aimed to investigate the impact of specific parenting styles on the social-emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County, Kenya. The study aimed to investigate the impact of authoritarian, permissive, and uninvolved parenting styles on the social and emotional development of young children. The study aimed to achieve three primary objectives: first, to assess the impact of authoritative parenting style on the social-emotional development of pre-primary learners; second, to investigate the influence of permissive parenting style on the social-emotional development of pre-primary learners; and third, to determine the effect of uninvolved parenting style on the social-emotional development of pre-primary learners in Lurambi Sub-County.

5.2.1 Authoritative Parenting Style on Social emotional Development of Pre-primary Learners

The first objective of this study was to determine the effect of authoritative parenting style on social emotional development of pre-primary learners in Lurambi Sub- County. The study showed that majority (69.8%) of children had frequent conversation with their parents. According to Kopko (2017), children of authoritative parents develop into socially competent, responsible and autonomous adults because they are taught to negotiate and engage in conversations. Akinsola (2015) pointed out that promotion of open channels of communication and the cultivation of a relaxed atmosphere in social settings contribute to the enhancement of children's social development.

Further, children were asked to indicate whether their parents had active listening with them, the results of the analyzed information showed that majority (69.8%) of children responded that parents had an active listening with them. This implies that most of the parents had an active listening to children's views. According to Akinsola (2015), demonstrated that parents who exhibit effective listening skills, possess a willingness to consider their children's perspective.

In addition, children were requested to indicate whether their parents had time to play with them, it emerged that majority (80.1%) of children in Lurambi Sub- County responded that their parents had time to play with them. This is consistent with the arguments of Williams (2013) who argued that authoritative parents strike a fine balance between being permissive and strict with their children and this allows them to foster a strong bond with their children while also holding them to high standards.

Furthermore, children were requested to indicate whether their parents had discussions with them, the results of the information showed that majority (69.8%) of children reported that their parents had discussion with them whenever they were overwhelmed by issues in their lives. This is consistent with the arguments of Knutson (2019) who found out that when parents and children engage in two-way communication, fosters a strong parent-child relationship.

Moreover, children were asked to indicate whether their parents responded to their needs, it emerged that majority (69.8%) of children reported that their parents responded to their needs as presented to them. This implies that anytime children requested for help, they always had a respond from their parents. This is in line with the findings by Griffith-Ross (2010) who found out that parents who exhibit authoritative parenting style, demonstrate sensitivity towards their children's emotional needs, facilitates the development of self-regulation skills, and guide them towards personal growth through experiences and failure.

In addition, children were asked to indicate whether their parents allowed them to play with other children, the results showed that majority (89.7%) of children responded that their parents allowed them to play with other children. This implies that allowing children interact with others, enhances the children's social development. This concurs with the findings by Parker and Benson (2019) who found out that children who interact with their peers, have a tendency towards increased autonomy, heightened self-worth, and the ability to employ effective strategies for managing stress, hence cultivating a positive self-perception.

Furthermore, children were asked to indicate whether their parents explained rules for them, the results of the analyzed information showed that majority (79.8%) of children responded

that their parents explained rules for them. This implies that most of the parents explained the rules to be followed by children. This is in line with the findings by Holden (2010) who found out that parents who enforce tight rules and regulations for their children, offer valid justifications for their disciplinary actions and allows children to navigate the world independently. This is further supported by Williams (2013) who argued that children thrive home where adults set and enforce clear, fair, and age appropriate rules and where open communication between parents and children fosters increased parental responsiveness, fosters children's independence, social, and cognitive competence, and fosters a strong sense of social responsibility.

From the inferential statistics, table 4.4, the results $R=0.454$, $R^2=0.206$ which is 20.6% of authoritative parenting style was explained by social emotional development. Table 4.5, results revealed that there was statistically significant effect of authoritative parenting style on social emotional development of learners. That is $F(1,18), 4.661, p=0.045$. Table 4.6, the results showed that there was a statistically significant effect of authoritative style on social emotional development. That is $Beta=0.454, t=2.285, p=0.035$ with $B=11.336$.

5.2.2 Permissive Parenting Style and Social Emotional Development of pre-primary Learners

The second objective of this study was to examine the effect of permissive parenting style on social emotional development of children in Lurambi Sub-county. The study found out that majority (69.8%) of children responded that their parents frequently gave them some tokens before they did any tasks in their homes. This implies that most parents are lenient to their children in that they always bribe their children for them to do tasks given to them. This concurs with the findings by Olowoduncye and Titus (2016) who asserts that permissively raised children see their parents as friends and not parental figure believing that doing so will strengthen their relationship and rapport.

Moreover, majority (79.8%) of children reported that their parents did not monitor their behaviors. This implies that most parents did not monitor their children's behavior, they left their children unsupervised and therefore children did their own things. This is in line with the findings by Marsiglia (2010) who found out that permissive parents are characterized by allowing their children unrestricted freedom to engage in activities of their choice, without imposing limitations or boundaries on their behavior.

Similarly, majority (60.1%) of children reported that their parents rarely guided their children in decision making. This implies that most parents were not involved in guiding their children in making their decision, therefore they did their own decisions in life whether bad or good. This concurs with the findings by Olowoduncye and Titus (2016) who found out that children who were raised in permissive manner, exhibit limited exploration beyond

their immediate surrounding and are more prone to seeking comfort from their parents during times of stress rather than developing independent emotional management skills.

In addition, majority (89.7%) of children responded that their parents sometimes impose rules that control children's behavior. This implies that there are some limits that children should observe when doing their activities and that there are expectations they have to adhere to as children. This concurs with the findings by (Marsiglia et al.,2010) who found out that permissive parents allow their children unrestricted freedom to engage in activities of their choice, without imposing limitations or boundaries on their behavior.

Moreover, majority (89.7%) of children reported that they see their parents as friends and not parents. This implies that most parents are too lenient to their children and there are few or no rules that controls them at home so children see a friend and not a parent in their parents. This concurs with the findings by Olowoduncye and Titus (2016) who found out that parents who are excessively nice or indulgent tend to prioritize their roles as a friend rather than a parent which leads to children exhibit disobedience and rebellious behavior to their parents due to lack of maturity.

Furthermore, majority (79.8%) of children reported that their parents frequently helped them in their homework. This implies that most parents got involved in monitoring their children's homework. This is line with the findings by(Lamborn et al., 2018) who posits that children who get active parents involvement are more inclined to possess positive self-esteem and demonstrated resourcefulness.

In addition, majority (80.1%) of children responded that their parents rarely administered punishment to them. This implies that children did everything of their choice without their

parents making punishment. This in line with the findings by (Marsiglia et al., 2020) who asserts that permissive parents give their children freedom and act without monitoring and setting limits. This is further reported by Gfroerer (2020) who found out that permissive parents make few behavioral demands where overarching goal is to avoid confrontation situation with children as much as possible. From the inferential statistics table 4.10, the results $R=0.477$, $R\text{ Square }0.227$ which is 22.7% of permissive parenting style was explained by social emotional development. Table 4.11, results revealed that there is statistically significant effect of permissive parenting style on social emotional development of learners. That is $F(1,18), 5.290, p=0.034$. Table 4.12, the results showed that there was a statistically significant effect of permissive parenting style on social emotional development. That is $Beta=0.477, t=5.808, p=0.000$ with $B=15.824$.

5.2.3 Uninvolved Parenting Style and Social Emotional Development of Pre-primary Learners

The third objective of this study was to establish the effect of uninvolved parenting style on social emotional development of learners in Lurambi Sub-county. The study found out that majority (80.1%) of children reported that their parents never made demands from them. This implies that children were left to do their wishes without any expectation from their parents. This is in line with Daring (2017) who found out that uninvolved parents are unresponsive and undemanding leading to their children exhibit a tendency towards emotional detachment, anxiety, and fearfulness.

Additionally, majority (69.8%) of children responded that their parents never spend free time with them. This implies that most children never received guidance from parents and also they had nobody to present their views. This is in line with the findings by Weiten (2019) who asserts that parents who are not actively involved in their children's lives are less

inclined to provide academic support, monitors the activities or engage in quality time with children.

Similarly, majority (60.1%) of children reported that their parents rarely supervised their work. This implies that parents had no time to go through school work for their children and they also had no time to know the activities their children engage in their daily life. This was found to be in line with Brenner & Fox (2018) who found out that when parents exhibit emotional detachment from their children, there is a decrease likelihood of engaging in supervision, demonstrating boundaries, or fostering emotional development.

Moreover, majority (50.2%) of children responded that their parents never set rules at home for their children to follow. This implies that in most of the homes, there were no rules that controlled children's behavior. This concurs with the findings by Bahr & Hoffman (2010) who found out that uninvolved parents neglect their children and do not establish high expectations for their children and are also not attentive to their needs. From inferential statistics, table 4.19 the results $R=0.499$, $R\text{ Square } 0.249$ which is 24.9% of uninvolved parenting style was explained by social emotional development. Table 4.20, results revealed that there is statistically significant effect of uninvolved parenting style on social emotional development of learners. That is $F(1,18)$, 5.975 , $p=0.025$. Table 4.21, the results $B=13.000$ showed that there was statistically significant effect of uninvolved parenting style on social emotional development of learners.

5.2.4 Social Emotional Development

Majority (49.8%) of children reported that they frequently seek their parents' help in solving their problems. This implies that most of children before they run into conclusions, they seek for parental help when they solve their problems. This concurs with the findings by Fulton & Turner (2018) found out that authoritative parents have the ability to offer their children with explicit directives which are subsequently reinforced through the use of monitoring, empathy, reason, and flexibility.

In addition, majority (59.8%) of children reported that they frequently took turns when playing with others. This implies that most children accommodating every child in the play. This is in line with the findings by Griffith (2010) who found out that parents who exhibit authoritative parenting style demonstrate sensitivity towards their children's emotional needs, facilitate the development of self-regulation skills, and guide them towards personal growth through experiences of failure.

Similarly, majority (49.8%) of children responded that they frequently joined others during play. This implies that children who actively interact with others in doing activities or playing, develop positive social skills. This concurs with the findings by Isha, Low and Lau (2012) who found out that authoritative parents grants children vigilant supervision to ensure safety while granting them opportunities to explore novel experiences which is beneficial for the social and emotional growth of children.

Furthermore, majority (59.8%) of children reported that they frequently let others speak during play. This implies that most children accommodate other children to speak during play, this enhances their social emotional development. This concurs with the findings by Bararudin and Kordi (2020) who found out that an implementation of authoritative parenting style play a pivotal role in facilitating the optimal psychological and are raised in an authoritative parenting manner, have a tendency towards increased autonomy, heightened self-worth, and the ability to employ effective strategies for managing stress hence cultivating a positive self-perception.

Moreover, majority (59.8%) of children responded that they frequently share playing materials with others. This implies that when children share, they develop social competence. This concurs with the findings by Baumrind and Black (2018) who found out that children who were raised by authoritative parents exhibited greater levels of social competence and self-esteem.

5.3 Conclusions of the Study

The study made conclusions based on the objectives as discussed below

Based on the first objective, it was concluded that when parents involve their children in family conversations, give them support with clear rules, children's social competence is enhanced. When parents explain rules to their children fosters children's independence and confidence in children.

Based on the second objective, it was concluded that when parents set few or no rules that guide their children, they develop poor self-control and when parents have low demands to their children, children become dependent which compromises the social emotional development of children.

Based on the third objective, it was concluded that when parents are uninvolved in their children's life, when they are unresponsive, with no rules, low attachment, and low demands, children become moody, they develop insecure behaviors, they display low self-esteem and also they develop low self-confidence leading to negative social emotional development in children.

5.4: Recommendations of the Study

Recommendations were offered on how to improve the social and emotional growth of children by using effective parenting practices. The first is to encourage parents to listen to the opinions of their children, give a clear and simplify explanations while disciplining them. They should also show constant love to their children in order to make them feel treasured and supported, but not neglected.

Secondly, suggestions indicated that parents should embrace the authoritative parenting style because it was proved to be the best in ensuring that children socialize well by instilling confidence, responsibility and positive relationships with peers.

Lastly, parents ought to be informed and given some hands-on skills in terms of seminars and workshops that dwell on the difficulties of parenting and how best they can be utilized to raise children. Special consideration should be made to strike the right balance between being warm, guiding and disciplining.

5.5 Suggestions for further study

The subsequent recommendations are made for further investigations;

- i. A study should be conducted on the effects of parenting styles on children's cognitive development
- ii. A study should also be conducted on the effect of parenting style on behavior learning of children.
- iii. A study should be conducted on the authoritarian parenting style and effect on academic performance
- iv. A study should be conducted on effect Laizers fare parenting style on educational performance of learners

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APPENDICES

Appendix I: Informed consent

Title: Effects of selected parenting styles on social emotional development of pre-primary learners in Lurambi sub county, Kakamega County, Kenya.

Greetings! I am Wafula Pauline Nelima. My name is Masinde Muliro and I am a Master's student at MMUST, where I am studying early childhood education. In this study, I am looking at the social and emotional development of pre-primary students in the Kakamega East sub-county of Kakamega County, Kenya, and how different parenting methods influence it. Preschoolers' handwriting is becoming an increasingly big problem, and this study hopes to provide some answers. By signing below, you are acknowledging that you would like to take part in this study and that you understand that your answers will be used for academic purposes, and that you will be asked to fill out questionnaires, participate in focus groups, and answer questions during scheduled interviews.

Confidentiality: Confidentiality of your responses is guaranteed to you, with the exception of a few particular cases that are detailed below. Your written authorization to share information about you will not waive my obligation to safeguard your privacy. Whenever you change your mind, you can revoke the authorization you gave me to share information with whomever you wanted.

Complaints: Please let me know if you have any issues with the questionnaire or interview scheduling question settings so that I can address them. Such feedback will be carefully considered and respected by me. Feel free to contact my supervisor, Dr. Ogutu Joel, at 0713094452, with any unresolved issues or allegations of unethical activity on my part. You are the one who has the authority to choose what information they want kept private, thus there's no need for you to keep quiet about my disliked actions.

Signed: _____ Date: _____

Appendix II: Permission Letter to Collect Data

P.O. Box 190-50100

Date:

The Preschool Head Teacher, _____

Dear Sir/Madam

Re: Data collection for research purposes

I am currently enrolled as a student at Masinde Muliro University of Science and Technology, where I am pursuing a Master's Degree in Early Childhood Education. My research will focus on investigating the impact of specific parenting styles on the social and emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County, Kenya. Your preschool has been selected at random to participate in the study. This letter is a formal request seeking permission to conduct a survey by administering questionnaires to preschoolers aged 5-6 and preschool head teachers. The goal of this survey is to collect information for the study. The acquired data will be handled with the highest level of confidentiality.

Enclosed in this message are a study permission issued by NACOSTI and an authorization letter from the Kakamega County Education Director and Lurambi Sub-County Education Officer.

Thank you.

Yours faithfully

Wafula Pauline Nelima

Appendix III: Interview for Pre-School Teachers

This questionnaire aims to facilitate data collecting for a research project focused on a master's degree program. The study examines the impact of specific parenting styles on the social and emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County, Kenya. Kindly be aware that you have been recognized as a potential participant, and as a result, any information you offer will be handled with the highest level of confidentiality. It is important to note that there is no definitive or incorrect response. Avoid including your name on the questionnaire. Indicate your response by selecting the appropriate option..

SECTION A: Background Information

1. Gender Male ()
 Female ()
2. Indicate your age group range by indicating in the appropriate space
 - a. 20-30 years ()
 - b. 31-40 years ()
 - c. 41-50 years ()
 - d. Above 50 years()
3. Indicate your training level
 - a. Certificate ()
 - b. Diploma ()
 - c. Degree()
 - d. Masters ()

4. a. Which class do you teach?
- b. How many learners do you have in your class?
5. Kindly, indicate your teaching experience.....
 - a. Below 5 years ()
 - b. 6-10 years ()
 - c. 11-20 years ()
 - d. 20 years and above ()

SECTION B: Authoritative Parenting Style

Items on authoritative parenting style and social emotional development of children. Tick in the appropriate space provided.

6. Learners in my class enjoy freedom
 5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()
7. Learners in my class show good self-esteem
 5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()
8. Learners in my school have a healthy competition
 5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()
9. There is peer working relationship among learners
 5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()
10. Learners show signs of fear at school
 5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

SECTION C: Items on permissive parenting style and social emotional development of children.

Tick against the response that appears appropriate to you

11. Learners in my class follow instructions

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

12. Learners in my class have egocentric behavior

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

13. Learners in my class have friends

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

14. Learners in my class express themselves freely

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

15. Learners in my class focus on learning

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

16. Learners in my class are independent

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

17. Learners in my class control their impulses

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

SECTION D: Items on uninvolved parenting style and social emotional development of children. Tick in the space provided.

18. Learners in my class show fear

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

19. Learners in my class are emotionally withdrawn

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

20. Learners in my class show anxiety

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

21. Learners in my class show poor outcomes in almost all the domains of development

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

22. Learners in my class feel insecure

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

23. Learners in my class do well socially

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

24. Learners in my class have mood swings

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

25. Learners in my class show aggression

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

SECTION E: Items on social emotional development of children. Tick in the space provided.

26. Learners in my class show any form of social emotional behavior

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

27. Learners in my class are emotionally withdrawn

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

28. Learners in my class are very aggressive

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree

()

29. Learners in my class are emotionally upright

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

30. Learners in my class have positive social emotional outcomes

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

31. Learners in my class have negative social emotional outcomes

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

32. Learners in my class display some mood swings

5 Strongly agree () 4 Agree () 3 Undecided () 2 Disagree () 1 Strongly Disagree ()

Appendix IV: Consent Letter for Parents

Dear parent,

I am a post- graduate student of Early Childhood Development and Education in the department of Educational Psychology, Masinde Muliro University of Science and Technology. I am conducting a research study on the impact of specific parenting styles on the social and emotional development of pre-primary students in Lurambi Sub-County, located in Kakamega County, Kenya. You have been chosen to take part in the study by providing responses to the questions during a focus group discussion. The given information will be handled with utmost secrecy.

Thank you in advance.

Yours Sincerely,

Wafula Pauline Nelima.

Appendix V: Focus Group Discussion for Pre-School Parents

Dear Sir/Madam,

I appreciate your willingness to allocate time for our meeting. I am currently enrolled as a student at Masinde Muliro University of Science and Technology, pursuing a Masters degree in Early Childhood studies. I am conducting a study titled "Effects of selected parenting styles on the social-emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County." Your assistance in this study is greatly appreciated and essential. Please provide the necessary information. Your responses will be treated with the highest level of confidentiality and privacy. They will only be used for statistical analysis, planning, and reporting of aggregated data. Each group will comprise five parents. Please feel at liberty to react to the questions.

SECTION A: Items on authoritative parenting style and social emotional development of children.

1. a. Which parenting style do you prefer to use in bringing up your children?
b. Explain preference of your choice.....
.....
2. What effect does the selected parenting style above have on your child's social emotional development?.....
.....
3. How does your child express him or herself?
.....
.....

4. How is your child involved in family decision making?

5. Describe your child's personality

.....
.....
.....

6. How do you monitor what goes on in your child's life?

.....
.....

7. How do you provide your child with clarification about the reason why you make certain requests?

.....
.....

10. How do you explain to your child when you punish them?

.....
.....
.....

SECTION B: Items on permissive parenting style and social emotional development of children

11. How do you set rules for your child to follow?

.....
.....
.....

12. In which ways do you treat your child more like a friend than a parent figure?

.....
.....
.....

13. How often do you give incentives to your child to do a task?

.....
.....

14. How do you monitor what goes on in your child's life?

.....
.....

15. How are you involved in your child's studies?

.....
.....

16. How often do you have an open communication with your child?

.....
.....

SECTION C: Items on uninvolved parenting style and social emotional development of children.

17. How do you make demands from your child?

.....
.....

18.How are you ensuring that your child adheres to the set rules you have set while at home?

.....
.....

19.How often do you spend time with your child?

.....
.....

20.How do you supervise your child when doing home activities?

.....
.....

21.How do you excuse yourself for not being there for your child?

.....
.....

22.What challenges you encounter from the parenting style you prefer?

.....
.....

23.What recommendations can you make on the parenting style in relation to social emotional development?-----

24. In your view, which is the best parenting style for children?

Authoritative()

Permissive()

Uninvolved()

25. State advantages of the parenting style you preferred

SECTION D: Items on Social Emotional development of children

26. What is the effect of parenting styles on social emotional development of children?.....

.....

27. How do your children express themselves socially and emotionally?

.....

28. What are the various strategies that you apply when dealing with your children's social emotional development?

.....
.....

29.What is the effect of open communication on your child’s social emotional development?

.....
.....

30.What are the challenges that you encounter with your child’s social emotional development?

.....
.....

31.In your view, which is the best parenting style for nurturing children’s social emotional development?

.....

32.Explain your answer above.....

Appendix VI: Consent Letter to Collect Data from Learners

Dear parent,

I am presently undertaking a post-graduate degree in Early Childhood Development and Education in the Educational Psychology department at Masinde Muliro University of Science and Technology. I am undertaking a research study on the influence of particular parenting styles on the social and emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County, Kenya. Your child has been selected to participate in the study by answering the questions on the interview schedule. Kindly afford him/her the opportunity to participate. The provided information will be managed with the highest level of confidentiality.

I appreciate your assistance in advance.

Yours Sincerely,

Wafula Pauline Nelima.

Appendix VII: Questionnaire for Children

This interview schedule is intended to collect data on the effects of selected parenting styles on social emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County- Kenya.

SECTION A: Demographic Data

1. Gender of the child

Boy()

Girl()

2. Age of the child.....

(i) 5 () (ii) 6 () (iii) 7 () (iv) 8 () (v) others specify ()

3. Religion

i) Protestant () ii) Catholic () iii) Muslim () iv) Others specify ()

4. Ethnicity

i) Kisii () ii) Luo () iii) Luhya () iv) Kalenjin () Any other specify ()

5. Parental employment

i) Employed () ii) Self-employed () iii) Not employed ()

6. Who do you leave with?

i) Father and Mother () ii) Father alone () iii) Mother alone ()

iv) Grandparents

SECTION B: Items on authoritative parenting style and social emotional development of children.

7. Do you have conversations with your parents?

1= Never () 2=Rarely 3= Sometimes 4= Frequently 5= Always

8. Do your parents listen to whatever you tell them?

1=Never () 2= () Rarely () 3= Sometimes () 4= Frequently 5= Always

9. Do your parents have time to play with you?

1= Never () 2= Rarely () 3= Sometimes () 4= Frequently 5= Always

10. Do your parents discuss with you?

1=Never () 2=Rarely () 3= Sometimes () 4= Frequently 5= Always

11. Do your parents respond to your needs?

1=Never () 2=Rarely () 3=Sometimes () 4= Frequently 5=Always

12. Do your parents let you play with other children?

1= Never () 2=Rarely 3= Sometimes 4= Frequently () 5= Always ()

13. Do your parents explain rules for you to follow at home?

1= Never () 2= Rarely () 3= Sometimes () 4= Frequently () Always

SECTION C: Items on permissive parenting style and social emotional development of children

14. Do your parents give you token before you do the task for them?

1= Never () 2= Rarely () 3= Sometimes () 4= Frequently () 5= Always ()

15. Do your parents monitor your behaviors at home?

1= Never () 2= Rarely () Sometimes 3= () 4= Frequently () 5= Always ()

16. Do your parents' guide you in making decisions?

1= Never () 2= Rarely () 3= Sometimes () 4= Frequently () 5= Always ()

17. Do your parents impose rules on you?

1=Never () 2= Rarely () 3= Sometimes () 4= Frequently () 5=Always

18. Do you see your parents as friends rather than an authority figure?

1= Never () 2= Rarely () 3= Sometimes () 4= Frequently () 5=Always

19. Do your parents help you do your homework?

1= Never () 2= Rarely () 3= Sometimes () 4= Frequently () 5= Always

20. Do your parents punish you when you do a mistake?

1=Never () 2= Rarely () 3= Sometimes () 4= Frequently () 5= Always

SECTION D: Items on uninvolved parenting style and social emotional development of children.

21. Do your parents make any demand from you?

1= Never () 2= Rarely () 3= Sometimes () 4=Frequently () 5= always

22. Do your parents spend their free time with you?

1= Never () 2= Rarely () 3= Sometimes () 4= frequently () 5= Always ()

23. Do your parents supervise the work given to you?

1= Never () 2= Rarely () 3= Sometimes () 4= Frequently () 5= Always

24. Do your parents set rules for you to follow at home?

1= Never () 2= Rarely () 3=Sometimes () 4= Frequently () 5= Always ()

SECTION E: Items on Social emotional development

25. Do you seek adult's help when you want to solve a problem?

1=Never () 2=Rarely () 3= Sometimes () 4= Frequently () 5= Always

26. Do you take turns when playing with others?

1= Never () 2= Rarely () 3= Sometimes () 4= Frequently () 5= Always

27. Do you join others in play?

1= Never () 2=Rarely () 3= Sometimes () 4= Frequently () 5= Always

28. Do you let others speak during play?

1= Never () 2= Rarely () 3= Sometimes () 4= Frequently () 5= Always

29. Do you share playing materials with others?

1= Never () 2= Rarely () 3= Sometimes () 4= Frequently () 5= Always

AppendixVIII: MAP OF LURAMBI SUBCOUNTY



Source: Google map, March 2012.

REPUBLIC OF KENYA



MINISTRY OF EDUCATION

**STATE DEPARTMENT OF EARLY LEARNING AND BASIC
EDUCATION**

Telephone: 056 -30411

Fax: 056 - 31307

E-mail: rceducation2016@gmail.com

When replying please quote our Ref.

REF: KAKA/C/GA/29/17/VOL.V1/39

Mrs. PAULINE NELIMA
WAFULA MASINDE MULIRO
UNIVERSITY KAKAMEGA

County Director of Education

Kakamega County

P. O. BOX 137 - 50100

KAKAMEGA

Date: 6th May, 2022

RE: RESEARCH AUTHORIZATION

Reference is made to a letter from the Ref. No. NACOSTI/P/22/16490 dated 29th March, 2022 concerning subject matter,

This is to inform you that you have been authorized to carry out research on 'Effects of Selected Parenting Styles on Social Emotional Development of Pre-Primary Learners in Kakamega County' for the period ending 29th March, 2023.

Please accord him/her any necessary assistance he/she may require.

FOR
COUNTY DIRECTOR OF EDUCATION

DICKSON O. OGONYA

KAKAMEGA COUNTY

COUNTY DIRECTOR OF EDUCATION KAKAMEGA
COUNTY

Copy to:

The Regional Director of Education



REPUBLIC OF KENYA



NATIONAL SCIENCE TECHNOLOGY & INNOVATION COMMISSION

Ref: 5302

Date: 26 Mar 2022

RESEARCH LICENSE



This is to Certify that Ms. Pauline Nelima Wafule of Masinda Muliro University of Science and Technology conduct research in Kakamega on the topic: Effects of selected parenting styles on social media learners: Kenya for the period ending: 31/12/2022

License NACOSTI/P/22/1

5302

Applicant Identification

Walter Mburu

Director NATIONAL SCIENCE TECHNOLOGY & INNOVATION COMMISSION

Verification OR



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