PARENTING STYLES, STUDENTS' INVOLVEMENT IN DEVIANT BEHAVIOURS AND ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS. THE CASE OF YAOUNDE I, VI AND VII MUNICIPALITIES, CENTRE REGION OF CAMEROON

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CERTIFICATION

This is to certify that the dissertation *"Parenting Styles, Students' Involvement in Deviant Behaviours and Academic Performance in Public Secondary Schools. The Case of Yaounde I, VI and Vii Municipalities, Centre Region of Cameroon"* and submitted by **NDIFORWAH THERESIA BIH** is the original research project for an award of a master's in Educational Management in the department of Curriculum and Evaluation (Educational Management), Faculty of Education at the University of Yaoundé I. Also, it is certified that the dissertation represents an independent research work of the student and has not been submitted for an award of any other degree.

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DECLARATION

I, **NDIFORWAH THERESIA BIH** do hereby declare that this thesis is my original work and that it has not been submitted and will not be submitted for any academic award in any other University for a similar or any other degree award.

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Signature

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Date

DEDICATION

To my mother, Ntumngia Justina Nchang and my husband, Cosmas Langmi Doh

ACKNOWLEDGEMENT

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ABBREVIATION AND ACRONYMS

GBHS   Government Bilingual High School

GHS   Government High School

PTA   Parents Teachers Association

SPSS   Statistical Product and Service Solution

SRS   Simple Random Sampling

USA   United States of America

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ABSTRACT

This study seeks to investigate the relationship between parenting styles, deviant behaviour and academic performance in Government Bilingual High Schools in Yaoundé, Centre Region of Cameroon. The study adopted the descriptive survey design using frequency and percentage. Quantitative data was collected from learners using questionnaires while qualitative data was collected from parents using interviews. Data was analysed using Statistical Product Service Solution (SPSS), Chi-square test was used to test the hypotheses.The population of study was drawn from three randomly selected sub-divisions of Mfoundi division namely: Yaoundé 1, Yaoundé 6 and Yaoundé 7. Six schools were randomly selected from the three sub-divisions. A total of 100 learners from regular public secondary schools and 10 parents were randomly selected for the study. Findings of the study revealed that learners of authoritative parents have low involvement in problem behaviour and perform better academically as compared to learners of authoritarian, permissive and neglectful parents. It also revealed that involvement in deviant behaviour is positively correlated with academic performance and learners of neglectful parents rank low in academic performance as compared to learners of parents using other parenting styles.

Keywords: Parenting styles, Deviant behaviours and academic performance.

RESUME

Cette étude vise à étudier la relation entre les styles parentaux, les comportements déviants et les performances scolaires dans les lycées publics bilingues de Yaoundé, région du Centre du Cameroun. L'étude a adopté le plan d'enquête descriptif utilisant la fréquence et le pourcentage. Les données quantitatives ont été recueillies auprès des apprenants à l'aide de questionnaires tandis que les données qualitatives ont été recueillies auprès des parents à l'aide d'entretiens. Les données ont été analysées à l'aide de la solution de service de produit statistique (SPSS), le test du chi carré a été utilisé pour tester les hypothèses. La population d'étude a été tirée au hasard dans trois arrondissements du département du Mfoundi à savoir : Yaoundé 1, Yaoundé 6 et Yaoundé 7. Six écoles ont été tirées au sort parmi les trois arrondissements. Au total, 100 apprenants des écoles secondaires publiques régulières et 10 parents ont été sélectionnés au hasard pour l'étude. Les résultats de l'étude ont révélé que les apprenants de parents autoritaires sont peu impliqués dans les problèmes de comportement et obtiennent de meilleurs résultats scolaires par rapport aux apprenants de parents autoritaires, permissifs et négligents. Il a également révélé que l'implication dans un comportement déviant est positivement corrélée avec le rendement scolaire et que les apprenants de parents négligents se classent au bas du classement scolaire par rapport aux apprenants de parents utilisant d'autres styles parentaux.

Mots clés : Styles parentaux, Comportements Déviants et Performances scolaires.

CHAPTER ONE

INTRODUCTION

1.0. INTRODUCTION

This chapter introduces the study through a detailed background, statement of the problem, research objectives, research question and hypothesis. The chapter also outlines assumptions of the study, limitations, delimitations and significance of the study. It also presents assumptions of the study, theoretical and conceptual framework and operational definition of terms used in the study.

1.1. BACKGROUND OF THE STUDY

Education has been highlighted as one of the main Millennium Development Goals that African countries including Cameroon need to achieve by the year 2035. In fact, education achievement has been pointed out as an instrument for eradication of poverty and inequality and as a tool for economic development (World Bank 2002).

The Cameroon Vision 2035 has further echoed this by identifying education as a major component of the social pillar of the vision. In the past 25 years, numerous studies on the family and school connection have examined the influence of distinct types of parenting styles on student school-based outcomes. Darling and Steinberg (1993) defined a parenting style as the emotional climate in which parents raise their children and it is characterized by dimensions of parental responsiveness and demandingness.

1.1.1. Historical background

In Europe before the advent of Christianity, the Spartans of ancient Greece raised their children by exposing them to very harsh conditions and discipline. When Europe embraced Christianity, church leaders became responsible for matters of child upbringing. Religious doctrinal view dominated and held the view that parents should be very strict because they assumed that children were born evil (Miller, 1983). In the middle ages, the Renaissance in Europe brought about new ideas about child upbringing. The Behaviourism movement that was started by John Locke and continued by John Watson advocated that children were born neither bad nor good and therefore, needed guidance to grow up disciplined (Wang"eri, 2007).

Throughout history, family structures and living arrangements have continually changed to meet the needs of family members. In the whole world, nuclear family has been the most

common arrangement since at least the Sixteenth Century (Lauer & Lauer, 2000). Typically, the nuclear family of the middle 1900"s had a stay-at- home mother and an employed father. This pattern has changed as more and more women have entered the workforce over the years (Lauer & Lauer, 2000; Munroe & Burrows, 2007; Sasse, 2004).

In traditional African society, children belonged to the community and were well taken care of by their parents, grandparents and extended family members. Everyone ensured that children were disciplined, well behaved and played their roles (Berk, 2003). Parents were able to monitor school work of their children carefully and actively participated in Parents-Teachers Associations purposely to monitor their children's progress. Report cards were valued and trusted in the home as an accurate reflection of academic achievement. Furthermore, parents were able to keep in touch with the school, and to monitor success or lack thereof. When children came home from school, homework was completed, and other school assignments or works were done (Tope, 2012).

Munroe and Burrows (2007) and Santrock (2002) note that today's children are exposed to so much and are easily influenced by what is happening around them. They further reported that there is increase in the rate of parental separation and divorce which means that children might not be receiving appropriate parenting from both parents. Some parents spend more time on their jobs and less time with their children. When children are left unsupervised for long periods of time coupled with influence from exposure to different types of media, they acquire behaviour disorders which may affect their academic achievement (Kinai, 2002).

In Cameroon today, family value systems have changed. There is overemphasis on nuclear family as opposed to the traditional extended family. Changes in socio- economic conditions and customs have affected child rearing. Employed and working parents move from rural to urban centres with their children and therefore, members of the extended family no longer play their role in shaping children's behaviour. In some cases, young people opt for single parenting by choice because of careers, hence do not to get married. While others opt for divorce or separation (Berk, 2003; Santrock, 2001).

Initially, learners used to be taken to boarding schools after they had been parented up to adolescence (Sasse, 2004). Nowadays, leaners including those with special needs are taken to boarding schools at a tender age when they need their parents care most to shape their behaviours. This means that the role of parenting is left to teachers and caretakers. This has

resulted to serious behavioural problems of children who have carried such to the school environment.

1.1.2. Contextual background

Generally, when a child is born into a family, such a child is helpless and cannot do anything. The child cannot suck her mother's breast, walk, grow, survive or achieve anything without the help of the immediate environment. This immediate environment can be the members of the family or the caregivers. These caregivers include the parents. Regrettably, some parents, particularly working parents, who are supposed to be the first teachers of their children, do not spend enough time with them. Thus, parental care, attention and supervision of children are sometimes delegated to nannies, day care centres or other care givers to perform and these categories of people may not be able to render the parental love, care and supervision as their parents would have done. In short, modernization and the quest for wealth have become detrimental to the noble role of proper parenting.

A parent is a person who fosters all facets of a child's growth by nourishing, protecting and guiding new life through the course of development (Eze, 2002). One important task of being a parent is the education, character formation and socialization of children which include other adaptive behaviours that prepare the child for future living (Cramer, 2002).

A parent will be seen in this study as one who begets or exercises parental responsibility over a child. The skill of moulding, shaping or being a guardian over a child leads to what is called parenting. Okpoko (2004) and Utti (2006) defined parenting as the act of parenthood and child upbringing. Wikipedia (2012) also defines parenting as the process of promoting and supporting the physical, emotional, and intellectual development of a child from infancy to adulthood. For the present study, the researchers define parenting as the skill of moulding, shaping, guiding and supporting the development of an individual from infancy to adulthood.

Parenting provides children opportunities for the acquisition of skills and experiences necessary for the achievement of goals in adulthood. It plays a key role in the overall development of the child. Such roles are social, educational and other adaptive behaviours that prepare the child for future fruitful living (Kelland, 2000). Individuals carry out this function of parenting differently, because of differences in personalities and exposure, giving rise to different parenting styles.

Parenting style is a universal climate in which families' function and in which child rearing behaviour of parents or other primary care givers revolve (Chiew, 2011). Kelland (2000) observes that where an ideal parenting style is employed in the home, the children are disciplined but where this is not, the reverse is the case. In this study, parenting style is referred to as how a person or a parent interacts with his or her children or wards. It also refers to the different patterns that parents use to bring up their children. Many authors have presented different forms of parenting styles but for the purpose of this study, the researcher based on the four major parenting styles which include authoritarian, authoritative permissive and neglectful parenting styles.

Parenting styles have an interactive influence on behaviour and academic achievement (Ang and Goh, 2006). Research reveals that some parents are indulgent with their children, others too readily resort to physical punishment, while others are not concerned with what the children do (Kaliadem, 2005). This may lead to deviant behaviour. The development and cultivation of deviant acts have been blamed on parenting styles. Nwachukwu (2004) observed that the child receives his first lessons on obedience, politeness, tolerance, co-operation and consideration for others from his parents, brothers, sisters, playmates and general conditions at home. It can be said that it is what parents impart on their children that is reflected in their lives as they mature into adult members of the society. It is therefore possible that parenting styles may have positive or negative influence on students' behaviour.

Behaviour refers to the actions and mannerism made by an organism. It may be a good or normal one or a bad or deviant one depending on the society. The best way of determining the normalcy of behaviour is whether or not the behaviour fosters the wellbeing of the individual and the society (Umezulike, 2006). In the present study the researchers are concerned with that behaviour that hinders the academic achievement of secondary school students. Every society, whether simple or complex, has prescribed norms which all its members conform to.

 Norms are the rules or standards of behaviour defined by a group of people. These include what the group regards as socially acceptable patterns of behaviour expected of every individual in the group. These prescribed forms of behaviour make possible the attainment of socially desired objectives, by the society. The school is a social organization and as such has established patterns of behaviour expected of all its members. These are expressed in the form of rules and regulations. Today, schools, like most other social organizations, face the problem of students not conforming to the standards expected of them. The non- conformity to the

norms of behaviour by members of any group or organization is what is referred to as deviant behaviour. Deviant behaviour is defined as behaviour that violates the normative rules, understanding or expectations of social systems. Clinard & Meier, (2007) define deviant behaviour as that behaviour that violates the principles and values that are assumed to be universal in a given society.

What may constitute a deviant behaviour in one social context may not be regarded as such in another. The same behaviour may be deviant and non- deviant, relative to different systems in which the actor is implicated. What counts for deviant behaviour also varies over time in different societies. The society of course is the final arbiter of what is acceptable behaviour and those to be labelled deviant. Chime (2004) defined deviant behaviour as the behaviour that varies sufficiently from the norms of a group, which if known will be viewed with negative approach and will be visited with sanctions. It is the behaviour that violates institutionalized expectations, norms, values and regulations. Deviant behaviour has assumed various forms and dimensions and changes with time and environment. The most common in secondary schools are stealing, dishonesty, sex offence, truancy, examination malpractices, drug offences, stubbornness, negligence and writing on the wall.

 Chime (2004) observed and classified deviant behaviour as minor offences, if the deviant behaviours are mild such as truancy, loitering, noise making, writing on the school walls, telling lies and dodging school assemblies. Deviant behaviour is classified as major offences, if it constitutes severe problem to the smooth running of the school or becomes an impediment to achieving the objectives of the school such as examination malpractice, stealing, bullying, rudeness to teachers or school functionaries, immorality and religious fanaticism.

It is also classified as a serious offence if the deviant problem poses serious threat to life and property of the school such as belonging to secret society, involvement in drug abuse, possession of dangerous weapons, rape and assault to teachers or prefects. It is important to note that the above classification has the interest of education as its focus. Deviant behaviour literally means behaviour that is not in order or absence of normal behaviour. Deviant behaviour breaches the acceptable norms of a given society.

Commenting on deviant behaviour, Mullins (2005) observes that social norms develop over centuries. What counts as good or bad behaviour varies over time and place. Mille (2009) defines deviant behaviour as a behaviour that deviates from the normal behaviour, which is harmful to other people and promotes neither learning nor interpersonal relationship. Such

behaviour also hinders the child from learning in the classroom and relating well with others. Chime (2004) observed that students with normal behaviour tend to perform creditably better than those with deviant behaviours, and that when students develop deviant behaviours, their relationship with their teachers and occasionally with their friends tend to be affected.

Clinard and Meier (2007) revealed that every form of deviant behaviour has a devastating effect on the grade of the student, that there are consistent correlations found between academic failure and deviant behaviour. In this study, deviant behaviour will be seen as that behaviour which hinders the child from effective learning in the classroom and prevents the child not only from relating well with others but also achieving the academic goal.

Achievement is similar to accomplishment. It means doing something successfully, typically by effort, courage and skills. It is the art of acquiring already specified objective. Achievement is accomplishing whatever goals one sets for oneself which is doing what one wants to do within the limits of the law, overcoming obstacles and attaining a high standard (Nwachukwu, 2004). An individual with a high need for achievement is characterized as having a desire to take personal responsibility. Achievement requires drive and single mindedness and it is about completing goals one has set for oneself. It is influenced by opportunities, motivations, education and training. Lansu and Cillessen (2012) argue that the urge to achieve varies from one individual to the other. For some, the need for achievement is very high while for others it is very low. Wikipedia (2012) sees achievement as similar to accomplishment.

Academic achievement is the outcome of education, the extent to which students, teachers or institutions have attained their educational goals. It is commonly measured by examinations or continuous assessment (Bossaert, Doumen, Buyse & Verschueren, 2011). There is no general agreement on how it is best tested or which aspects are most important. They maintained that academic achievement is an important parameter in measuring students' learning outcome in various school disciplines.

1.1.3. Theoretical background

Parents are the major influence in their children's lives. Thus, their perception of how children think, and should be raised is crucial in determining children's behaviour. Research shows that some parenting styles do not favour good behaviour and academic achievement while others do. The relationship between a student and the parents has been noted to have an influence not only on the students' achievement in school but also in the entire life of the child (Kay, 2005). Igbo (2005), has noted that the majority of disciplinary problems and poor academic

achievement which lead to dropout of students from school have been caused by the type of parenting style in the homes.

Authoritative parents create a loving home environment, and provide a high degree of emotional support. They are firm, consistent and fair. The parents establish and enforce behaviour standards and stay in control by encouraging their children to follow the standard. Family rule is democratic rather than dictatorial (Berger, 2001). Parents use reason, negotiation, and persuasion, not force, to gain their children's cooperation. Their listening-demanding ratio is roughly equal (Sarac, 2001).

In authoritative parenting, children's opinions are valued and respected. They are encouraged to decide and accept responsibility for their actions and decisions (Cherry, 2005). In addition, such parents are more likely to encourage academic success, which has a positive correlation with good grades. This parenting style is in favour of one of the variables in the present study which is academic achievement. This can be attributed to parental involvement in their children's education and their use of open, give-and-take communication through family reading, writing, and discussions.

Authoritative parents apply firm control and require their children to obey with a reasonable set of rules and guidelines. They are firm, loving and kind and use reason and control to make disciplinary decisions while harsh forms of punishment are discouraged for use. Authoritative parenting style offers a balance of warmth, control and emphasizes on reasoning and communication between parents and children (Mandara, 2006). This implies that this kind of parenting considers children into the agenda. The researchers therefore define authoritative parenting style as that parenting style that is positive, democratic and favourable to the holistic development of children from infancy to adulthood.

Authoritarian parenting style is the type of parenting style in which parents are often strict and harsh. They are flexible to the child's needs and enforce reasonable standards of conduct (Ang & Goh, 2006). Authoritarian parents show little affection to their children. The parents under this parenting style do not consider the children's opinion as a group, and discourage verbal give and-take. Obedience, respect, and tradition are highly valued. Rules are non-negotiable; parents are always right and disobedient children are often punished physically (Berger, 2001). Authoritarian parents also expect a level of maturity higher than the norm for their child's particular age group.

Permissive parenting style is high on responsiveness and low on demandingness. Permissive parents rarely enforce rules for their children to follow. They are different from authoritarian parents as they practice high level of nurturance and clarity of communication while exercising low level of control and maturity demands (Sarac, 2001). These parents are indulgent, not wanting to impose their will on their children. They might cause their children to avoid even natural or logical consequences in order to save them from perceived harm, unhappiness or hurt.

Permissive parents are usually kind and loving, may become frustrated, when a child's behaviour is deviant or unacceptable. Despite this frustration, permissive parents do not often step into, or cause change in the child's action as long as he will not be physically harmed. Permissive parents encourage autonomy and decision making by their children. These parents rarely discipline their children because they have relatively low expectations and self-control. Permissive parents are more responsive than they are demanding. They are non-traditional and lenient. They do not require mature behaviour, allow considerable self-regulation and avoid confrontation. Permissive parents are generally nurturing and communicative with their children, often taken on the status of a friend more than that of a parent. They tend to accept and support greatly towards impulses, needs and behaviours of their children while avoiding confrontation and punishment (Cramer, 2002).

Permissive parents are nurturing, warm and accepting. There main concern ate to let children express their creativity and individuality and to make them happy in the belief that this will teach them right from wrong (Berger, 2001). Permissive parents find it hard to set clear limits and provide structure. They are in consistent disciplinarians and they reward bad behaviours regularly. Children are not pushed to obey guidelines or standards such that even when they do exist, they are not enforced (Sarac, 2001).

Permissive parents take orders and instructions from their children. They are passive, endow children with power, have low exceptions, use minimal discipline and do not feel responsible for how their children turn out. There is the probability of this parenting style influencing deviant behaviour and academic achievement of secondary school students.

Uninvolved or neglectful parenting is characterized by low acceptance, involvement, responsiveness and little communication. Parents have little control on their children and are generally indifferent to issues of autonomy. Uninvolved parents expect limited compliance with rules and directives. Such parents fulfil their children's basic needs, but are generally

detached from the children's lives. Children of uninvolved parents tend to lack self-control, have low self-esteem and are less competent academically than their peers (Maccoby& Martin, 1983).

Parenting styles therefore, have an interactive influence on behaviour and academic achievement (Ang and Goh, 2006). Research reveals that some parents are indulgent with their children, others too readily resort to physical punishment, while others are not concerned with what the children do (Kaliadem, 2005). This may lead to deviant behaviour. The development and cultivation of deviant acts have been blamed on parenting styles. Nwachukwu (2004) observed that the child receives his first lessons on obedience, politeness, tolerance, co-operation and consideration for others from his parents, brothers, sisters, playmates and general conditions at home. It can be said that it is what parents impart on their children that are reflected in their lives as they mature into adult members of the society. It is therefore possible that parenting styles may have positive or negative influence on students' behaviour.

1.2. STATEMENT OF THE PROBLEM

A study carried out in Garoua, Northern Cameroon by Igbo and Ihejiene (2014) on the influence of parenting styles on deviant behaviours' and academic achievement of secondary school on students, reveal that poor academic achievement of students in secondary schools was as a result of deviant behaviour among students due to parenting styles.

It has been observed that the school system in Yaoundé, centre region of Cameroun and other parts of the country are infested by social vices; In 2020 a mathematics teacher was killed by a student at GHS Nkolbisson. As days went by, we experienced cases where a student stabbed another in GTHS Ebolowa in April 2022. again, within the same month, in Yona college in Nkolbissong Yaoounde, a student stabbed his principal. When one gets to see pictures of students dodging classes jumping through the fence of a school or by climbing on the roof top of a classroom as was the case in lycee technique koumasse Douala 2021/2022 academic year, when in our major streets in cities like Douala, Yaounde and Bafoussam, kids of less than seven years walk to school unaccompanied, When students serve the public with sex tapes like we saw in Kribi in 2021, we equally saw the video of a student beating up a discipline mistress at GBHS Nkoleton in Yaounde in April 2022, the obvious question is; 'parents, where are you' Sadly nowadays many parents are in bars and other leisure centres at the time when their children ought to be doing their homework or revising their lessons. More and more parents have become absentee land lords exposing their children to all kinds of violence and

manipulation on social media. The family is the smallest unit of every society and every student need the parent first to succeed before counting on pastors and priests in churches or imams in the mosque and why not teachers in schools. Such violence as we see these days portray a clear lack of parental guidance and a collapse in the relation between children and their parents. This is seriously threatening the survival of education Cameroon, especially in Yaoundé. Observations have shown that different types of deviant behaviours exert pressure on the learners and prevent learning from taking place. Many secondary school students in Yaoundé, apart from deviant behaviour, show symptoms of poor academic achievement. Poor academic achievement of students in secondary schools in Yaoundé is an issue of great concern to parents and the local community at large. The government, principals and teachers have for quite a long time been working hard to improve the quality of education in government schools in Yaoundé, but the result remains the same. Some researchers believe this could be because of increasing deviant behaviour among students while others, including the researchers, believe some negative parenting styles may have been influencing the behaviour and the academic achievement of students due to poor preparedness of the children at an early stage by the parents who are nonchalant to what the students do both at home and in the schools. There is a dearth of empirical studies on the influence of parenting styles on deviant behaviour and academic achievement. The problem of this study, therefore, put in a question form is: What is the influence of parenting styles, deviant behaviour and academic achievement of secondary school students in Yaoundé, centre region of Cameroun?

1.3. OBJECTIVES OF THE STUDY

1.3.1. General objective

The purpose of this study was to investigate the relationship between parenting styles, students' deviant behaviour and academic performance in Government Bilingual Secondary and High Schools in Yaoundé, Cameroon.

1.3.2. Specific Objectives

This research study sought to:

- ❖ Examine the influence of parenting styles and students'deviant behaviour in Government Bilingual High Schools in Yaoundé, Cameroon

- ❖ Measure the impact of students' involvement in deviant behaviour on academic

performance in Government Bilingual High Schools in Yaoundé, Cameroon.

❖ Evaluate the effect of parenting styles on academic performance in Government Bilingual High Schools Yaoundé, Cameroon

1.4. RESEARCH QUESTION

To effectively carry out this study, the following research questions were used to enhance the formulation of hypothesis and data collection.

1.4.1. General research question

❖ Is there a relationship between parenting, students' deviant behaviour and academic performance in Government Bilingual Secondary and High Schools in Yaoundé, Cameroon?

1.4.2. Specific research questions

For this research to achieve its intended objectives, the following questions were addressed.

❖ What is the influence of parenting styles on deviant behaviour in Government Bilingual High Schools in Yaoundé, Cameroon?

❖ What is the impact of deviant behaviour on students' academic performance in Government Bilingual High Schools in Yaoundé, Cameroon?

❖ What is effect of parenting styles on students' academic performance in Government Bilingual High Schools Yaoundé, Cameroon?

1.5. RESEARCH HYPOTHESIS

To answer the research questions above the following hypothesis were formulated:

1.5.1. General hypothesis

❖ **H0:** There is no significant relationship between parenting styles, students' involvement in deviant behaviours and academic performance in Government Bilingual High Schools Yaoundé, Centre Region of Cameroon.

1.5.2 Specific hypothesis

❖ **H01:** There is no significant relationship between parenting styles and deviant

behaviour in Government Bilingual High Schools in Yaoundé, Cameroon.

- ❖ **H02:** There is no significant relationship between deviant behaviour and academic performance in Government Bilingual High Schools in Yaoundé, Cameroon

- ❖ **H03:** There is a significant relationship between   parenting styles and academic performance in Government Bilingual High Schools Yaoundé, Cameroon.

1.6. ASSUMPTIONS OF THE STUDY

This study held the following assumptions:

- ❖ Parents are very significant people in students' lives and the way they interact influences students' behaviour and their academic performance.

- ❖ Perceptions of children on how their parents treat them influence their behaviour and academic performance.

- ❖ Learners in form three were the most appropriate respondents for this study.

- ❖ Participants will give honest and unbiased responses.

Research findings from this study showed that the assumption that parents are very significant people in learners' lives and the way they interact influences children's behaviour and academic performance was realistic. It was also evident that perceptions of learners on how their parents treat them influence their behaviour and academic performance. However, it was not easy to prove whether participants gave honest and unbiased responses as was the assumption.

1.7. LIMITATIONS OF THE STUDY

This research study was limited to form three students of Government Bilingual High Schools in Yaoundé. Parents of form three learners in the sample schools were also included in the study. In some schools, it was not possible for the researcher and   the assistants to meet the sample students personally to administer questionnaires and therefore, teachers were used to administer the questionnaires. It was not possible to conduct face-to-face interviews with majority of the sample parents due to the nature of their schedules of work and towns of residence. Therefore, most interviews were conducted through telephone calls and a few through face-to-face interviews.

1.8. SCOPE OF THE STUDY

The study confined itself to form three learners in regular public secondary schools and parents in Yaoundé 1, Yaoundé 6 and Yaoundé 7 sub divisions, Centre Region of Cameroon. Secondary school learners were the focus of this study because they present more challenging behaviour problems as compared to primary school learners and these behaviour problems significantly affect academic performance. However, the study did not consider the sex of learners. Academic achievement in secondary school determines one's future in relation to career progression and employment. The learners included in the sample were only those present in the respective institutions by the time of study.

Form one learners were excluded from the study because majority of them were joining secondary schools during the time data was being collected and therefore they were still new and fresh in secondary school. Form two learners were excluded from the study because they are in the stage viewed as the peak of adolescence and therefore associated with many behaviour problems resulting from hormonal changes. Form four and five learners were also excluded from the study because they were candidates for Cameroon General Certificate of Education and it was therefore assumed that they had pressure from teachers and parents relating to academic performance. Teachers were not included in the study because it was assumed that learners and parents were to provide sufficient information as was required to address the study objectives.

1.9. SIGNIFICANCE OF THE STUDY

It is hoped that this study may provide empirical evidence to schools, parents, and other stakeholders about parenting styles and how they affect learners' behaviours and academic performance. The findings may also help in formulating policies that may be used in educational programmes for learners with behavioural problems. Persons who work with learners such as teachers and counsellors may use the findings of this study to advice parents on the importance of adopting positive parenting styles that lead to positive behaviours and improved academic performance in learners. It is hoped that this research will be a contribution to the existing body of knowledge in special needs education besides providing additional knowledge in parenting, child development and family life education courses. It is also hoped that the findings of this study may stimulate further research in this area.

1.10. DEFINITIONS OF TERMS

Deviant behaviour

Clinard & Meier, (2007) define deviant behaviour as that behaviour that violates the principles and values that are assumed to be universal in each society. What may constitute a deviant behaviour in one social context may not be regarded as such in another. The same behaviour may be deviant and non- deviant, relative to different systems in which the actor is implicated. What counts for deviant behaviour also varies over time in different societies. The society of course is the final arbiter of what is acceptable behaviour and those to be labelled deviant. Chime (2004) defined deviant behaviour as the behaviour that varies sufficiently from the norms of a group, which if known will be viewed with negative approach and will be visited with sanctions. It is the behaviour that violates institutionalized expectations, norms, values and regulations. Deviant behaviour has assumed various forms and dimensions and changes with time and environment. The most common in secondary schools are stealing, dishonesty, sex offence, truancy, examination malpractices, drug offences, stubbornness, negligence and writing on the wall. Chime (2004) observed and classified deviant behaviour as minor offences, if the deviant behaviours are mild such as truancy, loitering, noise making, writing on the school walls, telling lies and dodging school assemblies.

The school

The school is a social organization and as such has established patterns of behaviour expected of all its members. These are expressed in the form of rules and regulations. Today, schools, like most other social organizations, face the problem of students not conforming to the standards expected of them. The non- conformity to the norms of behaviour by members of any group or organization is what is referred to as deviant behaviour. Deviant behaviour is defined as behaviour that violates the normative rules, understanding or expectations of social systems.

Academic achievement is the outcome of education, the extent to which students, teachers or institutions have attained their educational goals. It is commonly measured by examinations or continuous assessment (Bossaert, Doumen, Buyse & Verschueren, 2011). There is no general agreement on how it is best tested or which aspects are most important. They maintained that academic achievement is an important parameter in measuring students' learning outcome in various school disciplines, some theorists also contributed towards parenting and achievement,

such include Frued (1933) and Skinner (1951). This term as used in this study refers to learners overall average performance in academic subjects expressed as a percentage grade.

Parent: The term parent as used in this study refers to a natural parent, legal guardian or any other person whom the child lives with such as grandparent and step-parent who is legally responsible for a child's welfare. The term also refers to a person who is a caretaker of a child in their custody.

Parenting style: This is the overall emotional climate of the parent-child relationship characterized by dimensions of parental responsiveness and demandingness.

Parenting practices: This refers to specific behaviours that parents use to socialize their children such as parental monitoring, supervising homework and disciplining.

Authoritarian style: Authoritarian parenting: Throughout this thesis, the term 'authoritarian parenting' is used to mean the parenting style according to which children are expected to obey their parents' orders religiously and without questioning. This definitional context is borrowed from Alegre (2011) who provides a clearer description of this parenting style in his literature on the various parenting techniques used by parents of adolescent children

Authoritarian parents are extremely strict, controlling, demanding, and unforgiving. If you think about our two basic parenting dimensions, authoritarian parents are high on control and low on warmth and support. Authoritative style: The second parenting style is called authoritative. Authoritative parents are high on control and rules but also high in warmth and support. So, when we graph our two dimensions, authoritative parents fall here. Indulgent style: The parents fail to set any standards for behaviour, are tolerant of all behaviours, and give in to their child's desires. In other words, these parents are low in the control dimension but high in the warmth and support dimension. Children with indulgent parents tend to be aggressive, impulsive, and selfish.

Authoritative parenting: The term 'authoritative parenting' is here used to mean the parenting style according to which children are expected to obey their parents' authority and rules without parents imposing these on them. Buri (2014), from whom this definition is adapted, provides a better explanation of this parenting style.

Neglectful parenting: Another key term worth defining in this same context of parenting styles is the neglecting parenting. According to De Souza and Paul (2013), this style describes parents

who are not involved in what is happenings in their children's lives. Parenting Styles: In line with the way this term is used in this thesis, parenting style is a psychological construct representing standard strategies that parents use in their child rearing (in the ways in which parents raise their children). This because the quality of parenting is often more essential than the quantity of time spent with the child. This definitional context as adapted in this thesis is upheld by Loeber and Dishion (2014) and indicates how parents bring up their children.

Kimble (2014) states that neglectful parenting of children means that the children are not cared for and are left to do what they want. Children of neglectful parents are more impulsive, cannot self-regulate emotion, encounter more delinquency and addictions problems and have more mental issues for example suicidal behaviour in adolescents. Parenting style: Nancy and Laurance (1993) define parenting styles as a set or a system of behaviours that describes the parent and child interactions over a wide range of situations and creates an effective interaction atmosphere. Parenting style is a determining and effective factor that plays an important role in children's psychopathology and growth.

Permissive parenting: This thesis uses the definition of Schaffer, Clark and Jeglic (2009) to describe what 'permissive parenting' is all about. As it were, the style provides pointers to the way some parents raise their children by giving them complete freedom to do whatever they want without limits. According to Kim and Rohner (2002) permissive parenting allows the children to be free to do whatever they deem fit for themselves. The permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These parents are warm and indulgent, but they do not like to say no or disappoint their children. Children of permissive parenting cannot follow rules, have worse self-control, possess egocentric tendencies and encounter more problems in relationships and social interactions.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

2.1.1. Factors that influence parenting styles

Parenting is a complex activity that includes many specific behaviours that work individually and together to influence a child's outcome. It involves providing physical care, support, love and guidance, for healthy development. It also includes creating a nurturing environment of attention, encouragement and love for the child. All these should be provided with the aim of helping each child to develop to his/her fullest potential (Tanyi, 2016).

Home is a foundation of all moral growth and development, but often many problems within the society reduce the effectiveness of parents as guardians of their children's behaviour, growth and development. Some of these problems include social, educational, economic challenges and subsequent transition from African traditional culture to Western values (Kibera, 1998).

Parenting style refers to the emotional climate between parents and children. It involves two important elements of parenting; parental responsiveness and parental demandingness (Maccoby & Martin, 1983). Parental responsiveness refers to the extent to which parents intentionally nurture individuality, self-regulation and self- assertion by being adjusted, supportive and accepting to children's special needs and demands. Parental demandingness refers to the claims parents make on their children to become integrated into the family wholly, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys (Parents are a major influence in their children's lives. Therefore, their perception of how children should be brought up is crucial in determining children's behaviour (Sarac, 2001).

Many parents lack confidence when it comes to parenting. Without confidence or a plan, many parents can become paralyzed with inaction. Just as life is messy, parenting can be messy too. When a child is born, they do not come with an owner's manual, warranty or guarantee like electronic goods. Often, parents operate based on trial and error. Assistance may be sought from family, friends, pastors and books, but in the long run, parents will ultimately decide on how to parent their child (Muturi, 2011). The following factors influence parenting styles. Baumrind, 1991).

2.1.2. Media and modern technology

Modern technology and exposure to media facilities such as television, radio, computers, internet and mobile telephones available in the homes have brought global influence on children. Children spend most of their time with these gadgets and their influence is largely negative. Parents are experiencing difficulties controlling the information that their children read, view or download from the cyber space (Munroe & Burrows, 2007). Nowadays, it is rare to find a family that spends quality time together without artificial distractions.

Statistics show that over 80% of internet users (children included) in Cameroon access it via mobile phones. This is dangerous not only to the child, but to the entire family since strangers can gain access to the family through simple and seemingly harmless chats with the child. Parents are faced with the challenge of monitoring how their children use the internet on their phones (Mwololo, 2010). Media has tremendous effect on children. Children exposed to media at home may show higher test scores in mathematics and reading. However, greater use of media raises several concerns such as isolating effects on the child, reduced physical activity which may cause health concerns associated with obesity and risks of exposure to pornography and other unsuitable materials (Ngwiri, 2008).

2.1.3. Socio-economic factors

Socio-economic status is an index that combines years of education, prestige and skills required by one's job, and income. It has been observed that as the family's socio-economic status rises and falls, parents and children face changing circumstances that profoundly affect family functioning. Parents from higher socio- economic status use more warmth, explanations, inductive discipline and verbal praise whereas parents from the lower socio-economic status use commands, criticism and physical punishment (Shey, 2003).

Some children are subjected to neglect mainly due to poverty, rapid social changes and family breakdown, especially in urban areas such as Nairobi. Poverty affects parenting and children's development becomes seriously threatened (Berk, 2003). Parents in urban areas must work to provide for their children. Consequently, their physical availability is limited because of the working hours. The ever-rising inflation together with other life's challenges may make parents emotionally unavailable or irritable with low tolerance for their children. On the other hand, wealthy parents overprotect their children from the environment's adversities but do not provide them with social in-built protective mechanism (Sasse, 2004)

Low social economic class has been reported by many authors as a risk factor for behaviour disorders. Akpan, Ojinnaka, and Ekanem, (2010) carried out a study to determine the effect of behavioural disorders on academic performance of urban school children in Uyo, Nigeria. The findings showed that more children from lower socio-economic class were found to have behavioural disorders. A study conducted by Otieno and Ofulla, (2009) showed that children from low socio-economic class areas (slums) of Kisumu town, Kenya were more involved with drug abuse as compared to those from high socio-economic class areas of the town.

2.1.4. Dual career and tight schedules

The changing economic times have forced both parents to be breadwinners. Most parents are busy and spend most of their time at work or in school to advance in their careers (Mwololo, 2010; Muturi, 2011). The constant juggling of home and work obligations affects parents" ability to provide a nurturing and supportive environment. Young people find themselves in homes where both parents are absent. Family homes have been reduced to temporary meeting places for boarding and lodging. Individual family members are all busy pursuing self-interests and children have been left feeling empty, lonely and unloved. This conflict can have an effect on the social and emotional development of children (Hughes, 2011). When parents get too busy in their professions or live a in crisis mode, they lose their focus and most them struggle with parenting not because they do not have priorities, but because they are too distracted and busy to live by them (Mwololo, 2010; Muturi, 2011)

2.1.5. Availability and Accessibility of Drugs and Substances

Some parents are providing for their children lavishly without reasonable restraint. These parents exhibit such a high level of permissiveness to the extent that in some homes juveniles can attend parties where alcohol is taken. In other homes, alcohol and cigarettes are kept within reach of children (Duffy, 2005). A study conducted in 2004 on Youth in Peril: Alcohol and Drug Abuse in Cameroon traces the rapid spread of alcohol and drug abuse to the breakdown of indigenous communal living and the introduction of foreign influences that have made a variety of drugs available (Stephenson, 2010).

A study conducted by Kimanthi (2003) on the levels of drug and substance abuse in selected schools in Bertoua revealed that social drugs such as alcohol, tobacco and tramadol were mostly abused and available to students almost everywhere. Students obtain drugs from homes and villages that neighbour the school during open days or whenever they have an outing. The same findings also showed that students obtain drugs from cheap and local suppliers and other

children who come from homes where parents take and abuse drugs. Otieno and Ofulla (2009) conducted a study in Kisumu which revealed that many of the students who abused drugs came from families where members of the family, such as, parents abuse drugs. Another study conducted by Kwamanga, Odhiambo and Amukoye (2003) in Cameroon revealed that children as young as twelve years smoke cigarettes with some of them picking discarded remains of cigarettes and others, buying single sticks from the kiosks and vendors. Cigarettes are made easily available to children because they are sold in general shops and kiosks.

2.1.6. Structural and Lifestyle Changes

Research results show that parenting behaviours of modern Cameroonian parents have been severely affected by many westernizing influences such as: monogamous marriages; having fewer children; and decline in the incidence of relatives residing with the families and modern facilities such as electronic media (Sasse, 2004). The mother appears to be the dominant parent as she is more attached to children of both sexes while the father seems to be distanced from both son and daughter. Mothers are reported to be more engaged than the fathers in parent-child shared activities, in meeting the psychological needs of the children, child discipline, decision making in the home, housekeeping and child rearing (Kinai 2002).

2.1.7. Family Conflicts and Divorce

Family conflicts and divorce affect children negatively and hence, their academic performance (Santrock, 2002; Sasse, 2004). Berk (2003) observes that when parents" marital relationship is warm and considerate; mothers and fathers praise and stimulate their children more and nag and scold them less. When marriage is tense and hostile, parents tend to be less responsive to their children's needs, given to much criticism, express anger easily and readily punish their children. Children chronically exposed to parental conflict show deviant behaviour problems such as aggression, truancy, delinquency, among others, Davies et al. (as cited in Berk, 2003). Research shows that children growing up in conflict ridden homes internalize diverse forms of negative behaviour. They are unhappy, aggressive and disobedient (Kinai, 2002). Marriage and family patterns have continued to evolve and diverge from the traditional nuclear family type (Lauer & Lauer, 2000).

In recent times the world has undergone significant and drastic changes many of which involve all aspects of the society (Santrock, 2001). One of these aspects is the family which is in a state of decline and confusion. There is a rise in divorce rate that has led to many un-parented and under-parented children who must find their way mother appears to be the dominant parent as

she is in close proximity with children of both sexes while the father seems to be distanced from both son and daughter. Mothers are reported to be more engaged than the fathers in parent-child shared activities, in meeting the psychological needs of the children, child discipline, decision making in the home, housekeeping and child rearing (Kinai 2002).

Many studies have reported that divorce is quite stressful to children (Santrock, 2001). Children react with distress and anger to their less secure home lives. Other children may escape into undesirable behaviour such as truancy, early sexual activities, delinquent behaviour and dropping out of school (Berk, 2003; Santrock, 2002). Children from divorced families are more likely than children from intact families to have academic problems, anxiety, depression, less social responsibility, drug abuse and association with antisocial peers, (Santrock, 2005). In addition to the above behaviour problems, children from divorced families are more likely to have behaviour problems, higher school absences and low academic performance (Lauer & Lauer, 2000; Sasse, 2004)

2.1.8. Daily Stresses and Family Crises

Common stressors that are likely to cause crisis include unemployment, serious illness, divorce, family conflicts and unexpected events. Daily hassles such as traffic problems, child behaviour/temperament, school and work issues, low social support and negative life events have also been found to be a major source of stress to parents (Berk, 2003; Lauer & Lauer, 2000). The constant stresses that accompany poverty gradually weaken the family system because poor families have many daily hassles. When daily crises arise, parents become depressed, irritable and distracted; hostile interactions increase, and children's development suffers (Berk, 2003). Stress leads to inconsistent parenting, more negative communication, decreased monitoring and supervision of children and harsh discipline. As stress increases, the quality of the parent-child relationship declines, and parents become less involved with their children (Lauer & Lauer, 2000).

2.2. THE INFLUENCE OF PARENTING STYLES ON STUDENTS' INVOLVEMENT IN BEHAVIOUR   PROBLEMS

There is sufficient evidence to support the correlation between parenting style and students' behavioural disorders or deviant behaviour.

2.2.1. Parenting Styles and Behaviour Problems

Research studies reveal a correlation between parenting styles and performance in school, behaviour disorders such as: delinquency, violence, sexual activity, anti- social behaviour, alcohol and substance abuse and depression anxiety (Sarac, 2001). For instance, a study conducted by Alzadeh, Talib, Abdullah, and Mansor (2011) to determine the relationship between maternal parenting styles and children's behaviour problems in Tehran, Iran indicated that there is a significant correlation between a mother's parenting style and children's behavioural problems.

Baumrind (1966) defined three parenting styles and their consequences for children in relation to behaviour and academic achievement. These are; the authoritative, authoritarian and permissive parenting styles. Maccoby and Martin (1983) also added one parenting style referred to as uninvolved or neglectful.

2.2.2. Authoritative Parenting Style

Authoritative parenting style is high in both demandingness and responsiveness. This parenting approach is aimed at putting boundaries on acceptable behaviour within a warm accepting environment (Baumrind, 1991: Lauer & Lauer, 2000). Authoritative parents monitor their children and impart clear standards for conduct by being assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive, socially responsible and self-regulated as well as cooperative (Baumrind, 1991). Sarac (2001) is of the view that authoritative parents are warm and nurturing. Authoritarian parenting style is high in demandingness and low in responsiveness.

Authoritarian parents are highly demanding and directive, but not responsive. They are obedience and status-oriented and expect children to obey their orders without explanation (Baumrind, 1991). These parents provide well-ordered and structured environments with clearly stated rules (Darling, 1999). Authoritarian parents place firm limits and controls on their children and allow little verbal exchange. Parents give orders and expect their children to conform perfectly to strict military-style rules without explanation. Failure to do so, results in immediate punishment and forceful measures (Berk, 2003; Lauer & Lauer, 2000; Santrock, 2001, 2002). These parents show little affection and seem aloof from their children (Sarac, 2001).

Authoritarian style of parenting leads to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. They are withdrawn, discontented, rebellious, distrustful of others and react poorly to frustrations whereby girls may give up in life and boys may become hostile (Baumrind 1966, 1967, 1991). Children of authoritarian parents also tend to perform moderately well in school and do not get involved in problematic behaviour, but they have poorer social skills and higher levels of depression (Darling, 1999). However, this parenting style has been found to highly correlate with delinquent behaviour (Alizadeh et al., 2011).

2.2.3. Permissive or Indulgent Parenting Style

Permissive or indulgent parenting style is low in demandingness and high in responsiveness (Baumrind 1966, 1967, 1991). They are non-traditional and lenient, do not require mature behaviour, allow considerable self-regulation and avoid confrontations with their children (Darling, 1999). Permissive parents are highly involved with their children, warm and accepting, make few demands for household responsibility, responsible behaviour and do not expect compliance with stringent rules or elevate standards (Moss, 2009; Santrock, 2001, 2002). According to Sarac (2001), these parents take orders and instructions from their children, they are passive, bestow children with power, have low expectations, use minimal discipline and do not feel responsible for how their children turn out. This type of parenting often results in children who rank low in happiness, have better self-esteem, lack self-reliance, self-control and self-regulation. The children are often impulsive, disobedient and rebellious (Berk, 2003; Moss, 2009; Santrock, 2001, 2002). These children have exploitative tendencies, may engage in anti-social behaviours, and are more likely to experience problems with authority (Berk, 2003). They are also most likely to be involved in violence. Research links permissive parenting with delinquency, substance abuse and sexual activity (Sarac, 2001; Alizadehet al., 2011). However, Darling (1999) is of the same view that children of permissive parents are more likely to be involved in problem behaviour, but argues that they have higher self-esteem, better social skills and lower levels of depression. Mugo cited in Kinai (2002) claim that poor parenting has contributed to adolescent aggression in schools. Some parents are permissive and exercise little control over their children. Such children acquire undesirable behaviours such as disobedience and violence.

2.2.4. Uninvolved or Neglectful Parenting style

Uninvolved or neglectful parenting style is characterized by low demandingness, low responsiveness and little communication (Baumrind, 1966, 1967, 1991). In extreme cases, this parenting style might encompass both rejecting-neglecting and neglectful parents, although most parents of this type fall within the normal range (Baumrind, 1991). This style of parenting barely exceeds the minimum effort required to feed and clothe a child (Berk, 2003). While such parents fulfil their children's basic needs, they are generally detached from the children's lives and expect limited compliance with rules and directives (Moss, 2009). These parents do not require mature behaviour and are very lenient. They reject or neglect their children's needs and concerns thereby putting a child at high risk. These parents do not have close relationships with their children and they are rarely affectionate. Children of uninvolved parents perform poorly in all domains (Darling, 1999). They lack self-control, have low self-esteem, are less competent than their peers and they may find themselves searching for love in all the wrong places. They may show patterns of truancy and delinquency (Santrock, 2005). A study conducted by Kinai (2002) indicated that parents who were unloving and neglectful brought up children who were most aggressive. These children seem to lack direction in everyday life since their parents do not provide the necessary attention for their needs. They are also likely to engage in socially unacceptable behaviour as they attempt to seek for attention which they do not get from their parents (Hong, 2012).

2.2.5. Parenting Practices and their Influence on Learners' Behaviour

Parenting behaviours characterized by lack of parental control, lack of homework supervision, lack of consistence in discipline, lack of adequate quality time with children and lack of collaboration with teachers negatively influence children's behaviour as well.

2.2.6. Parental Control and Monitoring

Monitoring and supervision involves parents knowing their child's whereabouts and the activities they are involved as well as the friends they associate with. It also includes the physical whereabouts of children and their emotional wellbeing (Stattin & Kerr, 2000; Stace&Roker, 2005). Parents are supposed to monitor their children's social life, friendships, school, use of media, technology and health. However, controlling parents actively survey their children's behaviours and limit their children's expression by imposing many demands on them. On the other hand, un-controlling parents are much less restrictive and allow their

children freedom to pursue their interests, make own decisions and choose own friends (Shaffer, 2010).

Steinberg, Fletcher and Darling (1994) conducted a study to examine the joint influences of parental monitoring and peer influences on adolescent substance use over time. The results of their study indicated that parental monitoring was negatively associated with substance use. They therefore concluded that parental monitoring is an effective tool both in the prevention of drug use and the amelioration of drug use. Steinberg et al. (1994) argue that parents knowing where their children are and what they are doing can insulate children from a wide array of behaviour disorders.

Duffy (2005) concedes that parenting is becoming a lost art as many parents have become lax. There is tolerance to diversity and parents find themselves losing control over the situation as one cannot spank their child while those who are strict with their children are scorned. Mwololo (2010) notes that school holidays come with endless free time that can be easily abused, especially if there is no one to monitor what the children do. When children are left on their own they are at liberty to do whatever they want, and it is easy to get sucked into bad behaviours such as experimenting with sex at an early age.

Parental monitoring of after school activities is related to school achievement (Spera, 2005). Staceand Roker (2005) observe that when parents fail to monitor their children closely and supervise them, children are likely to engage in risk-taking behaviour which affects their academic achievement. A study carried out by Rudatsikira, Ogwelland Muula (2007) to estimate the prevalence and associated factors of sexual intercourse among school adolescents in coast province, Kenya concluded that lack of parental supervision was associated with 30% risk for having engaged in sexual intercourse.

However, Berk (2003) is of the view that there is a challenge of how to keep track of children when they are out of the house or when they are at home and parents are not there to see what is going on. Stace and Roker (2005) also note that factors such as neighbourhood, age, gender and personality of the child influence the arrangements for monitoring and supervision of children. Furthermore, parents monitor their sons and daughters differently.

Parents must guide and monitor from a distance and effectively communicate expectations well to their children. Children should be asked to inform parents of their whereabouts, activities, and problems so that parents can intervene when necessary (Berk, 2003). Parents should also

establish good relationships with their children, monitor their movements, activities and choice of friends, give guidance and correct anti-social behaviours which emerge (Kinai, 2002).

Research shows that parents who exercise close monitoring and supervision are less likely to have children who engage in risk-taking behaviours (Stace&Roker, 2005). When parents are high in behavioural control and are effective monitors of their children's behaviour, children are less likely to engage in behaviour disorders including both substance abuse and delinquency (Fletcher, Steinber, & Williams- Wheeler, 2004).

2.2.7. Homework Supervision

Children are given homework from school for the purpose of practicing the newly learnt skills and to enhance mastery of the same. Parents should check children's school bags and diaries every day to ensure that children do not leave homework undone (Sumari, Hussin, & Siraj, 2010). Parenting is getting tougher in today's society and sometimes parents have less time to help children with homework (Duffy, 2005). However, some parents get tempted to rescue their children when they see them struggling to complete a task. Some even do their child's homework. This could only lead to a habit of dependency (Munyua, 2011). Parents need to teach children how to balance work, play and their other obligations– invaluable skills that will stand them in good stead for the rest of their lives.

Parents should set a good example to their children in terms of ethics, being involved with the children's scheduling and being proactive in assisting them to fulfil their obligations. Parents must provide children with a proper study area that is well lit, with a proper study desk, table and all the materials needed for study. They should also make sure that homework is done as soon as children get home (Wanjala, 2011). Studies with adolescents have revealed that parental assistance with homework is positively related to the amount of time children spend on their homework (Spera, 2005).

2.2.8. Consistency in Discipline

Consistency means parents dealing with the mild misbehaviours and not letting them grow severe. Discipline is all part of growing up and it is important for children that they are taught the difference between right and wrong. However, parents commonly struggle to find the appropriate approach to disciplining their children (Ngwiri, 2008). Parents should follow through and allow children to experience the applicable consequence when they misbehave. Children need parents who adopt a patient yet varied approach to discipline so that they learn

to be sociable, stay safe and gradually take responsibility for their behaviour without having their spirit quashed (Grose, 2011).

Many parents do not have clear parenting goals. Consequently, many spouses never read from the same script on discipline or homework hassles and because of lack of direction, they tend to compromise natural and good parenting values with small concessions (Muturi, 2011). Parents want their children to be happy, healthy, successful, and safe. The challenge that most parents find is how to go about this. The secret lies in nurturing a child's self-discipline and helping him/her to develop self-esteem. This takes deliberate effort, consistency and patience (Munyua, 2011).

Several studies show that when parents are firm but patient, children tend to comply with their requests. In contrast, parents who discipline with harshness and impatience, have children who refuse and rebel (Berk, 2003). Some parents have been accused of abdicating their roles to instil discipline in their children to teachers, hence the unruly behaviour witnessed among students. Parents should not fear reprimanding their children from an early age. Laxity in parental disciplinary or guidance efforts often leads to delinquent behaviours in their children. Parents should set limits and be consistent with discipline because discipline is necessary in every household (Muturi, (2011). Negative parenting style characterized by harsh, inconsistent discipline has been associated with child antisocial behaviour. Parents who are inconsistent in their approach towards their child can unintentionally promote negative behaviour (Scott. et al., 2010).

2.2.9. Spending Quality Time with Children

Interaction between parents and their children is positively related to the later outcomes like competency at the place of work and success in life. The amount of time that parents spend with their children and the activities they do together are considered to influence children's self-control (Ngwiri, 2008; Sasse, 2004). Parents of today live at a pace that is unrivalled in the history of the human race. Parents have so much to do, but there is very little time available for them to do it. Some parents have two jobs; others work late or are involved in activities that prevent them from being available for their children. In the current economy, parents spend more time at work and on the road than they do at home. The amount of time that parents spend with their children has been shown to influence academic achievement and mental health. Inadequate family time can make children have difficulties in concentrating in school leading to low academic performance (Berk, 2003). Dual-career parents, especially career mothers,

have little time with their children, as opposed to the traditional mothers who spent a lot of time with their children. Research indicates that many parents have gone back to school in the advent of advancing in their careers. Some parents are away from home for long hours hence, they spend less time with their children. In such situations, children are left under the care of inadequately prepared and often overworked house-helps for long periods of time denying them much needed parental care (Munroe and Burrows, 2007). The situation is worse in urban areas such as Yaoundé where the family has very little social support from the extended family or close friendships (Kibera, 1998; Wangeri, 2007). Collaborating with teachers Parents' role in their children's education can be in the form of presence at school, communicating with teachers or helping with homework (Deslandes, Royer, & Bertr,1997). However, parents have been accused of abdicating their roles to instil discipline in their children to teachers, hence the unruly behaviours witnessed among students. Parents should attend Parent Teacher Associations (PTAs) meetings and demonstrate trust and maintain positive perceptions towards their children. They can do this by making positive statements that indicate trust and confidence in their children's ability to succeed (Sumariet al., 2010). Outstanding children usually have involved parents who monitor their child's progress daily and communicate well with their children (Wanjala, 2011). Thatiah (2012) is of the view that parental involvement improves a child's outlook with regards to academic performance, sports and social life. It therefore follows that parents, school administrators, teachers and students should embrace dialogue and no grievances should be left unaddressed no matter how trivial (Standard Newspaper, November 13, 2010).

2.3. THE INFLUENCE OF STUDENTS' INVOLVEMENT IN BEHAVIOUR PROBLEMS ON ACADEMIC PERFORMANCE

Academic achievement is the result of learning and training. Academic excellence is used as a means of securing a good job and for educational advancement and therefore, parents and teachers put pressure on children to work hard in school (Ngwiri, 2008). 2.4.1 Common Behaviour Problems Exhibited by Learners The following behaviour problems may be exhibited by learners whose parents adopt negative parenting styles.

2.3.1. Substance Abuse Related Behaviour

Problems an increasing number of children, especially adolescents, engage in drug and substance abuse as shown by a large number in rehabilitation facilities (Santock, 2002). Self-reported surveys of adolescent students in Nova Scotia in Canada, carried out in 1991 and 1996,

indicated that over one fifth of students reported to have used alcohol, tobacco and cannabis. The 1995 European schools project on alcohol and other drugs revealed that, 37% of 10th grade students in the 30 participating European countries had smoked cigarettes, 61% had consumed alcohol, 77% had consumed marijuana and 6% had used some illicit drugs other than marijuana (Otieno & Ofula, 2009). There is a high incidence of behaviour disorders in school going children. For instance, a study conducted by the Child Welfare Association revealed that 1 in every 15 Kenyan students are abusing drugs or alcohol and children as young as 8 years use drugs (Stephenson, 2010).

Otieno and Ofulla (2009) conducted a cross sectional study to determine the factors associated with drug abuse among secondary school students in nine schools in Kisumu town, western Kenya. The research results showed that 57.9% of the respondents had consumed alcohol at least once in their lives, 34.7% had abused tobacco, 18% had abused cannabis, 23.1% had abused khatand 5.2% had used inhalants and/cocaine. Kwamanga et al. (2003) conducted a cross sectional study to determine the prevalence of smoking and to investigate factors that may influence smoking behaviour in 5,311 secondary school students in Nairobi and found out that 70.1% were habitual smokers. The study concluded that parents" and teachers" smoking habits influenced initiation of smoking by young children as majority of students started smoking between age 12 and 16 years. Many children in Kenya are selling and using drugs. Children as young as 8 years old use drugs due to peer pressure and curiosity. Kenyan probation officers state that children abuse drugs to fit in, feel older and for some, it is what they see happening in their homes. Many probation officers fear that for countless of children, addiction may be only one puff away (Stephenson, 2010). A study conducted by Kinyua (2009) in Embu District on drug and substance abuse in secondary schools and its implications for students" discipline, showed that many students in the ages of 15-24 years abuse drugs. It further revealed that, drug and substance abuse amongst students leads to indiscipline, truancy, theft, sneaking out 42 of school, other conduct disorders and on the overall, poor academic performance. Otieno and Offula, (2009) conducted a cross-sectional study to determine the factors associated with drug abuse among secondary school students in nine schools in Kisumu town, Western Kenya. The study concluded that drug abuse is widespread in secondary schools in Kisumu and the age group most at risk was 16– 18-year olds. Mwololo (2010) observes that during school holidays in Kenya especially in Nairobi, shopping malls are thronged with noisy teenagers. Teenagers, most of whom cannot be a day over 16, drink themselves silly, so much such that some even proceed to get intimate with each other in public. Petrol stations are also

popular meeting points for those who have access to cars. They drink alcohol, take other drugs and dance to blaring music coming from their parked cars.

2.3.2. School Attendance Related Behaviour Problems

Dropping out of school has been viewed as a serious educational and societal problem for many decades. Many dropouts take with them educational deficiencies that severely curtail their economic and social wellbeing throughout their lives. Children dropout of school because of reasons such as: not liking school, being expelled or suspended for misbehaviour, economic reasons and personal reasons such as teen pregnancy or marriage (Santrock, 2002; Adaji et al., 2010). Santrock (2002) states that children of parents who are uninvolved or neglectful, divorced, or step-parents may engage in truancy. Some children drop out of school early in order to look for jobs to boost their family's income (Wachira, 2002). However, a study conducted by Akpanet al. in Uyo, Nigeria revealed that truancy is a major problem in children with behavioural disorders and this could account for the high school absenteeism among these children.

2.3.4. Aggression Related Behaviour Problems

The gap in parenting makes children encounter many problems in their homes. Children respond to the problems they encounter at home through outward manifestation of many behaviours that translate to conduct disorders. Children show non-compliance to school rules and engage in destructive school strikes. Some engage in aggressive acts towards fellow students as noted when acts of bullying cause serious bodily harm to other students. Others kill their fellow students through arsonist fires or brutal acts, while others resort to rape orgies and other sexual crimes like sodomy that result in not only bodily harm, but great psychological harm to the victim (Ngwiri, 2008).

Studies conducted by Kinai, (2002) and Wangeri (2007) reported that some students engage in conduct disorders such as bullying and aggression where brutal acts such as arsonist fires, have resulted in bodily and psychological harm to victims who are fellow students. Cases of students" unrest have been rampant in which dormitories, laboratories and office blocks have been reduced to ashes during strikes and property worth millions of shillings destroyed. Several students have also died in such mayhem (Standard Newspaper November 13, 2010).

Study findings by Kinai (2002) indicated that children in Nairobi whose parents used authoritarian style of parenting were significantly more aggressive than those whose parents

were authoritative and permissive. Santrock (2002) is also of the view that many children of step-families, single mothers, indulgent/neglectful parents and „latch key" children show aggression and conduct disorders. The media, both electronic and print has highlighted issues such as student unrest in schools and poor academic performance. Students in some schools have gone on strike destroying property worth millions of shillings by burning school dormitories, administration blocks and laboratories. Some have also died during such cases, (Standard Newspaper November 13, 2010).

2.3.5. Teenage Sex Related Behaviour Problems

The approval of and proportion of children engaging in premarital sex has increased considerably in recent decades (Lauer & Lauer, 2000). Some parents have shunned their responsibilities of child rearing and others do not seem to know how to protect their children from physical danger, drug abuse, sexual promiscuity among other destructive habits (Duffy, 2005). Santrock (2005) states that, some adolescent children become sexually active and engage in sex before the age of 16 years. Early sexual activity is linked with other risky behaviours such as excessive drinking, drug use, delinquency and school related problems. Children of divorced parents, stepfamilies and dual career parents have been reported to engage in pre-marital sexual activities and at young ages too. 45 Many young children have been reported as engaging in pre-marital sexual activities and child prostitution occasioning adolescent pregnancy and dropping out of school (KDHS, 2003; Ikamari & Towett, 2007).

A study conducted in Kenya by Adaji, Warenius, Ongany and Felix (2010) also indicated that sexual activity begins early, with 42% of girls aged 15-19 years having ever had sexual intercourse and 17% currently being sexually active. More than 200,000 females in the United States have a child before their 18th birthday. In a study of 46 developed countries, Russia had the highest adolescent pregnancy rates with the United States not far behind, (Santrok, 2005). Lee, Chen, Lee, and Kaur (2006) conducted a cross-sectional survey conducted on 4,500 adolescent students based on a structured questionnaire. The study showed that 5.4% of the total sample was reported to have had sexual intercourse. The proportion of male students who had had sex was higher (8.3%) compared with female students (2.9%). The mean age at first sexual intercourse was 15 years and 1% of students reported that they had been pregnant or had made someone else pregnant. Alo and Akinde (2010) conducted a study to investigate pre-marital sexual activities in an urban society of South-west Nigeria. They used interview method to collect information from a sample of 2,500 women within the age bracket of 15-49 years.

The results revealed a very high rate of sexual activities; 14.24% had sex before age 14 and 84% had sex before their 20th birthday at which age only 1.28% of the sample had married. 46 School girl pregnancy and its connection to school dropouts is a concern both in Kenya and other sub-Saharan African countries.

A study conducted by Adaji et al. (2010) on the attitude of Kenyan in-school adolescents towards sexual autonomy indicated that unwanted pregnancies and abortions are reported to be prevalent among Kenyan in-school girls. Teen pregnancies were reported to be 10.5% and 13.5% in two large hospitals in Nairobi respectively. The Kenya Demographic Health Survey (KDHS, 2003) reported that young people aged 15- 24 years were engaging in high-risk sex and that the median age of first sex was 17.8 years. 2.4.2 Involvement in Behaviour Problems and Academic Performance Children who may be exposed to the use of illegal drugs and substances may not achieve their academic goals. Drug and substance abuse leads to poor school attendance and loss of memory leading to poor performance. It may also lead to defiance, poor interpersonal relationships between other students and teachers, self-neglect, irresponsibility, rudeness, aggression, violence and this may result in suspension or expulsion from school hence missing out on learning time. Teenage pregnancies too can potentially disrupt whole school lives and affect academic achievement (Santrock, 2002, 2005; Sunday, Linnea, Antony, & Elizabeth, 2010).

Lane, Barton-Arwood, Nelson, and Wehby (2008) conducted a study to examine the academic, social and behavioural performance of elementary and secondary students with emotional and behavioural disorders receiving services in a self-contained school for this population in America. The results were consistent with earlier investigations reporting sub-average academic performance among this group of children. Akpanet al. (2010) carried out a study to determine the effects of behavioural disorders on academic performance of urban school children in Uyo, Nigeria. The study findings revealed that the overall academic performance of pupils with behavioural disorders was significantly lower than those without behavioural disorders. They therefore concluded that behavioural disorders are associated with poor academic performance in school. A similar study conducted by Nelson, Benner, Lane, and Smith (2004) to investigate the achievement of K-12 students with emotional and behavioural disorders in public school settings also showed that children with behavioural disorders consistently show moderate to severe academic achievement deficits. Ojwang (2005) conducted a study on the causes and effects on students‟ unrest in Rachuonyo District using questionnaires and interviews. His respondents were 275 comprising of members of the

governing board, community members and parents. The study showed that student unrest leads to school dropout, is demotivating to students and hinders examination performance. In the study conducted by Kinyua (2009) in Embu District on drug and substance abuse in secondary schools and its implications for students' discipline, it emerged that many students in the ages of 15-24 years abuse drugs and this leads to poor academic performance.

A study conducted by Kinai (2002) on the relationship between parental behaviour towards adolescents and their manifest aggression in Nairobi secondary schools 48 revealed that behavioural disorders significantly affect children's academic performance and hence academic achievement. Further, behavioural disorders interrupt academic progress and create conditions in which educational objectives cannot be achieved. Much time that could be spent on academic activities is wasted during class boycotts, strikes and when dealing with discipline cases. Some students are summoned before disciplining committees where some end up being suspended or expelled from school, while others are subjected to other forms of punishment. All these, consequently affect children's academic performance. The behaviour disorders significantly affect children's academic achievements whereby many drop out of schools and others perform dismally in academics.

2.4. RELATIONSHIP BETWEEN PARENTING STYLES AND LEARNERS' ACADEMIC PERFORMANCE

All parents want their children to succeed at school, but not all parents are effective in facilitating this success (Hong, 2012). Parents" behaviours send clear and decisive messages about their thoughts and feelings on the importance of schooling. Parenting style helps or hinders a child's engagement in school; encouraging a child to do well in school or insisting that homework be completed are important forms of promoting engagement (Tope, 2012). Research has shown that the home environment has an influence on children's academic achievement (Deslandes, 1997). David, Della and Punsalan (2010) conducted a study on the relationship between parenting styles and academic achievement of students. The study results showed that there is no significant relationship between parenting styles and academic achievement of students. The results revealed that parents of the respondents were primarily democratic and the respondents" academic achievement was found to be on the average level as indicated in the grade point average (GPA).

However, democratic parenting style was found to be positively correlated with academic achievement. Authoritarian and permissive parenting styles on the other hand were found to be negatively correlated with the academic achievement of the respondents.

2.4.1. Authoritative parenting style and academic performance

Authoritative parents are high in acceptance and involvement and therefore, they bring up children who tackle life with a balanced, confident, optimistic outlook and who achieve higher grades in school (Baumrind 1966, 1967, 1991). Santrock (2002) is of the view that children of authoritative parents are achievement oriented, maintain friendly relations with peers, co-operate with adults and cope well with stress. This style of parenting is seen as the most successful approach to child rearing (Berk, 2003). Several studies have suggested that children raised by authoritative parents usually achieve better than their peers in school (Stainberg et al., 1992). Similarly, a study conducted by Kinai (2002) showed that those parents who were authoritative, had children who did well in school. Similar research studies reveal that authoritative parenting style is related to better student performance and other non-authoritative parenting styles have been found to be associated with lower student academic performance (McPherson, 2004).

Another study conducted by Tope (2012) to examine the influence of parenting style on the academic performance of students in secondary schools in Lagos state Nigeria indicated that academic performance of students in the selected schools was significantly positively correlated with a good parenting style. Several other studies have also documented a positive impact of authoritative parenting style by indicating that parental authoritativeness is associated with higher academic achievement (Nyarko, 2011). Dehyadegary et al. (2012) conducted a study to determine the relationship between parenting styles and academic achievement among adolescents in Iran. The results of the study revealed that authoritative style has positive significant correlation with academic achievement. Hong (2012) concurs that authoritative parenting has often been found to be positively associate with higher academic achievement. Although several research studies indicate that authoritative parenting styles are associated with higher levels of children's school achievement, several other studies have however, concluded that these findings are not consistent across ethnicity culture, and socio-economic status (Spera, 2005). Jackson et al. cited in Nyarko (2011) observed that authoritative parenting style was positively associated with academic success for European and Mexican Americans, but was not related to Asian and African Americans academic achievements.

2.4.2. Authoritarian parenting style and academic performance

Authoritarian parents bring up children who are likely to do well in academics because they are high in demandingness and low in responsiveness (Baumrind 1966, 1967, 1991). Research shows that children of authoritarian parents often are anxious and unhappy (Santrock, 2002). They do well in academics and are not likely to engage in antisocial activities such as drug and alcohol abuse, vandalism or gangs (Berk, 2003; Santrock, 2002). A study conducted by Kinai(2002) also indicated that parents who are authoritarian bring up children who are quite aggressive, but perform better academically. The research study carried out by Dehyadegary et al. (2012) in Iran showed that there is no significant relationship between authoritarian parenting and academic achievement. Similarly, David et al. (2010) conducted a study on the relationship of parenting styles to academic achievement of students in which study results showed that authoritarian parenting style was negatively correlated with academic achievement. However, Hong (2012) argues that placing excessive pressure on children and interfering with their studies as is the case in authoritarian parenting, may lead to children having lower academic competence and consequently lower academic achievement.

2.4.3. Permissive or indulgent parenting style and academic performance

Permissive parents are low in demandingness and high in responsiveness. They bring up children who perform poorly in academics (Berk, 2003). Permissive parents have relatively low expectations for their children, setting very few, if any rules. Children 52 raised by these parents are less likely to be intrinsically motivated, thus lacking persistency in approaching learning tasks (Hong, 2012). Permissive parenting tends to lead children toward lower academic performance. It is negatively associated with higher academic achievement, which is most likely the result of the parents" lack of control and discipline over their children. Darling (1999) is also of the same view that children of permissive parents perform less well in school. Berk (2003) also concurs that children of permissive or indulgent parents tend to do less well academically.

The study carried out by Dehyadegary et al. (2012) in Iran indicated that permissive parenting style has negative correlation with academic achievement. A similar research conducted by David et al. (2010) on the relationship of parenting styles to academic achievement of students and the results showed permissive parenting styles to be negatively correlated with academic achievement.

2.4.4. Uninvolved or Neglectful Parenting Style

Uninvolved or Neglectful Parenting Style and Academic Performance Uninvolved or neglectful parents are low in demandingness and low in responsiveness. They bring up children who perform poorly in their academics (Berk, 2003). A study conducted by Kinai (2002) indicated that parents who were uninvolved or neglectful brought up children who were most aggressive and performed poorly in academics. This could be because they may not have the necessary motivation for educational pursuits (Hong, 2012).

A study was conducted by Cramer (2002) on the parenting styles adopted by parents in Louisiana University United States of America (U.S.A). The purpose of the study was to know the relationship between parenting styles and children's classroom motivation and teacher's perceptions. Six research questions and four hypotheses were formulated. The sample was 270 families and 278 students from 19 schools. The instruments for data collection were questionnaires. Data were analysed using t-test statistics. The results indicated that fathers, authoritarian parenting style was found to be negatively related to first grader's mastery motivation and mothers with permissive parenting was negatively related to teacher's perception of children's classroom motivation. Contrary to the researchers' expectations, fathers' authoritarian parenting was found to be positively related to third graders' mastery motivation and teachers' perception of children's classroom motivation. The negative influence of permissive parenting and the positive aspect of authoritarian parenting on third graders were revealed too. The findings in this study reveal the effect of authoritative, authoritarian and permissive parenting styles on students.

A study by Yusuf Agbonna and Yusuf, (2013) on parenting style in Ilorin Emirate, Nigeria, sought to investigate the influence of parenting styles on junior secondary school students' performance in social studies. The population of the study was all junior social studies students in Ilorin Metropolis. The study used questionnaire to collect data on parenting styles and students' performance. The data were analysed using frequency count, percentages and chi-square to answer the research questions and t-test for the hypotheses in the study. The results showed that the parenting styles adopted had influence on the performance of the students. In addition, it was observed that students from authoritative parenting had better performance than students from other parenting styles.

The above study is line with the present study. Although, it dealt with junior secondary school students in a particular school subject, the influence of parenting styles which the present study

intends to ascertain is illuminated. The relationship between authoritarianism and academic achievement in school children was investigated in Hong Kong, the United States and Australia (Cramer, 2002). Results indicated that Australian parents were lower than both the Chinese and American parents in parental authoritarianism. Chinese parents were higher in parental authoritarianism but lower in academic and parental authoritativeness. In all three cultures (Hong Kong, the United States, and Australia), academic achievement was negatively related to, parental authoritarianism. Finally, academic achievement was positively related to general authoritarianism in Hong Kong and among children from the United States and Australia whose parents did not have any college education. In the United States, higher achievement is typically associated with lower parental authoritarianism and higher parental authoritativeness.

A study by Igbo (2005) in Imo State Nigeria, on deviant behaviour among secondary schools, focused on the identification of types, causes and remedies of deviant behaviours among secondary school students in Orlu Local Government Area. The population of the study was all SS1 and SS11 students and their teachers as well as their parents. A sample of 400 was drawn from a population of 1,112 by simple random sampling technique. The sample consists of 224 26 Igbo, J. N. & Ihejiene, Mary Anselm Impact Factor (JCC): 3.9678 Index Copernicus Value (ICV): 3.0 students, 64 teachers, and 112 parents. Three sets of questionnaires were used for data collection. Mean scores were used to answer the research questions. The findings of the study showed that the major forms of deviant behaviours include truancy, loitering, lateness to school, examination malpractices, stealing and bullying. The society, teachers, parents and students themselves (peer influence), in one way or the other contribute to deviant behaviours among secondary school students. The findings also indicate that students need help from parents for it is the foundation laid at home that would carry them throughout life. This study is related to the present study for the fact that parents play important role in the formation of behaviours whether normal or deviant behaviours. In a study conducted by Rodriguez, Donovick and & Crowley (2009) on parenting styles among Latino parents.

The purpose of the study was to examine parenting styles and dimension in a sample of Latino parents using the two dimensions (warmth, demandingness). The study presents four primary parenting styles: authoritative, authoritarian, permissive, and Neglectful. Traditional parenting styles categories were examined, as well as additional categorizations that resulted from adding autonomy. The population was all Latino parents and their children. The sample was 50 first generation. Latino parents and their children (aged 4-9). In the sample, the four traditional parenting categories did not capture Latino families well. The combination of characteristics

resulted in eight possible parenting styles. Results equally showed (6 1%) of Latino parents as protective parents. Further, while mothers and fathers were similar in their parenting styles, expectations were different for male and female children. The importance of considering the cultural context in understanding parenting in Latino families is emphasize. The present study intends to investigate the influence of parenting styles on students' delinquency behaviours and academic performance. The above study is important to the present study as it portrays the importance of culture in considering the influence of parenting styles.

A similar study was conducted by Watanabe (2008) on the effects of deviance on academic achievement across United States. The purpose of the study was to examine the relationship between deviance and academic performance by combining three components, individual factors, school environmental factors, family factors and how these three factors affect students' scores. The population was all private and public schools across the United States. The sample was 752 public and private schools and 17,591 tenth grade students across United States of America. The result shows that there is statistically significant difference between deviant and non- deviant students in test scores. The mean test score show that deviant students achieve lower test scores than non- deviant students. The findings revealed that deviant behaviour increases because of weakened or broken social ties in the family and school. The findings also revealed that deviant behaviour is a significant factor on the academic achievement of students.

Another study was conducted by Owano (2010) in Kenya on the perception of secondary school students on the effects of parenting styles on students' academic performance in Kongo Division, Rojigo District in Nyanza province of Kenya. The study employed descriptive survey design. The area of the study had 22 secondary schools with population 5325 students. The sample used was 341 out of 3000 forms 3 and 4 students. A stratified random sampling technique was used to select 10 secondary schools in the division. Stratified random sampling was also used to select the respondents to reflect gender in each sampled school. Respondents from each stratum were selected by simple random sampling. Questionnaires were used to collect data from form 3 and 4 students. Data analysis was done using descriptive statistics such as frequency, percentages, graphs and means. For inferential statistics Pearson-Product Moment Correlation was used to analyse the data The results showed that authoritative and authoritarian parenting styles had significant influence on students' performances. This study is related to the present study because both studies are interested in parenting styles and how

these parenting styles influence students' academic achievement even though their area of study differ.

2.5. THEORETICAL FRAMEWORK

2.5.1. The theoretical model by Diana Baumrind (1966)

The theoretical model by Diana Baumrind (1966) was used to guide the researcher to establish the relationship among parenting styles, learners" involvement in behaviour problems and academic performance. Baumrind pointed out that different parents bring up children in different ways and adopt one of the four differing parenting styles, namely: authoritative, authoritarian, permissive and uninvolved/neglectful (Baumrind 1966, 1967, 1991; Maccoby& Martin, 1983).

Authoritative parents have high demands and are responsive to their children. They establish clear rules and reasonable guidelines for their children. Children of authoritative parents show initiative and confidence and achieve higher grades academically. Authoritarian parents have high demands, but they are not responsive to their children. They use a restrictive style and give orders expecting their children to conform perfectly to strict military-style rules without explanation and failure to obey results in immediate punishment and forceful measures.

Authoritarian parenting leads to children who are obedient and proficient. However, most of them are fearful and angry, run away from home and school, aggressive and bullies. Some children perform well academically, and others do not (Baumrind 1966, 1967, 1991). Permissive or indulgent parenting is warm and accepting. Permissive parents have few demands, but are more responsive to their children. Rather than being involved, such parents are overindulging, make few demands for responsible behaviour and do not expect compliance with stringent rules or elevated standards of behaviour. This style often results in children who are impulsive, disobedient and rebellious; demanding and dependent on adults; have defiance and anti-social behaviour, perform poorly in school and are more likely to experience problems with authority (Baumrind 1966, 1967, 1991). Uninvolved or neglectful parenting is characterized by low acceptance, involvement, responsiveness and little communication. Parents have little control on their children and are generally indifferent to issues of autonomy. Uninvolved parents expect limited compliance with rules and directives. Such parents fulfil their children's basic needs, but are generally detached from the children's lives. Children of uninvolved parents tend to lack self-control, have low self-esteem and are less competent

academically than their peers (Maccoby& Martin, 1983). In relation to this study, Baumrind's theory predicts a significant relationship between parenting styles, children's behaviour and academic performance.

In relation to this study, Baumrind's theory is used to predict a significant relationship between parenting styles, children's behaviour and academic performance as seen below.;

Applicability of Diana Baumrind's parenting styles
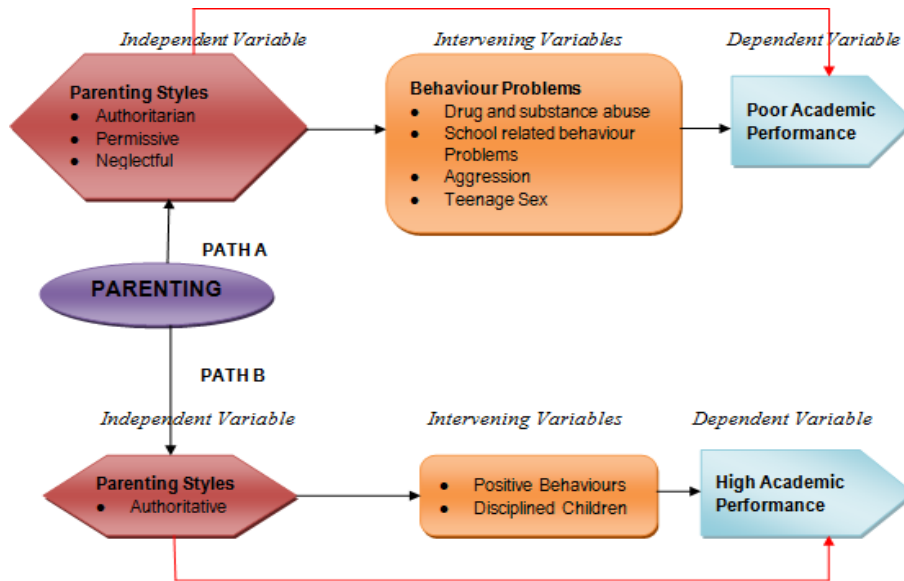
Fig. 1.1 Source: Researcher's own based on the knowledge of Diana Baumrind's theory (1991)

Figure 1.1 shows that parenting style has a direct influence on academic performance and learners' behaviour. Behaviour problems have a direct influence on academic performance. It also shows that behaviour problems can mediate between parenting styles and academic performance. Path A shows that when parents adopt authoritarian, permissive or neglectful parenting styles, they bring up children with behaviour problems and poor academic performance. Path B shows that when parents use authoritative parenting styles, they bring up children who are disciplined with positive behaviours and high academic performance.

2.5.2. Freuds psychoanalytical development theory (1933)

Freud (1933) posited that the child passes through oral, anal, phallic and genital stages. In each of these stages, the child can fixate if care is not taken by the parent or significant other in the life of the child. Freud noted that infants who are overly frustrated in their search for oral gratification might become fixated (exhibition of personality traits in adulthood due to unresolved conflict in earlier stage of development) at this stage. Such fixation might result in producing an adult who is usually involved in talking, eating and smoking activities. However,

the development of warm and secure attachment of parent to the child instils a sense of trust in him or her. On the other hand, if a child is over-fed during this stage, the child will look boisterous, carefree, easily deceived and dependent. It has been observed also that fixation at the genital stage results in adults who are miserly, compulsive, and aggressive and have passive resistance.

Therefore, early childhood experiences are important in understanding deviant behaviour in individuals' later life. The unhealthy behaviours which have their roots in child rearing practices or parenting styles are mostly carried along to the school environment. Some students fight, bully and have all sorts of aggressive behaviours. Some are boisterous in the class while others are shy, timid and cannot participate well in class. Some engage in examination malpractices and truancy. All these behaviours are brought to the classroom from their homes as a result of weak ego which develops out of faulty child rearing practices and parenting styles.

Freud pointed out that an individual's unconscious motives and ideas can influence his/her actions and thoughts and that early childhood experiences influence one's later personality. Consequently, parenting should be with caution.

2.5.3. Skinners (1953) operant conditioning theory

Skinners (1953) operant conditioning theory has been applauded for its contributions in teaching and learning situations with specific reference to reinforcement and shaping techniques. Both adaptive and deviant behaviour patterns are learned in exactly the same way through conditioning. The theory profoundly influences our understanding of how environmental factors help shape both normal and deviant behaviours. Skinner posits that reinforcement increases the probability of a behaviour being repeated. Reinforcement can be regarded as a reward. This could be either negative or positive. A positive reinforcer is a stimulus in the environment that brings about increase in the response that preceded it, while a negative reinforcement is a stimulus in the environment that removes an unpleasant response.

A negative reinforcement can be in the form of punishment, which is an unpleasant painful stimulus that aims at correcting an individual unlearn undesirable behaviour. Skinner pointed out that judicious use of selective reinforcements is acceptable in the shaping and obtaining of acceptable patterns of behaviour in individuals. Thus, shaping techniques (a conditioning process) can be employed by parents in the homes to help children unlearn undesired behaviours like truancy, fighting and stealing.

The use of reinforcement techniques such as praise, giving of prizes, incentives and tokens in recognition of desired behaviours in a learner goes a long way in motivating the child to achieve better academic performance. This theory throws a light to the present study for the fact that parents are the first environment a child encounters. What a person sees, according to Skinner, has a consequence that alters behaviour. If a child has a neglectful or permissive parent, he goes to school when he likes and manifests some deviant behaviours without being cautioned. Skinner states that the effects of our prior action are very significant in our current behavioural postures. Organisms, according to Skinner, are also greatly influenced by the consequences produced by their own behaviour. The theorist sees man as a store of possible actions whose actualized profile is finally controlled by the history of different outcomes that followed closely (contiguous) upon each of those actions. A parenting style that neglects cautioning and punishing a child from childhood, or refuses to give praise when praise is due, will always produce students who are truants, and truancy is a form of deviant behaviour which does not favour academic achievement. The theory not only throws light to the present study but goes a long way to clarify it.

2.5.4. McClelland (1961) theory on motivation in terms of achievement needs

On a similar note, McClelland (1961) posits that individuals possess an inner drive, force, need or motive which motivates them to achieve academically, economically and socially. This theory presents useful information for describing how individuals differ in their dispositions for striving for certain general goals. The theorist indicated that human beings differ in their strength of achievement motives. The theorist perceives motivation in terms of achievement needs in three perspectives-- needs for achievement (n/Ach), need for affiliation (n/aff), and need for power (n/pwr). MeClelland noted that need achievement (n/Ach) is a key to human motive which is influenced by personality and environment. It is developed more by childhood experiences and cultural background than by being inherited. The style of parenting can either motivate or mar the child's development and achievement motivation. A child's early experience from home, school and society affect the development of attitudes and motives.

When the parenting style is full of expectation, the child develops a high need for achievement in life. Similarly, if the philosophical view of a child's society is achievement, the child develops to become a high achievement oriented individual. The contrary will be the case if the parents or the significant others in the child's life care less and the environment is not motivating. The type of parenting style in which the child is exposed is therefore important as

this theory portrays. Parents and significant others in the society, according to this theory, are expected to provide a reasonable and stimulating home environment that will enhance achievement needs for their children.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0. INTRODUCTION

Methodology in research refers to the specific procedure or process used to identify, select, process and analyse information about a topic. Methodology selection in research allows the reader to critically examine the study's overall validity and reliability (Lodicol et al 2006, p. 275). This section focuses on the number of fabrics that will give us a methodological insight in to the work.

First we shall present the research design, in other words the precise type of research chosen for this work then the area of study, which in turn will be subdivided in to: target and accessible population of study; the next rubrics are the sampling techniques, sample size, the sample selection (sample size required for a given population, the distribution of sample population, presentation of interviews, research instruments, validity, reliability, administration of research instruments, pilot test, data analysis technique, application of chi square, variables of the study and finally the operationalization of variables in the study.

3.1. Research design

A research design is the overall strategy that a researcher chooses to integrate. It is the overall component of the study in a coherent and logical way which determines whether the research problem will be effectively addressed. It constitutes the blue print of the collection, measurement and analysis of data. It actually defines the study type (descriptive, correlation, semi experimental, experimental, review, meta-analytic, longitudinal, case study) (Amin 2005, p.10). a research design is a plan for carrying out a research project. It includes an outline of what the researcher will do from writing or formulating the hypothesis to final analysis of data.

This research study used mixed method of research that made use of descriptive and correlational research designs. Descriptive design allows for extensive data collection on a large population within a short period of time, determining and reporting the way things are (Creswell, 2012).

Qualitative data was collected from parents using interview schedule (appendix A). The data provided information on the influence of parenting styles on learners" behaviour problems, the influence of involvement in behaviour problems on academic performance and the relationship between parenting styles and learners' academic performance. Qualitative data was collected

from learners using questionnaires (appendix B) and provided information on factors that influence parenting styles, influence of parenting styles on learners' behaviour problems, influence of involvement in behaviour problems on learners' academic performance and the relationship between parenting styles and learners' academic performance.

3.2. AREAS OF STUDY

Yaoundé is the capital city of Cameroon. It is a cosmopolitan city with many people belonging to different educational backgrounds, occupations and different economic strata. The city has a variety of regular secondary schools with various characteristics such as day schools, boarding schools and mixed and single gender schools. Learners in Cameroon schools come from different social-cultural backgrounds as well. This study limited its self to Government Bilingual Secondary Schools in Yaoundé 1, 6 and 7 sub divisions, centre Region of Cameroon.

This study was carried out in three different locations: GBHS Ekorezok, GBHS Nkol-Eton and GBHS Etoug-Ebe.

3.2.1. GBHS Nkol-Eton in Yaoundé 6 municipality

Yaoundé VI municipality is one of the councils under Yaoundé urban council in the Mfoundi division of the centre region of Cameroon. Its head quarter is nlongkak 1 with a total population of 281 586 inhabitants in a surface area of 5552 hectares. It has many quarters as follows; Bastos, Centre Commercial, Elig-Edzoa, Djoungolo X, Djoungolo 1, Djoungolo XI, Djoungolo II, Djoungolo III, Djoungolo XII, Ekombitie, Djoungolo IV, Emana, Djoungolo V, Djoungolo VI, Djoungolo VII, Djoungolo VIII, Etoa-Miki, Djoungolo IX, Mballa I, Mballa II, Mballa III, Mballa IV, Mballa V, Mballa VI And Mballa VII, Mfandena, Ngousso, Njon-Essi, Nkolmesseng, Messassi, Nkolondom I, Nkolondom II, Nkolondom III, Nlonkak 1, Nlonkak 1I, Okolo, Olembe I, Olembe II, Tongolo And Manguier. Yaoundé VI municipality has the following government schools; lycée d'Emana, lycée de nkolbisson, lycée de Mballa II, Lycée, Lycée d'Elig-Essono, lycée bilingue de nkol-eton, lycée technique de Charles Atangana and lycée technique de nsam-efoulan.

Lycée bilingue de nkol-eton was chosen for this study because it is the only government bilingual high school in the whole area and constitutes the target population of this study being form three students. GBHS Nkol-Eton is situated in Bastos behind Nkol-Eton market and adjacent to the National Olympic Committee. It became a bilingual secondary school in 2012

and has about 4500 students and the school enclosed by a gate. This school is found in Mfoundi division in Yaoundé 1 sub division of Mfoundi division of the Centre Region of Cameroon.

3.2.2. Yaoundé VI municipality ; GBHS Etoug-Ebe

Yaoundé VI municipality is one of the councils under Yaoundé urban council in the Mfoundi division of the centre region of Cameroon. Its head quarter is Biyem-Assi with a total population of 268428 inhabitants in a surface area of 2220 hectare. The council area is made up of the following quarters; Biyem-Assi, Camp Sic Mendong, Nkolbikok 1, Etoug-Ebe 1, Melen 1, Melen 3 Melen 4m Melen 5, Melen 6, Melen 7a, Mvog-Betsi, Etoug-Ebe 2, Melen 7b, Eba Biyem-Massi, Melen 8c, Melen 9 and Nkolbikok 1.

Yaoundé 6 was created in 1993 and today, it has 3 government bilingual high schools namely; GBHS Mendong, GBHS Etoug-Ebe and CETIC Bilingual high school Mewoulou. GBHS Etoug-Ebe was selected at random for this study.

GBHS Etoug-Ebe is situated opposite Tradex and close to government nursery and primary school Etoug-Ebe as well as the former council of Yaoundé 6. It has a total of about 4000 students and the school is enclosed by a gate. This school is found in Mfoundi division in Yaoundé 6 sub division of Mfoundi division of the Centre Region of Cameroon

3.2.3. Lycee bilingue d'Ekorezok, Yaoundé VII municipality

Yaoundé VII municipality was created in 2007 by decree number 2007-117 of 24th April 2007. The territory of Yaoundé 7 is situated at the west of the Yaoundé town, between the latitude 4 degrees north and longitude 11 degrees, 35 minutes east, at about 200 km to the Atlantic coast.

With an estimated surface area of 34.9 km square, it is the youngest council in Yaoundé which was separated from the council of Yaoundé 2. It englobes 15 urban localities namely Abobo, Ekorezok, Ettak, Mbog-Ndoum, Ndamvout, Ngoulmekong, Nkol-Afeme, Nkolbisson, Nkolso, Nkomassi, Nnom-Nnam, Oyom Abang 1, Oyom Abang 2, Oyom Abang 3, Oyom Abang And 4 Rural Localities Namely Akok Ndoe II, Ebot- Mefou, Minkoa Meyos And Nkol-Nkoumou. during the third general headcount and census in 2005, the Yaoundé 7 council was not yet created, fortunately, the director of urban planning in its horizon 2020 directed by the Yaoundé urban council gave the distribution of population by council in 2020 as 440264 inhabitants.

Yaoundé VII municipality has just one government bilingual high school; GBHS Ekorezok. Other government schools exist in the municipality but are not bilingual such as lycée

Classique Nkolbison. Lycée Bilingue Technique Nkolbisson is bilingual but has only a second cycle and it's a technical school in which form three students do not have the same characteristics with the population of the study

3.3. POPULATION OF THE STUDY

According to Amine (2005, p. 235) a population is the complete collection of (or universe) of all the elements (units) that are of interest in an investigation. It is the aggregate or totality of individuals or subjects having one or more characteristics in common that are of interest to the researcher and where inferences are to be made in as a sampling study.

Therefore, our population for this study are all students of Government Bilingual High Schools in Mfoundi division, Centre region of Cameroon irrespective of their ages background, series and field of study. Mfoundi division has a total of 7 sub divisions with a total of 7 Government Bilingual High Schools unevenly distributed with some sub divisions having up to two and others not having at all.

3.3.1. The target population

This study targeted form three student drawn from three Government Bilingual High Schools; Yaoundé 1, 6 and 7 sub divisions of Mfoundi division, Centre region of Cameroon. These subdivisions had 4 Government Bilingual High School with total of 1000 form three students. Parents of the targeted form three learners were included in the study.

3.3.2. The accessible population

This accessible population were 97 form three student present at the time of the study drawn from three Government Bilingual High Schools; Yaoundé 1, 6 and 7 sub divisions of Mfoundi division, Centre region of Cameroon.

3.4. SAMPLING TECHNIQUE AND SAMPLING SIZE

Fonkeng and Chaffi (2012, p. 13) define sampling as the process whereby a subset of items were picked from a set, and done so using a systematic process. In other words, sampling in social science context means a randomization technique to pick respondents from a large population and through the technique removing the selection and other biased.

Sampling enables the researcher to study a relatively small number of units in the place of the target population and to obtain data that are representative of the target population. It is

therefore the process of choosing the units of the target population which are to be included in the study (Amin 2005, p.237). several steps are needed in the sampling process: defining the population, listing the elements of the population called the sample frame; deciding on the adapted sample.

3.4.1. Sampling technique

A stratified random sampling technique was used to sample one hundred learners who constituted 10% of the target population. In the first stage, three out of the nine subdivisions were randomly sampled. In the second stage, two public schools from each sub division was sampled making it a total of six schools. In the third stage, one hundred learners were randomly sampled from the six schools to participate in the study. A total of ten parents which constituted 10% of the sampled learners were randomly sampled to participate in the study. Class lists were obtained from the teachers and every 10th student on the list was picked for the study.

In SRS, a statistically valid sample is drawn using a chance mechanism to select an entire and complete list of the study population, i.e. the entire population is subjected to a chance mechanism that eliminates the researcher's selection bias while randomly choosing the sample (Fonkeng and Chaffi 2012, p. 14).

3.4.2. Sample Size

The study targeted a sample size of one hundred form three learners in regular public secondary schools in Yaoundé 1, Yaoundé 6, Yaoundé 7 sub divisions of Mfoundi division in the Centre region of Cameroon. The study did not target a specific number of males or females and therefore, a total of 60 female learners and 40 male learners were sampled for the study. This sample size constituted 10% of the target population. A total of ten parents constituting 10% of the sampled learners were also sampled to participate in the study.

Table 3.1: Sample size (S) required for given population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	4 60	210	1600	310	10000	370
65	56	210	136	480	214	1700	311	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	40000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Distribution of sampled population

Table 3.2: Sample population

Sub divisions	School	Number form three classes per school	Total number for each school	Percentage
Yaoundé 1	GBHS Nkol-Eton	6	360	36
Yaoundé 6	GBHS Etoug-Ebe	8	420	44
Yaoundé 7	GBHS Ekorezok	4	240	24
	3 schools		**1000**	**100**
TOTAL				

Presentation of interviewees

Table 3.3: Sample population

Respondents	Number of parents per school
Parents of GBHS Nkol-Eton	4
Parents of Etoug-Ebe	4
Parents of GBHS Ekorezok	2
TOTAL	**10**

3.5. RESEARCH INSTRUMENTS

Research instruments are meant to translate attributes or traits into quantities; in educational setting, type of purpose served by research instruments can be classified in to four categories; instrumental, research and evaluation, guidance function and administrative purposes. Hopkinns cited by Amin (2005, p. 261) defines it as a general term used for a measurement device in research. He added that, it has to do with the process of transforming abstractly conceived concepts or variables in to numerical quantities. It involves quantifying observations

about a quality or attributes of a person or thing. There exist a variety of research instruments some of which include: tests, scales, checklists, surveys, questionnaires.

Two types of research instruments were developed for use in collecting data for this study; a questionnaire for learners (see appendix B) and an interview guide for parents (see appendix A). These instruments are in the appendices. Research instruments were developed by the researcher based on the objectives. Questionnaires facilitated acquisition of information about the influence of parenting styles on learners' involvement in behaviour problems, the influence of involvement in behaviour problems on student's academic performance and the relationship between parenting styles and learners' academic performance. Interview guide facilitated acquisition of information on the different parenting styles practiced by parents, learners' involvement in behaviour problems, influence of involvement in behaviour problems on academic performance and the relationship between parenting styles and learners'' academic performance.

3.5.1. Questionnaire for Learners

The questionnaire is a carefully designed instrument for data collection in accordance with the specifications of the research questions and hypothesis. It consists of a set of questions to which the subject responds in written. It is also a self-report instrument used in gathering information on variables of interest in an investigation. A questionnaire is made up of inter related questions prepared by the researcher about the research problem under investigation based on the objectives of the study (Amin 2005, p.269).

A questionnaire is the best tool to collect data from the large population involved in this study. Moreover, it was hoped that the participants were to respond to the questions truthfully and confident that they would be anonymous (Leedy & Ormrod, 2005). Questionnaires are also less costly, and they require less time to collect data (Gall et al., 2007).

The questionnaire was meant for learners and it had two parts. Part A consisted of demographic data consisting of five main items on age, gender, persons they live with and for what reason and parents or guardians'' level of education. Part B of the questionnaire had seven close-ended matrix questions which addressed objectives of the study. The questions were on parenting behaviours, behaviour problems and academic performance.

The questionnaire had a total of forty items using a five-point Likert-type scale and one open-ended question. This type of questionnaire is easier to complete; hence the respondent is likely

not to be put off. It is also easy to compare responses given to different items. The researcher can also easily detect a trend just by looking at the responses (Creswell, 2012; Fraenkel & Wallen, 2009).

3.5.2. INTERVIEW GUIDE FOR PARENTS

The interview guide was meant to collect information from parents. It had a total of seven questions derived from the research objectives. The questions addressed parenting styles, students' deviant behaviours and academic performance. Each item was further simplified to make the interview simple and focused.

3.6. VALIDITY

The extent to which a test measures what it is supposed to measure is called validity. Validity is an important concept in the acceptability and use of an instrument for research purpose. Validity refers to the appropriateness of the instrument. It is the most important aspect to consider when preparing or selecting an instrument for use. It enables the information collected to serve the purpose for which it has been collected. Validity was measured in terms of face and content.

3.6.1. Validation of Research Instruments

Validity refers to the accuracy with which an instrument measures and what it intends to measure, Punch (2003, p. 43) claims that validity deals with how the respondent can candidly and meticulously respond to questions which he believes depend partly on the respondent's attitude and state of mind

3.6.2. Procedure for establishing content validity

Some of the methods for establishing validity of research instruments include: face validity, content validity, construct, criterion, concurrent validity amongst others. Face validity deals with merely establishing that the tool is appropriate from appearance to measure what is being measured simply by looking at the questions.

3.6.3. Content validity

Content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was designed. It shows how adequately the instrument samples the universe of skills, knowledge, attitude and perception that the respondent is expected to exhibit.

The researcher wrote a definition of what was intended to be measured and gave a description of the intended sample population. The researcher then gave the definition and description together with the research instruments to the supervisors to look at the content and format and judge whether or not they were valid and measured the variables they were meant to measure (Fraenkel & Wallen, 2009; Mugenda & Mugenda, 2003). Content validity was used to evaluate the extent to which question items were clearly understood by the respondents to enable them give responses to the issues raised concerning the relationship among parenting styles, behaviour problems and academic performance (Creswell, 2012).

3.6.4. Reliability of research instruments

It is the degree of consistency among the test scores; to establish a reliable instrument, we use the test retest reliability type and at times we use the stability reliability type. Reliability was assured through piloting of the research instruments. A total of 10 filled questionnaires were collected from learners. The data was entered into SPSS and analysed to test for reliability of the instruments. Internal-consistency method was used to determine the reliability of the research instruments. Both the overall and individual reliability of the study variables were tested. Cronbach's Coefficient Alpha was used in the computation to determine how items correlated among themselves hence internal consistency. KR20 formula was used and the coefficient generated from all the variables tested showed a Cronbach's Alpha Coefficient of 0.866. Reliability coefficient of 0.80 or more implies that there is a high degree of reliability (Fraenkel and Wallen, 2009: Gall et al., 2007). Expert opinions from supervisors were also sought. Supervisors were requested to evaluate the research instruments to ensure reliability.

3.7. DATA COLLECTION

Logistical and ethical considerations and the process of data collection are discussed in this section. This research study used both quantitative and qualitative approaches to collect data. Both methods complement each other and provide a better understanding and explanation of the research problem thereby, avoiding the bias associated with using one method. Quantitative method is relatively objective and unbiased and it was meant to provide numerical data needed to achieve some of the study's objectives. Qualitative method is subjective, biased and was to provide in- depth explanations (Creswell, 2012; Leedy &Ormrod, 2005). This research study was descriptive and therefore it relied on self-reports by participants answering questions.

3.7.1. Logistical and Ethical Considerations

Ethical issues were accorded due consideration. Participants were given sufficient information about the main purpose of this study to enable them to make informed consent to participate in the study. It was made clear to the participants that their participation in the study was voluntary and that if they wished, they had the liberty to withdraw any time. Permission was sought from the school principals for the learners who were under 18 years to participate in the study. Learners were given assent forms and requested to sign if they wanted to participate in the study. Parents who were interviewed face-to-face were given consent forms to sign before the interview and the ones who were interviewed through telephone calls were requested to give verbal consent.

Secondly, participants were given assurance that the information they were giving was only for the purpose of this research study and would not affect them personally or make them liable in any way. They were also assured that all data was to be locked up in a safe place during the study and destroyed after the completion of the study.

Third, participants of interviews were assured of confidentiality because anonymity was likely to encourage participants to provide information crucial to this study. Guaranteeing participants" anonymity was especially critical in relation to providing information on parenting behaviours, learners" involvement in behaviour problems and academic performance. To protect the anonymity of learners, their names and names of their schools were not included in the questionnaire. Parents' anonymity was protected by requesting them not to reveal their names and place of work. Information provided by participants was also kept strictly confidential. (Creswell, 2012; Leedy & Ormrod, 2005).

3.7.2. Data Collection Process

The researcher engaged two research assistants to distribute and administer questionnaires to students and collect them. The research assistants were trained on how to administer the questionnaires by filling a dummy questionnaire before they were sent out. The researcher and research assistants visited the three sampled schools and requested for permission from the principals to sample learners in form three.

3.7.2.1. Questionnaires

The learners were assembled and briefed on the nature of the study and what was expected of them. Clear instructions were given to them not to reveal their identity or discuss the questions

before responding. They were given questionnaires to fill. The questionnaires were collected immediately after filling. A total of ninety-seven questionnaires were collected. The researcher then requested teachers for marks lists for the sampled learners in order confirm their academic grades.

3.7.2.2. Interviews

Parents who were sampled were interviewed through telephone calls and others through face-to-face interviews. Face-to-face interviews were conducted individually at locations suggested by participants and the time convenient for each of them. Telephone calls were made to each of the parents who were not able to make it for face-to-face interviews to book appointments for a subsequent call at a convenient time. All the sampled ten parents were interviewed by the researcher. They were encouraged to freely discuss their parenting styles, learner's involvement in behaviour problems and academic performance. Notes were taken during the interviews with parents. The interviews were also tape-recorded for clarity. The researcher conducted interviews through the telephone while in a quiet room and tape-recorded by putting the phone on loudspeaker mode with the permission of respondents.

3.7.3. Pilot Test

A pilot study is a prerequisite for the successful finishing of a research work. It helps reorient the envisaged investigation. It is viewed by some researchers as an investigation of the feasibility of a planned project. A pilot study can reveal ambiguities, poor questions and unclear choices; it can indicate inappropriateness of instructions given to the respondents. Moreover, a pilot study reveals the question of practicability of the investigation. This is conducted to clarify issues that ought to be clarified before the study is carried on.

To pre-test the research instruments, a pilot study was carried out in Yaoundé 7 Sub-division of Mfoundi division in the Centre region of Cameroon. Questionnaires were administered to 10 learners from two schools which were not included in the actual study to evaluate the content and logical structure of the items. This was to ensure that the information collected by the instruments was appropriate, meaningful, and useful to make inferences and conclusions about the relationship between parenting styles, learners' behaviour problems and academic performance (Fraenkel & Wallen, 2009; Leedy & Ormrod, 2005). The pilot school and the main study schools had the same characteristics.

Results of the pilot study revealed that it was necessary to introduce some questions in the students' questionnaire in order to gather information that will address the research objectives

effectively. Consequently, two questions were added to the questionnaire; a question on learners' performance and another on guardians' level of education. The introduction of a question on learners' performance was to help find out the relationship between parenting style and academic performance.

During the pilot study, parents came at different times and this forced the researcher to interview them as it was difficult to conduct a focused group discussion. This showed that it was not practically possible to conduct focus group discussions with parents of the sampled learners. The results of the pilot study informed the researcher to change from focus group discussions with parents and use interviews in the main study.

3.8. DATA ANALYSIS TECHNIQUE

Qualitative data consisted of information collected from parents using interview schedules. This data was meant to address study objectives 1, 2 and 3 which were to: establish the influence of parenting styles on students' involvement in deviant behaviours, to determine the influence of deviant behaviours on academic performance and to find out the influence of parenting styles on academic. Qualitative data collected during interviews was organized and analysed by themes. This involved typing the interviews and interpretation of themes according to dominant tones and in relation to the research objectives.

Quantitative data was derived from questionnaires for learners. This addressed objectives 1, 2, 3 and 4 Questionnaires were sorted and numbered. Then the data was coded, entered into an appropriate computer program and presented in tables and figures. Statistical Package for Social Sciences was used to analyse quantitative data and the results interpreted with respect to the research objectives (Leedy & Ormrod, 2005). Explanations of the conclusions were made to provide answers to the research questions (Creswell, 2012).

Descriptive and inferential statistics were used to analyse and present quantitative data. Descriptive statistics summarizes data and describes the sample using measures of central tendency, dispersion and relationships while inferential statistics enables the researcher to infer the sample results to the population (Mugenda &Mugenda, 2003; Gall et al., 2007). Hypotheses for the indicators of objectives 1, 2, and 3 were tested using chi square. Information collected from both interviews and questionnaires was triangulated.

3.9. VARIABLES

It is the characteristic on which people can differ from one another (Luma et al, 1999). It could also refer to anything that can take differing values (Amin, 2005). The three main variables of this study are the dependent, independent and the extraneous variables: the independent variable of this study is orientation services and the dependent variable is higher education internal efficiency while the extraneous variable is the environment. This study considered demographic variables to be learners' age, sex, people the learners live with, reasons for not living with parents, educational background and occupation of parents. These variables were measured using nominal-type of measurement. The main variables of this study were parenting styles, learners' deviant behaviours and academic performance.

3.9.1. Independent Variable

The independent variable in this study was parenting style which was measured categorically.

3.9.2. Dependent Variables

The dependent variable in this study was learners' academic performance. This study focused on the grades achieved at the end of term examinations. Learners' behaviour problems were measured using five-point Likert-type scale while academic achievement was measured using grades (Creswell, 2012).

3.9.3. Intervening variable

The intervening variable in this study was learners' involvement in behaviour problems. The indicators of intervening variables were involvement in drug and substance abuse, school related behaviour problems, aggression and teenage sex-related behaviour related problems. This study focused on learners' positive behaviours and discipline. These behaviours were measured using a five-point Likert-type scale.

Fi.gure 3.1: Types of variables

| INDEPENDENT VARIABLE | → | Intervening variable | → | DEPENDENT VARIABLE |

↓

| Parenting Styles | Students' involvement in deviant behaviour | Academic performance |

↓

- Authoritative Parenting Style
- Authoritarian Parenting Style
- Permissive Parenting Style
- Neglectful Parenting Style

- Students' Involvement in Aggression related Behaviour Related Problems
- Students' Involvement in Teenage Sex related Behaviour Related Problems
- Students' Involvement In School Attendance related Behaviour Related Problems
- Students' Involvement In Substance Abuse Behaviour Related Problems

Source: field work

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. INTRODUCTION

This chapter focuses on the presentation, analysis and interpretation of findings on the influence of parenting styles through students' involvement in deviant behaviours on Academic performance in selected Government Bilingual High Schools in Yaoundé. The researcher contacted 100 respondents of whom 97 availed responses for the study. The presentation, analysis and interpretation is based on the respondent's personal variables, influence of parenting styles on students' involvement in deviant behaviours, influence of students' involvement in deviant behaviours on Academic performance and the influence of parenting styles on Academic performance in Government Bilingual High Schools Yaounde

4.1. DATA PRESENTATION AND DISCUSSION OF RESULTS

4.1.1. Demographic information of learners
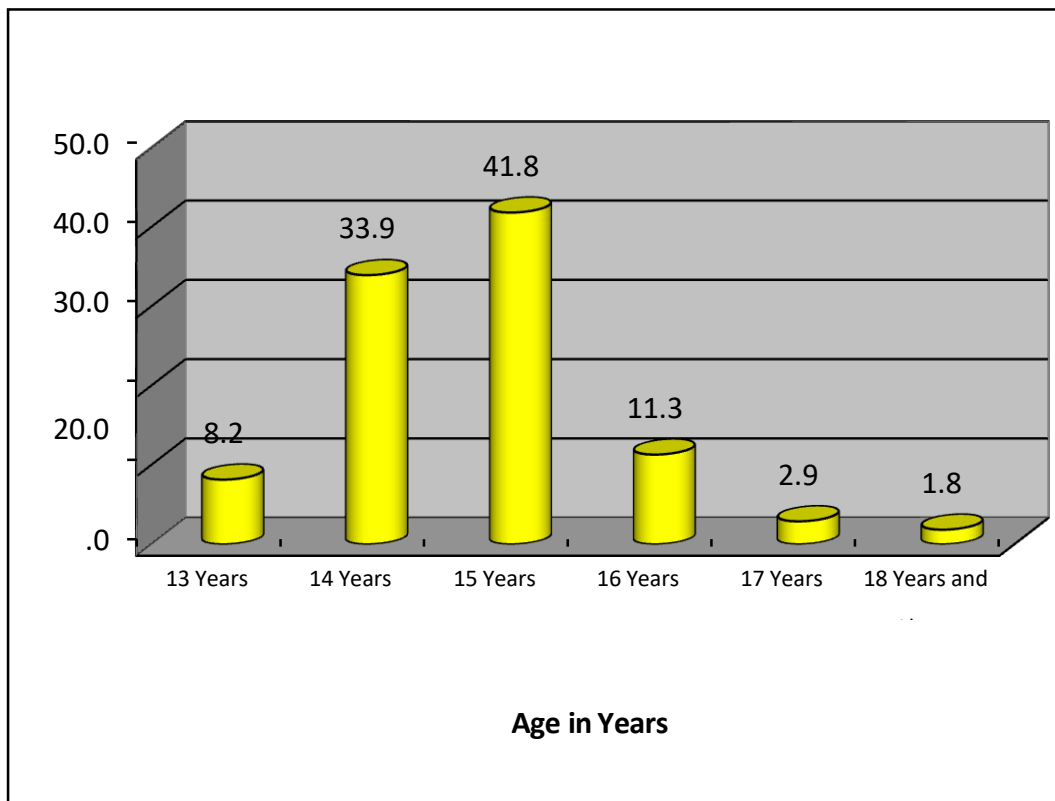
Figure 4.1: Distribution of students according to age.

Source: Fieldwork

In establishing the ages of the respondents, the study found that 41 (41.8%) of the learners were 15 years old, 33 (33.9%) were 16 years old, 11 (11.3%) were 18 years old, 8 (8.2%) were 13 years old, 17 (2.9%) were 17 years old and 2 (1.8%) were above 18 years. The results showed that majority of students in form three were between 14 and 15 years old with most of them being 15 years old. It also revealed that there were a few students in form three who were above 18 years.

Gender of respondent
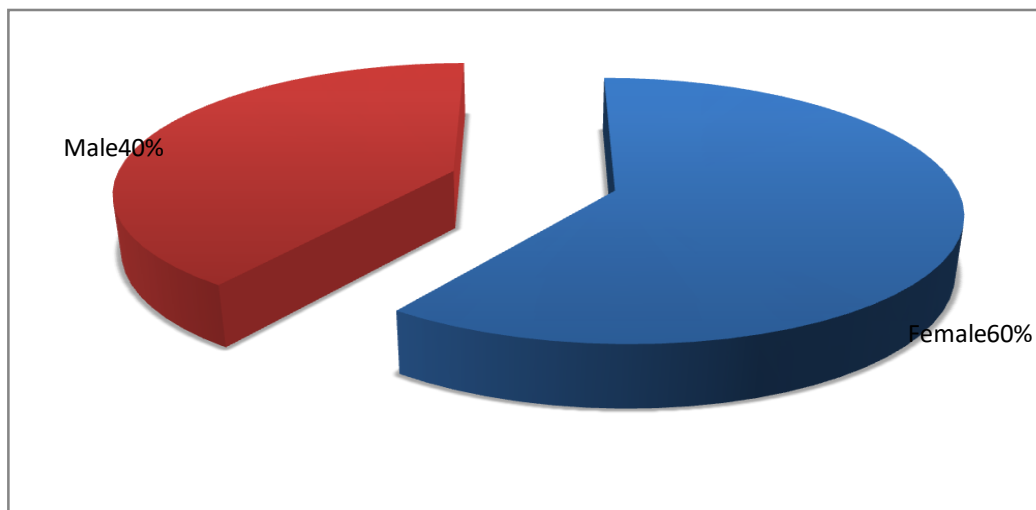
Source: Field data

Figure 4.2. Learners' Sex

The study findings indicated that 58 (60%) of the respondents were female while 42(40%) were male. The results showed that majority of the learners in form three were females. This may not be a true reflection of gender representation in schools in Yaounde 7, 6,1 sub division since most of the schools that were sampled were mixed public secondary schools. Furthermore, the study just targeted two hundred forms three learners without specifying the sex. Therefore, the gender imbalance seen here between males and females had nothing to do with the criteria used for sampling the respondents.

Students by People they lived with

To find out about the people students lived with, they were asked to indicate the people they lived with as parental figures in their lives. Findings of the study are presented in Figure 4.3
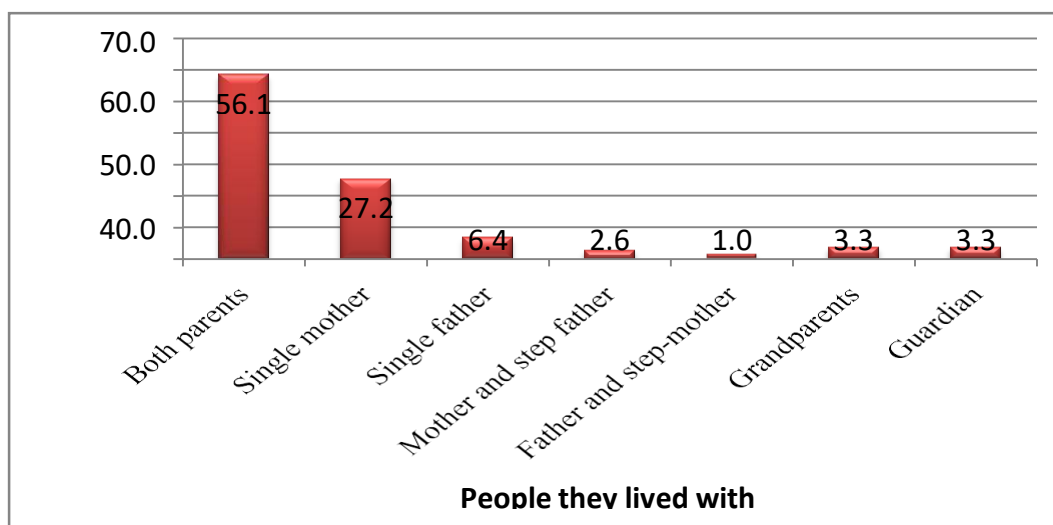
Figure 4.3: Learners by People they lived with

The study showed that slightly over half of the students indicated that they lived with both parents, a quarter of the learners indicated that they lived with single mothers, 7 (6.4%) indicated that they lived with single fathers, 4 (3.3%) indicated that they lived with their grandparents and guardians respectively, 3 (2.6%) indicated that they lived with their mother and step-father and (1%) indicated that they lived with their father and step-mother.

The findings showed that majority of the students lived with both parents. It also showed that a quarter of learners lived with their single mothers while some lived with their single fathers. There are also a few learners who lived with their mother and stepfather. Some learners indicated that they lived with either guardians or parents. This can be attributed to the fact that some of the parents were divorced or separated, others lived away in other towns or countries while other parents were deceased. These results were supported by the views of Lauer and Lauer, (2000) who observed that marriage and family patterns have continued to evolve and Reasons for not living with Parents.

The respondents were asked to indicate reasons for not living with their parents. The findings of the study are presented in Figure 4.4
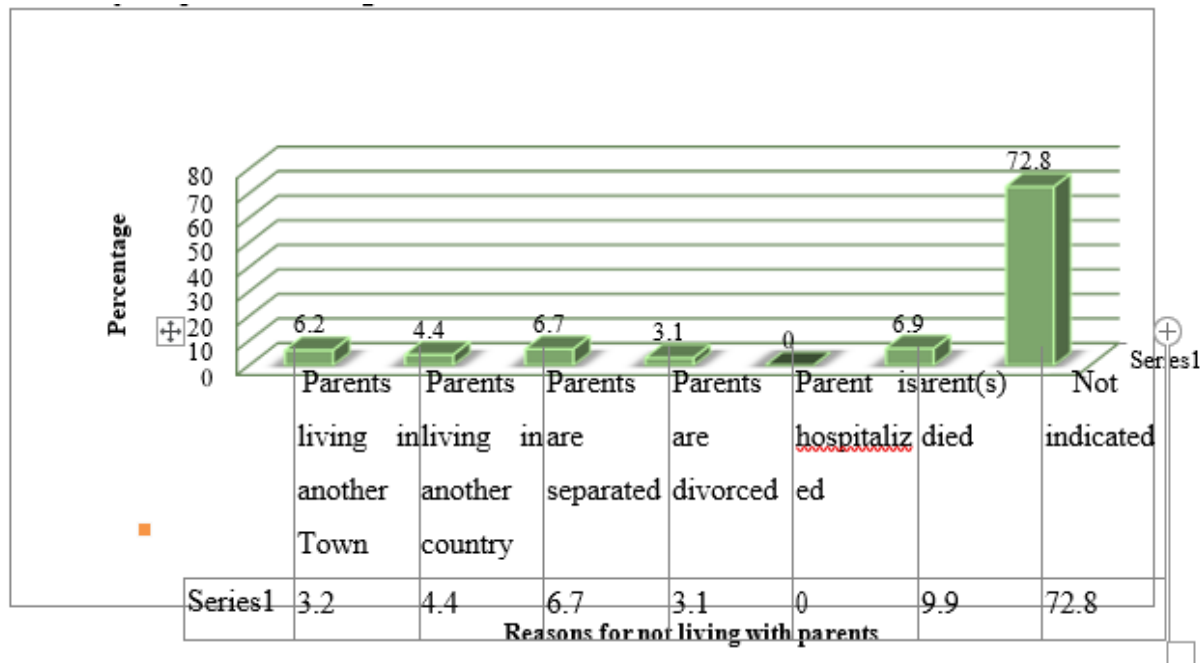
Figure 4.4 Reasons for not living with Parents

The study results showed that majority of the students did not answer this question because they lived with both parents. However, 9.9% of the learners indicated that their parents were deceased, 6.7% indicated that their parents were separated, 3.2% indicated that their parents were living in another town, 4.4% indicated that their parents were living in another country and 3.1% indicated that parents were divorced.

The study results indicate that majority of the students did not give reasons as to why they do not live with their parents because they were staying with both parents. However, of those who responded indicated that their parents were either separated or divorced. Few students also indicated that they lived with other people because their parents were deceased. This was supported by the views of Munroe and Burrows, (2007) who observed that there is a rise in divorce and families are in turmoil. This could raise the issue of children growing up without parental guidance and could indulge in behaviour problems as a result.

Parents and Guardians' Level of Education

Respondents were asked to indicate the level of education of their parents or guardians. The findings are presented in Figure 4.5.
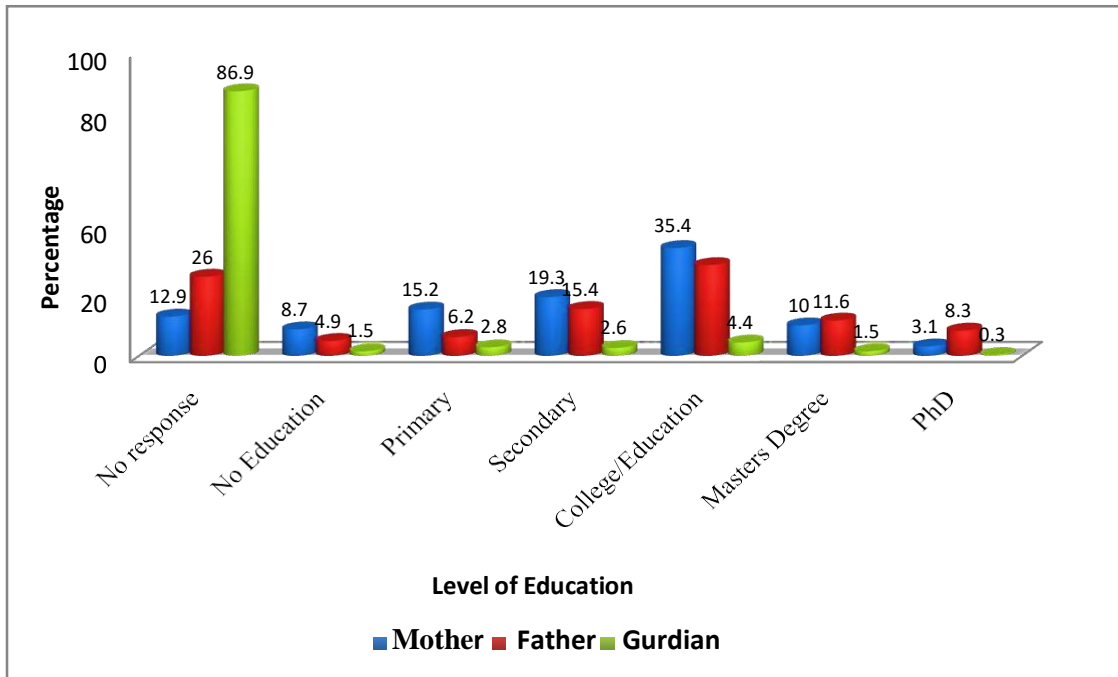
Figure 4.5: Parents and Guardians' Level of Education

The study showed that 86.9% did not give a response, 35.4% of the students indicated that their mothers had college/University level of education, 29.8% indicated their fathers had college/university level of education and 8.7% of the learners indicated that their mothers had no education. The study also showed that 4.9% of the learners indicated that their fathers had no education; 4.4% indicated that their guardians had college/university level of education and 1.5% indicated that their guardians had no education. The study results indicated that majority of the parents and guardians have beyond secondary school education.

4.2. PARENTING STYLES

The respondents were presented with a choice of behaviours that described parenting styles. The behaviours given were indicative of four parenting styles: authoritative, authoritarian permissive and neglectful/uninvolved.

Students' Responses

Respondents were presented with a choice of behaviours that describe parenting behaviours towards them and were asked to indicate which of them best described their parents. The behaviours given were indicative of parenting styles. They were: strict and loving (referring to authoritative), strict and not loving (referring to authoritarian), lenient and loving (referring to

permissive) and they don't care for me at all (referring to neglectful/uninvolved). The findings are presented in Table 4.1.

Table 4.1: Parenting Styles according to Learners

Parenting Style	Frequency	Percentage
Authoritative	79	81.2
Authoritarian	3	3.1
Permissive	13	13.9
Neglectful/uninvolved	2	1.8
Total	**97**	**100**

Source: Field Data

The study results revealed that majority of the learners 79 (81.2%) indicated their parents were authoritative, 13 (13.9%) of the learners indicated that their parents were permissive, 3 (3.1%) of the learners indicated that their parents were authoritarian and 2 (1.8%) of the learners indicated that their parents were neglectful/uninvolved.

The study findings showed that according to the learners, majority of parents used authoritative parenting style. Less than a quarter of parents (13.9%) used permissive parenting style and very few parents (1.8%) were uninvolved/ neglectful. The findings revealed that parents who use authoritarian style of parenting were fewer than those who use the permissive style of parenting.

Parents' Responses

Respondents were asked to say how they thought their children perceived them as parents; most them said their children perceived them as tough, strict, and loving. Some of them said that their children perceived them as tough, mean and dictatorial while a few said that their children perceived them as soft, good, calm and did not punish.

The study findings showed that a majority of parents thought that their children perceived them as being authoritative, others authoritarian and less than a quarter thought their children perceived them as permissive. Less than a quarter of the parents reported that their children

perceived them to be neglectful in some areas especially control of children, consistency in discipline and supervision of homework.

4.2.2. The influence of parenting styles on students' involvement in deviant behaviours

To find out the influence of parenting styles students' involvement in deviant behaviours, data on parenting styles; authoritative, authoritarian, permissive and indulgent parenting styles were cross-tabulated with data on students' involvement in deviant behaviours such as substance abuse, school attendance, sex and aggression related behaviour problems. The hypothesis was: there is a relationship between parenting styles and students' involvement in deviant behaviours the findings are presented in Tables below:

Table 4.2: Number of Learners by Involvement in Substance Abuse Related Problems and Parenting styles

Parenting Style	Level of Learners' Involvement in Substance Abuse Related Behaviour Problems					Total
	None	Low	Moderate	High	Very high	
Authoritative	66	5	2	4	3	80
Authoritarian	1	1	0	1	0	3
Permissive	11	1	0	0	1	13
Neglectful/uninvolved	0	0	0	0	1	1
Total	78	7	2	5	5	97

Source: Field Data

The study findings revealed that 66 out of 80 students of authoritative parents indicated that they had never been involved in substance abuse related behavior problems. Out of 13 learners of permissive parents, 11indicated that they had no involvement in substance abuse related behavior problems.

Furthermore, out of 88 children of authoritative parents, 5 indicated that they had low involvement in substance abuse related behaviour problems, 4 of them indicated that they had

high involvement, 3 of them indicated they had very high involvement and 2 of them indicated that they had moderate involvement in substance abuse related behavior problems. Out of a total of 3 learners of authoritarian parents, 1 indicated that they had no involvement in substance abuse related behaviour problems.

Out of a total of 2 learners of neglectful parents, 1 indicated that they had high involvement in substance abuse related problem behaviours and out of 54 learners of authoritative parents, 4 indicated that they had a high involvement in substance abuse related problem behaviours. Chi-square was used to test the hypothesis and the results are presented in Table 4.

Table 4.3: Chi-Square Test: Parenting Style and Learners' Involvement in substance Abuse Related Behaviour Problems

Test Statistics	
	Parenting Styles and Learners' Involvement in Substance abuse related problems
Chi-Square	944.303[a]
Df	4
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimumexpected cell frequency is 77.8.	

The findings are presented in Tables 4.4.

Table 4.4: Number of Learners by involvement in School Attendance Related Behavior Problems and Parenting Style

Parenting Style	rs' Involvement in School AttendanceRelated Behavior Problems					Total
	None	**Low**	**Moderate**	**High**	**Very high**	
Authoritative	60	7	5	5	2	**79**
Authoritarian	2	0	0	1	0	**3**
Permissive	8	2	3	0	1	**14**
Neglectful/uninvolved	1	0	1	1	0	**1**
Total	**71**	**9**	**9**	**7**	**1**	**97**

Source: Field Data

The study findings showed that out of 79 learners of authoritative parents, 60 indicated that they had no involvement in school attendance related behaviour problems. Out of 14 learners

of permissive parents, 8 indicated that they had no involvement in school attendance related behaviour problems. Out of 79 learners of authoritative parents, 7 indicated that they had low involvement in school attendance related behaviour problems, 5 indicated high involvement, 5 indicated moderated involvement and 2 indicated very high involvement in school attendance related problems. Out of 3 learners of authoritarian parents, 2 indicated no involvement in school attendance related behaviour problems. Further, out of 14 learners of permissive parents, 8 indicated that they had low involvement in school attendance related behaviour problems while 1 indicated a high involvement in school attendance related behaviour problems. Chi-square was used to test the hypothesis and the results are presented in Table 4.5.

Table 4.5: Chi-Square Test: Parenting Style and Learner's Involvement in School Attendance Related Behaviour Problems

Test Statistics	
	Influence of Parenting Styles on Learners'Involvement in School Attendance Related Behaviour Problems
Chi-Square	387.208[a]
Df	4
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimumexpected cell frequency is 77.8.	

Table 4.5 shows the probability of the chi-square test statistic (χ^2=387.208) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between parenting style and school attendance related behavior problems

4.3.3. The influence of parenting style on students' involvement in aggression related behaviour problems.

Table 4.6: Number of Learners by Involvement in Aggression Related Behaviour Problems and Patenting Styles.

Parenting Style	Learners' Involvement in AggressionRelated Behaviour Problems					Total
	None	Low	Moderate	High	Very high	
Authoritative	56	13	7	9	3	79
Authoritarian	0	0	0	1	2	3
Permissive	8	2	1	1	1	14
Neglectful/uninvolved	1	0	1	1	0	1
	64	15	9	12	6	97

Source: Field Data

The study findings revealed that out of 79 learners of authoritative parents, 56 indicated no involvement in aggression related behaviour problems, 13 indicated low involvement, 3 indicated high involvement. Out of 14 learners of permissive parents, 8 indicated that they had no involvement in aggression related behaviour problems. Out of 79 authoritative learners, 7 indicated moderate involvement and 3 indicated very high involvement in aggression related behaviour problems. Out of 14 learners of permissive parents, 2 indicated low involvement while 1 indicated high involvement in aggression related behaviour problems. Out of 12 learners of authoritarian parents, 2 indicated that they had no involvement in aggression related

behaviour problems. Further, 1 learners of permissive parents indicated that they had very high involvement in aggression related behaviour problems. Out of 3 learners of neglectful parents,

1 indicated that they had no involvement in aggression related behaviour problems while 0 learners of permissive parents indicated that they had moderate involvement in aggression related behaviour problems.

Chi-square test was used to test the hypothesis and the findings are presented in Table 4.7.

Table 4.7: Chi-Square Test: Parenting Style and Learners' Involvement in Aggression Related Behaviour Problems

Test Statistics	
	ence of Parenting Style on Learners' Involvement in Aggression Related Behaviour Problems
Chi-Square	255.640[a]
Df	4
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.	

Table 4.7 shows the probability of the chi-square test statistic ($\chi^2=255.640$) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between parenting style and learner's aggression related behaviour problems.

4.3.4. The influence of parenting styles on teenage sex related behaviour problems

Table 4.8: Number of Learners by Involvement in Teenage Sex Related Behaviour Problems by Parenting Styles

Parenting Style	rners' Involvement in Sex RelatedBehaviour Problems					Total
	None	Low	Moderate	High	Very high	
Authoritative	59	6	5	5	4	79
Authoritarian	2	0	0	0	1	3
Permissive	10	0	0	1	2	13
Neglectful/uninvolved	1	0	0	0	1	2
Total	72	6	5	5	8	97

Source: Field Data

Table 4.9 Chi-Square Test: Parenting Style and Learner's Involvement in Sex Related Behaviour Problems

Test Statistics	
	Parenting Style and Learner's Involvement in Sex Related Behaviour Problems
Chi-Square	690.267[a]
Df	4
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimumexpected cell frequency is 77.8.	

Table 4.9 shows the probability of the chi-square test statistic (χ^2=690.267) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between parenting style and learner''s sex related behaviour problems.

These study findings are supported by previous research study findings (Sarac, 2001) that found a correlation between parenting styles and learners'' sexual activity.

The study findings indicated that a majority of children with authoritative parents had no involvement in behaviour disorders and very few children engaged in behaviour disorders. These results are supported by previous research findings that have associated authoritative parenting style to less behaviour problems (Darling, 1999; Sarac, 2001; Alazadeh et al, 2011 and Nyarko, 2011).

The study results indicated that a majority of children with authoritarian parents did not engage in behaviour problems. These results are supported by other previous research findings (Darling, 1999). The results are also supported by research results by Alzadeh et al., (2011) who found authoritarian parenting style to be highly correlated with delinquent behaviour.

These findings are supported by previous research findings (Darling, 1999; Sarac, 2001; Berk, 2003 and Azadeh et al, 2011) that children of permissive parents are more likely to be involved in problem behaviour.

The study findings indicated that, compared to other parenting styles, there were more children of uninvolved or neglectful parents who engaged in behaviour disorders. These findings are supported by previous research findings (Kinai, 2002; Santrock, 2005 and Hong, 2012) which

indicated that children of uninvolved or neglectful parents engage in behaviour problems such as delinquency and aggression. Overall, children of neglectful parents rank lowly as compared to children of parents who use other parenting styles.

4.4. PARENTING PRACTICES AND THEIR INFLUENCE ON STUDENTS' INVOLVEMENT IN BEHAVIOUR PROBLEMS

To test parenting behaviours and their influence on children's behaviour, both parents and children were targeted as respondents. Children responded to the questions on the questionnaire and parents were interviewed on the same. The questions were based on: parental control and monitoring, supervision of homework, consistency in discipline, collaborating with teachers and spending quality time with children. The study findings are presented as follows.

Parental Control and Monitoring

To find out about parental control and monitoring, respondents were asked to respond to questions on issues related to control and monitoring.

Parent's Responses

Parents were asked to indicate whether they demanded to know the whereabouts of their children when they were not in school; whether they monitored their children's activities; whether they bothered to know their children's friends and the parents of their children's friends, and; whether they controlled the use of household gadgets such as: television, radio/music system, computer/internet, play station/video games and mobile phones. They were also asked if they controlled the type of clothes and haircuts/styles their children wore.

All ten parents said that they always tried to find out about their children's whereabouts when they were not in school. Majority of parents said that they always tried to find out the activities their children were involved in when they were not in school with eight of them saying that they called their children to find out what they were doing; eight parents said they even counterchecked to ascertain what their children were doing and five parents said that they tried as much as possible to find out what activities their children were involved in.

A majority of parents said that they had set the time that their children should be back home when they went out and only five parents said that they had not set time limits as they had given their children freedom to come home any time they wanted. All parents said that they knew their children's friends, though not all of them. They only knew those friends who came

home to visit their children. Further, sixteen parents said that they even talked to their children's friends and the same number of parents said that they did not know parents of their children's friends. Eight of the respondents said that they knew some parents of their children's friends and that most of them are their own family friends and sixteen of them said that they knew just a few parents.

More than half of the parents said that they restricted the type of clothes their children wore and hair styles that they could wear while the rest said that their children had the freedom to choose the type of clothes they wore and hair styles. More than half of the parents said that they controlled how their children used household items such as television, music system and computers. However, they said that sometimes it did not work, especially controlling use of mobile telephones. Less than a quarter of parents said that they wished to control how their children used household items, but they were not able to.

Students' Response

To test parental control, learners were given different parenting behaviours or practices indicative of parental control and were asked to indicate their level of agreement with each of them. The behaviours were related to parents" demand to know where they were when they were not in school, monitoring their activities, knowing their friends, knowing their friends" parents and parental control of use of household gadgets such as television, radio/music system, computer/internet, play station/video games and mobile phones. They were also asked about their parents" control of the type of clothes and haircuts/styles they could wear.

Table 4.10: Parental Control and Monitoring as Reported by Learners

Parents Behaviour	No answer		Never		Rarely		Neutral		Most of the time		All the time		Total (%)	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Demand to know where children are	1	1.5	5	5.4	9	9.8	9	9.8	22	22.1	51	51.4	97	100
Monitor children"s activities	0	0	10	10.3	13	13.4	19	19	26	26.5	29	29.8	97	100
Know their children"s friends	0	1.3	10	10.8	17	17.2	26	26	21	21.1	23	23.7	97	100
Know children"s friends" parents	2	2.6	23	24.2	22	22.9	24	24.7	13	13.9	11	11.8	97	100

Control use of: *Television*	1	1.8	27	27.8	15	15.2	19	19.5	17	17.2	18	18.5	97	100
Radio/music System	1	1.5	31	31.9	14	14.9	15	15.2	19	19.3	17	17.2	97	100
Computer/internet	2	1.8	31	31.9	14	14.7	15	15.2	18	18.5	18	18	97	100
Play station/video Games	2	1.8	33	33.2	13	13.4	14	14.9	19	19	17	17.7	97	100
Mobile phone	1	1.5	30	30.6	14	14.1	15	15.2	19	19.3	19	19.3	97	100

Source: Field Data

The study results revealed that 51 (51.4%) of the parents demanded all the time to know where their children were when they were not in school, 33 (33.2%) controlled how their children used the play station and video games, 31 (31.9%) controlled how their children used radio, music system, computer and internet. The results also showed that 30 (30.6%) controlled how their children used mobile phones; 29(29.8%) monitored their children's activities when they were not in school;108 (27.8%) controlled how their children used television; 101 (26%) knew their children's friends and 96 (24.7%) knew parents of their children's friends.

The findings indicated that slightly more than half of the children's parents demanded to know where they were all the time when they were not in school and slightly more than a quarter of the parents monitored their children's activities most of the time. Further, the findings indicated that a majority of the parents knew all their children's friends while a majority of them did not know parents of their children's friends. The findings also established that at least more than a quarter of the parents did not control how their children used electronic gadgets such as television, radio, computer/internet, video games and mobile phones.

These results are supported by the views of Munroe and Burrows, (2007) and Mwololo, (2010) that many parents face challenges in monitoring how their children use information and technology gadgets. When parents fail to monitor their children, they are likely to engage in behaviour disorders which may affect their academic achievement (Stace & Roker, 2005). Additionally, the study results from both the parents and children indicated that a majority of parents knew their children's friends. However, parents scored the least in knowledge of their children's friends' parents.

Supervision of Homework

To find out about supervision of homework, respondents were questioned on issues related to supervision of homework. The questions targeted both parents and learners as respondents.

Parent's Responses

To find out about supervision of homework, parents were asked to say how they supervised their children's homework. All parents said that they always reminded their children to do their homework and supervised them whenever they were free or available at home. Further, 8 of the parents said that they supervised homework only during the school holidays. One of the parents said:

"I sit with my child when he is doing his homework to give him moral support". (A mother of a son, 17th January 2022)

A majority of the parents also said that they made sure their children completed their homework with 8 of them saying they even counterchecked to ensure that homework had been completed.

Learners' Responses

To find out about supervision of homework, learners were asked to rate their parents" supervision of their homework in relation to reminding them about it, supervising and making sure they completed it.

The findings are presented in Table 4.11.

Table 4.11: Supervision of homework by Parents as Reported by Learners

Parental Behaviours	None		Never		Rarely		Neutral		Most of the time		All the time		Total (%)	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Remind children about homework	1	1.3	26	26.2	14	14.1	11	11.3	21	21.6	25	25.4	97	100
Supervise homework	1	1.3	39	39.1	15	15.7	20	20.1	12	12.1	11	11.8	97	100
Make sure homework is completed	1	1.5	29	29	14	14.9	17	17	16	16.7	20	20.8	97	100
Complete homework for children	2	2.1	84	84.8	2	2.1	3	3.3	2	2.3	5	5.4	97	100
Demand for academic excellence	3	3	2	2.8	2	2.3	5	5.4	15	15.2	73	73.5	97	100

Source: Field Data

The findings of the study showed that 84 (84.8%) of the parents never completed homework for their children, 73 (73.5%) demanded for academic excellence from their children all the time, 39 (39.1%) never supervised their children's homework,

29 (29%)never made sure that their children completed homework and 26 (26.2%)never reminded their children about their homework.

The study findings indicated that a majority of parents never did homework for their children and almost three-quarters of the children indicated that their parents demanded academic excellence from them all the time. The findings also indicated that almost three-quarters of parents demanded academic excellence from their children but, more than a quarter of parents did not supervise or make sure that their children completed their homework and that very few parents did homework for their children. These findings are supported by the observations of Spera, (2005) that children take time to do their homework when they are assisted and supervised. However, Munyua, (2011) that some parents get tempted to do homework for their children. Overall, the study results indicated that parents were more concerned with their children's academic performance.

Consistency in Discipline

To establish consistency in discipline, respondents were asked questions on parental reactions towards their children when they made mistakes.

Parent's Responses

To establish consistency in discipline, parents were asked to indicate what steps they took when their children made mistakes. A majority of parents said that they sat down with their children and discussed the consequences of the mistakes. More than half of the parents promised to reward their children if they changed their behaviour. Less than half of the parents said that they punished their children when they made mistakes especially by withdrawing privileges. Less than a quarter of parents said that they did not punish their children although they told them not to repeat the mistake.

Students' Responses

To establish consistency in discipline, students were asked to rate their parents' reactions when they made mistakes.

The findings of the study are presented in Table 4.12.

Table 4.12: Parental Consistency in Discipline as Reported by Learners

Parental Behaviour when children make mistakes	None		Never Consistent		Rarely Consistent T		Neutral		Consistent		Very Consistent		Total (%)	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Discuss consequences of mistakes	1	1.3	8	8	8	8.7	16	16.7	26	26.7	38	38.6	97	100
Ignore children's mistakes	6	6.4	54	54.8	12	12.1	15	15.2	5	5.4	6	6.2	97	100
Withdraw Privileges	4	4.9	28	28.8	16	16.5	27	27.5	11	11.1	11	11.3	97	100
Punish children	4	4.4	33	33.2	20	20.8	21	21.3	8	8.7	11	11.6	97	100
Consistency in ensuring children behave	3	3.6	5	5.7	3	3.9	13	13.1	20	20.8	53	53	97	100

The study established that: 54 (54.8 %) are never consistent in discipline as they ignored children's mistakes; 53 (53%) were very consistent in ensuring children behaved well; 33 (33.2%) were never consistent in punishing their children; 28 (28.8%) were never consistent in discipline by withdrawing privileges and; 38 (38.6%) were very consistent in discipline by discussing consequences of mistakes.

The findings indicated that more than half of the children indicated that their parents were not consistent, ignored them and did nothing about the mistakes. More than a half indicated that their parents were very consistent in ensuring that they behaved well; more than a quarter indicated that their parents were not consistent in punishing them, and; more than a quarter indicated that their parents were not consistent in withdrawing privileges such as going out with friends.

The findings also indicated that although more than half of the parents were very consistent in ensuring that their children behaved well, a majority of them were not consistent in matters of discipline because they ignored their children's mistakes. The study also revealed that a majority of parents were not consistent in punishing their children when they made mistakes.

Spending quality time with children

Parents were asked if they spent quality time with their children. Less than a quarter of them said that they spent time with their children whenever they were available. However, majority of them said that they did not spend quality time with their children because of long working

hours and tight work schedules that kept them away from their children most of the time. A quarter of the parents said that in most cases, children stayed in their rooms or watched television or even listened to music while their parents were involved in household chores. This showed that parents gave other issues preference and did not purpose to spend quality time with their children.

These findings are supported by the views of Munroe & Burrows, (2007) that parents are away at work for long hours hence they spend less time with their children. It showed that children spend most of their time on media facilities such as television, radio, computers, internet and mobile phones.

Parents' collaboration with teachers

To find out about parents' collaboration with teachers, respondents were asked questions on parents" communication with teachers and attendance of school open days.

Parent's Responses

Parents were asked to say how they collaborate with teachers with regard to children's performance. All parents said they attended all their children's school activities such as open days and parents" days. However, about a quarter of them said that they delegated the duties when they were not available. A majority of parents said that they made visits to their children's schools to discuss their children's academic performance. Half of them said they went to discuss their children's academic progress and behaviour. Less than a quarter of parents said they called their children's teachers to find out how they were doing.

Learners' Responses

Learners were asked to rate their parents" collaboration with teachers. The findings are presented in Table 4.13.

Table 4.13: Parental Collaboration with Teachers as Reported by children

Parental Behaviour	None		Never		Rarely		Neutral		Most of the time		All the time		Total (%)	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Going to school to talk with teachers	1	1.8	15	15.7	21	21.3	27	27	20	20.8	13	13.4	97	100
Making telephone calls to school to find out about Performance	1	1.3	31	31.9	17	17	22	22.9	15	15.4	11	11.6	97	100
Attending school's open days	0	0.8	16	16.2	10	10.5	10	10.3	14	14.4	47	47.8	97	100

Source: Field Data

The study findings on parents' collaboration with teachers showed that 47 (47.8%) of the parents collaborated with teachers all the time by attending schools" open days; 31 (31.9%) never made telephone calls to schools to find out about their children's performance and; 15 (15.7%) never went to school to talk with teachers about their children's performance.

The findings also indicated that a majority of parents attended their children's schools' open days while slightly more than a quarter never made calls to find out about their children's performance. It also indicated that according to children, majority of parents never went to their children's schools to talk with teachers. This showed that although most of the parents were aware of their parental role in their Children's education, most of them failed in practice and children were very much aware of the disconnect between home and school.

4.5. INFLUENCE OF INVOLVEMENT IN BEHAVIOUR PROBLEMS ON LEARNERS' ACADEMIC PERFORMANCE

Objective 2 of this study was to determine the influence of involvement in behaviour problems on learners" academic performance. The objective sought to find out common behaviour problems that learners engaged in and their influence on academic performance. This was to be determined through analysis of both qualitative and quantitative data from parents and learners respectfully.

4.5.1. Common Behaviour Problems Exhibited by Learners

To establish common behaviour problems exhibited by learners both parents and learners were targeted for responses.

Parent's Responses

Parents were asked about behaviour problems that they frequently encountered with their children. Less than a quarter of parents said that their children were involved in substance abuse related behaviour problems such as drug abuse, drinking alcohol and smoking cigarettes. More than a quarter of parents reported that their children were involved in aggression related behaviour problems. A majority of parents said that they did not know if their children were involved in behaviour problems. This could be attributed to the fact that parents did not spend quality time with their children and therefore did not know their children's behaviour.

Students' Responses

Students were given a list of common behaviour problems and were asked to indicate their level of involvement. The findings are presented in Table 4.14.

Table 4.14: Number of Learners by level of Involvement in Behaviour Problems

BehaviourProblems	None		Low		Moderate		High		VeryHigh		Total	
	F	%	F	%	F	%	F	%	F	%	f	%
Substance Abuse	81	82	5	6	3	3	5	6	4	4	**97**	**100**
School Attendance	74	75	8	9	5	6	7	7	3	3	**97**	**100**
Aggression	57	58	15	16	7	8	13	13	5	5	**97**	**100**
Teen Sex	72	73	7	7	4	5	7	7	7	8	**97**	**100**

The study findings revealed that: 81 (82%) of leaners indicated that they had no involvement with substance abuse related behaviour problems, 74 (75%) indicated that they had no involvement in school attendance related behaviour problems, 72 (73%) indicated that they had no involvement in teen sex related behaviours and, 57 (58%) indicated that they had no involvement in aggression related behaviour problems. Therefore, the study findings indicated that a majority of learners have never been involved in behaviour problems.

However, 16 (16%) of learners indicated that they had low involvement in aggression related behaviour problems, 8 (9%) indicated that they had low involvement in school attendance

related behaviour problems, 6 (7%) indicated that they had low involvement in teen sex related behaviour problems and 6 (6%) indicated that they had low involvement in substance abuse related behaviour problems. In addition, 7 (8%) of the learners indicated that they had very high involvement in teen sex related behaviours, (5%) indicated that they had very high involvement in aggression related behaviour problems, 4 (4%) indicated that they had very high involvement in substance abuse related behaviours and 3 (3%) indicated that they had high involvement in school attendance related behaviour problems.

These findings are supported by findings of previous research studies which have indicated that learners drink alcohol and abuse drugs (Kinya, 2009; Otieno and Ofulla, 2009; Stephenson, 2010), and others are smokers (Kwamanga et al., 2003; Stephenson, 2010). Similarly, it is consistent with previous research findings (Lee, et al., 2006; Lauer and Lauer, 2000; Santrock, 2005; KDHS, 2003; Ikamari and Towett, 2007; Adaji et al., 2010; Alo and Akide, 2010) indicating that children are engaging in sexual activities. Many learners are becoming sexually active by engaging in sexual activities at a very young age.

The study results are also supported by other previous research results on school attendance related behaviour problems such as truancy and dropping out of school. Studies conducted by Adaji, et al., (2010) and Akpan, et al., (2010) established that learners engage in truancy and others drop out of school for various reasons. The results are also supported by previous findings (Kinai, 2002; Wang"eri, 2007) on aggression related behaviour problems indicating that learners engage in various acts of aggression such as bullying and destruction of property.

4.5.2. Behaviour problems and academic performance

To find out the impact of behaviour disorders on academic performance, both parents and learners were targeted as respondents.

Learners' Responses

To find out the influence of involvement in behaviour problems on students' academic performance, students were asked to rate themselves in relation to general performance in school. This question was a precursor to the question on academic performance. The findings of the study are presented in figure 4.6.
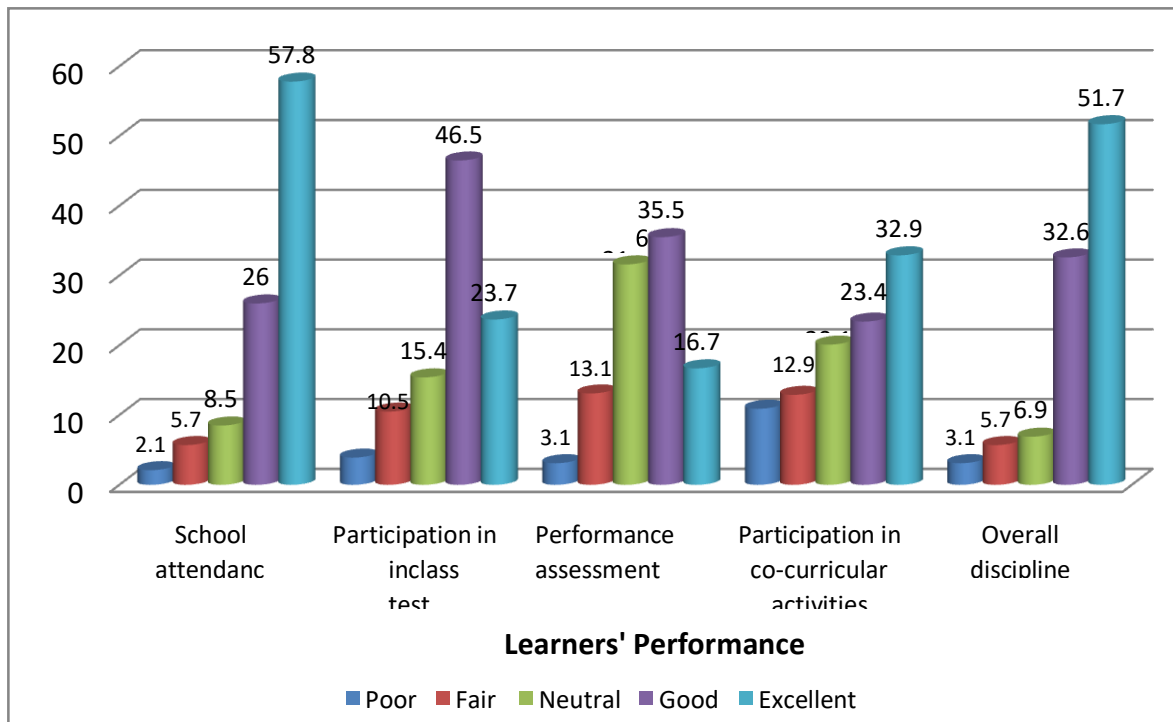
Figure 4.6 Students Performance

The study results showed that more than half of the students rated their performance in school attendance and overall discipline as excellent. Almost half of the students rated their participation in class as good and more than one-third of the students rated their performance in assessment tests and examinations as good, while almost one- third of them rated their participation in co-curricular activities as excellent. The findings indicated that more than half of the students rated themselves above average in school performance. The results also indicated that half of the students have excellent school attendance and overall discipline.

In order to establish academic performance, students were asked to indicate their overall grade in form two, third term. The researcher also obtained mark lists from the schools to confirm the grades given by the student's Overall grade was used in this study because prior studies have shown that self-reported grades and actual grades taken from schools' official records are highly correlated (Nyarko, 2011). The findings of the study are presented in Figure 4.7.
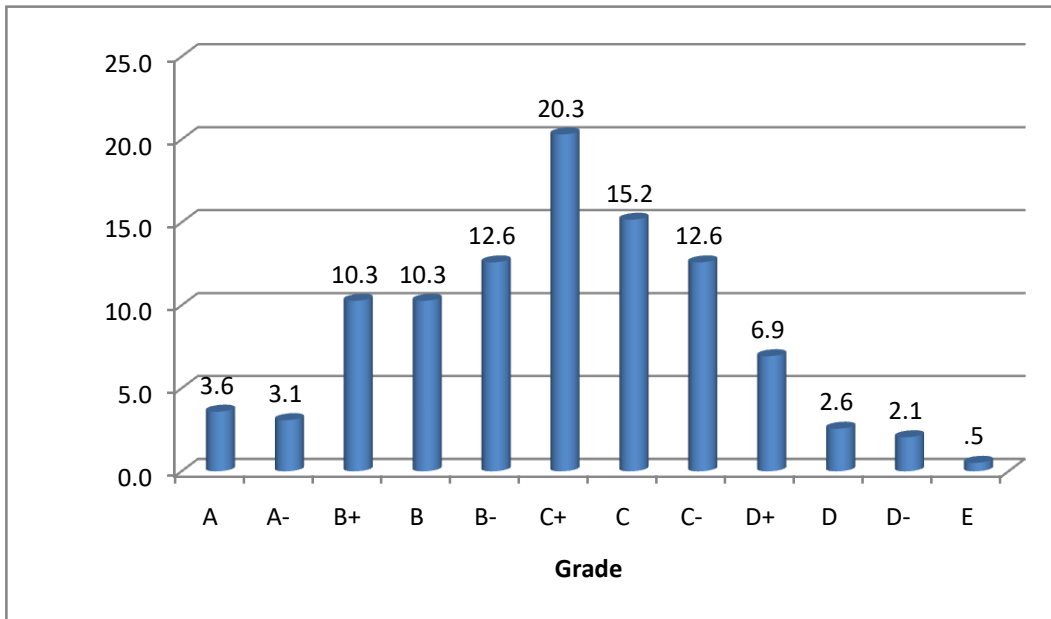
Figure 4.7: Students' Academic Performance in Form Two Third Term

The study results showed that 20 (20.3%) of the respondents had an overall grade of C+, 15 (15.2%) had an overall grade of C, 12 (12.6%) had an overall grade of C-, 12 (12.6%) had an overall grade of B-, 10 (10.3%) had on overall grade of B+ and B, (6.9%) had an overall grade of D+,3 (3.6%) had an overall grade of A, 3(3.1%) had an overall grade of A-, 2 (2.6%) had an overall grade of D and 1 (0.5%) had an overall grade of E.

The study findings revealed that more than a quarter of learners had above average academic performance of between B- and A and three quarters of learners had average performance of between C- and B-. Learners who score a grade of C+ and above qualify to join University according to Kenyan standards. Less than a quarter of the learners scored average grades of between C- and C. Very few learners scored poor grades of between D and E.

Influence of Involvement on Substance Abuse Related Behaviour Problems On Academic Performance

Table 4.15: Number of students by Academic Performance and Level of Involvement in Substance Abuse Related Problems

Level of Involvement	Number of Learners by Academic Performance				Total
	Very high (A- to A)	High (B- to B+)	Average (D+ to C+)	Below average (D and Below)	
None	4	26	46	4	**80**
Low	2	2	1	0	**5**
Moderate	1	3	1	0	**5**
High	1	2	0	0	**3**
Very high	1	2	1	0	**3**

The study findings found out that 86 students who had no involvement in drug and substance abuse related behaviour problems scored average grades of D+ to C+, 46 of them scored B- to B+ and 17 of them scored grade D and below. The study also found out that 4 l students who had no involvement in drug and substance abuse scored very high grades of A- to A, 12 learners who had low involvement and 2 students who had high involvement in drug and substance abuse scored average grades of D+ to C+. Further, the study showed that 2 students who had high involvement, 1 student who had very high involvement and 1 student who had low involvement in drug and substance abuse scored high grades of B- to B+.

The hypothesis was tested using Chi-Square and the findings are presented in Table 4.16.

Table 4.16: Chi-Square Test: Learner's Involvement in Substance Abuse Related Behaviour Problems and Academic Performance

Test Statistics	
	Substance abuse related behaviour problems and academicperformance
Chi-Square	944.303[a]
Df	4
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimumexpected cell frequency is 77.8.	

Table 4.16 shows the probability of the chi-square test statistic (χ^2=944.303) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a

significant relationship between learner's involvement in substance abuse related behaviour problems and academic performance.

The study findings showed that 4 learners who had no involvement in drug and substance abuse related behaviour problems scored very high grades as compared to 3 learners who had high and very high involvement in substance abuse related behaviour who scored similar grades. The findings revealed a negative relationship between involvement in drug and substance related behaviour problems and academic performance.

The results are supported by Kinyua, (2009) that many students do abuse drugs and this leads to poor academic performance. It is also supported by Santrock, (2002, 2005) and Sunday et al., (2010) who observed that drug and substance abuse lead to poor school attendance and loss of memory leading to poor performance.

The Influence of Involvement In School Attendance Related Behaviour Problems On Academic Performance

Table 4.17: Number of Learners by Academic Performance and Level of Involvement in School Attendance Related Behavior Problems

Level of Involvement	Number of Learners by Academic Performance				Total
	Very high(A- to A)	High (B- to B+)	Average (D+ to C+)	Below average (D and Below)	
None	4	27	38	4	73
Low	0	2	6	0	8
Moderate	0	1	4	0	6
High	1	2	4	0	7
Very high	1	1	1	0	3

The study findings revealed that 38 students who had no involvement in school attendance related behavior problems scored average grades of D+ to C+. The findings showed that 6 students with low involvement and 4 students with high involvement in school attendance related behavior problems scored average grades of D+ and C+.

The findings also showed that 18 earners who had no involvement in school attendance related behaviour problems scored very high grades of A- and A, 4 students who had moderate

involvement scored averaged grades of D+ to C+, 4 students who had no involvement scored below average grades of D and below and 8 students who had low involvement scored high grades of B- to B+.

Chi-Square was used to test the hypothesis and the findings are presented in Table 4.18

Table 4.18: Chi-Square Test: students Involvement in School Attendance Related Behaviour Problems and Academic Performance

Test Statistics		
		attendance related behaviour problemsand academic performance
Chi-Square		413.866^{a}
Df		4
Asymp. Sig.		.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.		

Table 4.18 shows the probability of the chi-square test statistic (χ^2=413.866) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between students' involvement in school attendance related behaviour problems and academic performance

The study findings showed that 18 students with no involvement in school attendance r elated behaviour problems scored very high grades of A- to A as compared to 3 students who had very high involvement and 4 students who had high involvement in school attendance related behaviour problems who scored the same grades. These results indicated a negative relationship between involvement in school attendance related behaviour problems and academic performance.

The Influence of Involvement in Aggression Related Behavior Problems on Academic Performance

To find out the influence of involvement in aggression related behaviour problems on academic performance, data on involvement in aggression related behavior was cross tabulated with data on academic performance. The sub hypothesis developed was:

H03: There is no significant relationship between learner's involvement in aggression related behaviour problems and academic performance.

The findings are presented in Table 4.19.

Table 4.19: Number of students by Academic Performance and Level of Involvement in Aggression Related Behaviour Problems.

Level of Involvement	Number of students by Academic Performance				Total
	Very high (A- to A)	High (B- to B+)	Average (D+ to C+)	Below average (D and Below)	
None	3	20	31	2	**56**
Low	1	5	9	1	**15**
Moderate	0	2	5	1	**8**
High	1	3	8	0	**12**
Very high	1	1	1	0	**3**

The study findings showed that 31 learners who had no involvement in aggression related behaviours scored average grades of D+ to C+, 20 students with no involvement scored high grades of B- to B+ and 9learners who had low involvement scored average grades of D+ to C+. The study also showed that 8 learners who had high involvement in aggression related behaviour problems scored average grades of D+ to C+, 5 students who had low involvement and 5 students who had moderate involvement in aggression related behaviour problems scored high grades of B- to B+ and 2 students who had no involvement scored very high grades of A- to A.

The hypothesis was tested using Chi-Square test and the findings are presented in Table 4.20.

Table 4.20: Chi-Square Test: Learner's Involvement in Aggression Related Behaviour Problems and Academic Performance

Test Statistics	
	behavior problems and Academicperformance
Chi-Square	255.640[a]
Df	4
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 77.8.	

Source: Field Data

Table 4.20 shows the probability of the chi-square test statistic (χ^2=255.640) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between students' involvement in aggression related behaviour problems and academic performance.

The study findings revealed that 10 students who had no involvement scored very high grades of A- to A as compared to 5 students with very high and 3 students with moderate involvement in aggression related behaviour problems who scored the same grades. These findings are supported by previous research study findings (Ojwang", 2005) that student's aggressive behaviours such unrest hinders performance in examinations and media reports that student unrest is related to poor academic performance (Standard Newspaper November 13, 2010).

The Influence of Involvement in Teenage Sex Related Behaviour Problems on Academic Performance

To find out the influence of involvement in teenage sex related behaviour problems on academic performance, data on involvement in teenage sex related behaviour problems was cross tabulated with data on academic performance. The sub hypothesis developed was:

H04: There is no significant relationship between student's involvement in sex related behaviour problems and academic performance.

Table 4.21: Findings are presented in.

| Level of Involvement | Number of Learners by Academic Performance | | | | |
	Very high (A- to A)	High (B- to B+)	Average (D+ to C+)	Below average (D and Below)	Total
None	3	25	40	3	71
Low	0	2	3	1	6
Moderate	1	1	3	0	5
High	0	2	3	2	7
Very high	2	2	2	1	7

Source: Field Data

The study findings revealed that 40 students who had no involvement in teenage sex related behaviours scored average grades of D+ to C+ and 25 students who had no involvement in teenage sex related behaviours scored high grades of B- to B+. The study findings showed that 7 students who had high involvement, 6 students who had low involvement and 5 students who had moderate involvement in teenage sex related behaviours scored average grades of D+ to C+. The study findings also showed that 12 students who had no involvement and 10 students who had very high involvement in teenage sex related behaviour scored very high grades of A- to A. The hypothesis was tested using Chi-Square test and the findings are presented in Table 4.22.

Table 4.22: Chi-Square Test: Learner's Involvement in Teenage Sex Related Behaviour Problems and Academic Performance.

Test Statistics	
	behavior problems and academic performance
Chi-Square	690.267[a]
Df	4
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimumexpected cell frequency is 77.8.	

Table 4.22 shows the probability of the chi-square test statistic ($\chi^2 = 690.267$) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between learner's involvement in teenage sex related behaviour problems and academic performance.

The study findings indicated that teenage sex is negatively correlated with academic performance. A majority of the students who never engaged in teenage sex performed generally better in academics than those who engaged in teenage sex. These findings are supported by (Lee, et al., 2006; Lauer & Lauer, 2000; Santrock, 2005; KDHS, 2003; Ikamari&Towett, 2007; Adaji, et al., 2010; Alo&Akide, 2010) that children are engaging in sexual activities and many of them are becoming sexually active at an early age and it affects their academic performance.

Parent's Responses

Parents were asked to say how children's behaviour disorders affect academic performance. All parents reported that behaviour disorders negatively affected academic performance. A majority of parents said that children who misbehaved lost out on studies. Three-quarters of parents said that drug abuse made children not to study and this affected their academic performance, while less than half said that character is tied to performance although some children who engage in behaviour disorders did well academically. Less than a quarter of the parents said that sometimes children engaged in behaviours that put fear in them leading them to have less concentration in their classwork. One respondent said,

"When children have behaviour problems, it affects their relationship with their teachers and parents and these are core to academic performance, hence, they don't gain much in class". (A mother of a daughter, 17th July 2014)

These findings are supported by previous research findings by Kinai, (2002) that behaviour disorders significantly affect children's academic performance and hence academic achievement. Further, behaviour disorders interrupt academic progress and create conditions in which educational objectives cannot be achieved because much time is wasted on behaviour disorders making children to perform dismally in academics.

The findings showed that behaviour disorders are negatively correlated with academic performance. For instance, a study by Akpan et al., (2010) revealed that overall academic performance of pupils with behavioural problems is significantly lower than those without behavioural disorders. The findings are supported by previous findings (Nelson et al., 2004) that children with behaviour problems consistently show moderate to severe academic achievement deficits and (Lane, et al.,2008) that sub-average academic performance is common in children with behaviour problems.

4.6. RELATIONSHIP BETWEEN PARENTING STYLES AND LEARNERS' ACADEMIC PERFORMANCE

Objective 4 was to Evaluate the effect of parenting styles on academic performance in Government Bilingual High Schools Yaoundé, Cameroon. This was to be determined through analysis of both qualitative and quantitative data. To achieve this objective, data on parenting styles and data on students' academic performance were cross-tabulated. The hypothesis developed was:

H01: There is no significant relationship between parenting styles and students' academic performance.

The findings are presented in Table 4.23.

Table 4.23: Number of Learners' by Level of Academic Performance and Parenting Style

Parenting Style	Level of Academic Performance				
	Very high (A- to A)	High (B- to B+)	Average (D+ to C+)	Below average (D to E)	Total
Authoritative	4	28	43	4	79
Authoritarian	0	1	2	0	3
Permissive	2	3	7	1	13
Neglectful	1	0	1	0	2
Total	7	32	53	5	97

Source: Field Data

The study findings revealed that 43 learners with authoritative parents scored average grades between D+ and C+, 28 scored high grades from B- to B+, 7 learners of permissive parents scored average grades D+ to C+, 4 learners with authoritative parents scored very high grades between A- to A, 4 learners scored below average grades between D to E, 1 learner with permissive parents scored high grades between B- to B+, 2 learners with authoritarian parents

scored average grades between D+ to C+ and 3 learners with permissive parents scored very high grades between A- to A+.

The hypothesis was tested using Chi-Square test and the findings are presented in Table 4.24

Table 4.24: Chi-Square Test: Parenting Style and Learners' Academic Performance

Test Statistics	
	Parenting style and learners'' academic performance
Chi-Square	669.766[a]
Df	3
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 97.3.	

Table 4.24 shows the probability of the chi-square test statistic (χ^2=669.766) was p<0.000, less than or equal to the alpha level of significance of 0.05. This study establishes that there is a significant relationship between parenting style and students' academic performance.

4.6.1. Authoritative Parenting style and Academic Performance

The study findings revealed that majority of students with parents who used authoritative parenting style scored above average grades compared to learners with other parenting styles as shown in Table 4.23. This indicated a positive relationship between authoritative parenting style and academic performance. These findings are supported by several previous research studies (Baumrind, 1991; Stainberg et al., 1992; Kinai, 2002; McPherson, 2004; Nyarko, 2011; Dehyadegary et al., 2012; Tope, 2012) that have indicated a positive correlation between authoritative parenting style and academic achievement.

 However, other studies have concluded that these findings are not consistent across ethnicity, culture, and socio- economic status (Spera, 2005) and that authoritative parenting style is positively associated with academic success for European and Mexican Americans, but not Asian and African Americans'' academic achievements (Jackson et al., cited in Nyarko, 2011).

4.6.2. Authoritarian Parenting Style and Academic Performance

The study findings showed that majority of learners with parents who used authoritarian parenting style scored average grades as shown in Table 4.24. This indicated a negative relationship between authoritarian parenting style and children's academic performance.

These findings are supported by findings of previous research studies (shey, 2016; Dehyadegary et al., 2012; Hong, 2012 which indicated that there is a negative relationship between authoritarian parenting style and academic performance. However, the findings are not supported by other previous research findings (Baumrind, 1991; Kinai, 2002; Santrock, 2002) which indicated that children of authoritarian parents perform well academically.

4.6.3. Permissive Parenting Style and Academic Performance

The study findings revealed that majority of learners with parents who used permissive parenting style scored average grades and less than a quarter of them scored above average grades as shown in Table 4.24. These findings indicated that there was a negative relationship between permissive parenting style and academic performance. These findings are supported by previous research findings (Darling, 1999; David et al., 2010; Dehyadegary et al., 2012; Hong, 2012) which indicated that permissive parenting style is negatively correlated with academic achievement.

4.6.4. Uninvolved or Neglectful Parenting style and Academic Performance

The findings of the study revealed that majority of learners with parents who used neglectful parenting style scored average grades as shown in Table 4.23. The findings are supported by previous studies (Kinai, 2002 & Hong, 2012) which indicated that children of uninvolved or neglectful parents performed poorly in academics.

In general, the study findings were supported by previous research findings (David et al., 2010) that authoritative parenting style is positively correlated with academic performance and authoritarian, permissive and uninvolved or neglectful parenting styles are negatively correlated with children's academic performance.

CHAPTER FIVE
CONCLUSION AND RECCOMENDATIONS

5.1. CONCLUSION.

The main purpose of this study was to determine the relationship between parenting styles, student's deviant behaviour and academic performance in Yaoundé one, six and seven in Yaounde, Cameroon.

In relation to objective 1, the findings of the study revealed that several factors influenced parenting styles. These factors were: media and modern technology, socio-economic factors, dual career and tight schedules, availability and accessibility of drugs and substances, structural and lifestyle changes, family conflicts and divorce, daily stresses and family conflicts.

The findings further revealed that majority of parents were dual career parents who were away most of the time with tight schedules. Children were left alone or with house-helps most of the time and this led them to spend most of their time watching television, listening to music and surfing the internet through their mobile telephones. Parents did not spend quality time with their children and this affected their ability to nurture them. Family conflicts such as quarrels, parental separation/divorce and other family feuds affected how parents related with their children. The findings also revealed that family crises such as financial challenges, sickness and death of a family member affected the way parents brought up their children.

In relation to objective 2, the findings from both parents and learners revealed that majority of parents used authoritative parenting style and less than a quarter of parents used permissive parenting style. Very few parents used either authoritarian or neglectful parenting styles. Majority of learners of authoritative parents have never been involved in behaviour problems and in general, learners of authoritative parents were less involved in behaviour problems as compared to those of authoritarian, permissive and uninvolved/neglectful parents.

The findings from parents revealed that all of them tried to find out about their children's whereabouts when they were not in school, the activities they were involved in and knew their children's friends. More than a quarter of parents set the time their children were to be back home when they went out. About half of the parents did not know parents of their children's friends and those who knew them was because those parents were family friends. More than half of the parents restricted the type of clothes and hair styles their children wore and

controlled use of household gadgets such as television, radio, computer/internet and mobile telephones.

Findings from learners indicated that slightly more than half of their parents demanded to know their whereabouts when they were not at school and more than half of the parents monitored their activities. This information differed with the information that parents gave on the same. Majority of parents supervised their children as they did their homework and very few parents did complete homework for their children. However, both learners and parents concurred that all parents knew their children's friends, reminded them about homework, but did not spend quality time together.

Findings from parents revealed that majority of them sat down with their children to discuss consequences of children's mistakes and more than a half of the parents promised rewards for change of behaviour. Findings from learners revealed that majority of parents were not consistent with disciplining them or punishing them when they made mistakes.

Findings from parents revealed that all of them attended school PTA meetings and a majority of them made visits to school to discuss academic performance and progress. However, learners revealed that only almost a half of the parents attended PTA meetings or visited school, contrary to parents' claims.

In relation to objective 3, findings of the study revealed that less than a quarter of the children reported to have engaged in various behaviour disorders such as: drug and substance abuse, teenage sex, student unrest, truancy, dropping out of school and aggression. There were more learners who reported to have been involved in aggression related behaviours. However, less than a quarter of parents reported that their children were involved in drug and substance related behaviour problems.

Majority of the parents reported that they did not know whether their children engaged in any behaviour problems.

All parents reported that behaviour disorders negatively affected academic performance with majority reporting that learners who engaged in behaviour problems lost out on studies, had less concentration in their class work and hence performed poorly in academics. The study findings also revealed that involvement in behaviour problems had a negative influence on learners' academic performance as majority of them performed averagely and about a quarter

of the learners performed less than average in academics. This therefore indicated that behaviour problems were negatively correlated with academic performance.

Authoritative parenting was found to be positively correlated with academic performance. However, authoritarian, permissive and uninvolved or neglectful parenting styles were found to be negatively correlated with learners" academic performance.

Several conclusions were drawn from this study. First, although previous research has proven that parenting style has a direct correlation with learners" involvement in problem behaviour and academic performance, a number of factors influence the parenting styles that parents adopt to bring up their children. Some of these factors include: media and modern technology, dual career and tight schedules family conflicts, divorce, daily stresses, family crises and socio-economic factors.

Second, a majority of parents used authoritative parenting style in bringing up their children with a few of them using permissive and authoritarian parenting styles. The findings indicated that parenting styles influenced learners" involvement in behaviour problems but, children of parents who used authoritative parenting style showed fewer behaviour problems and high academic performance compared to learners of parents who used other parenting styles. The findings also indicated that compared to other parenting styles, a majority of learners with neglectful parents engaged in behaviour problems.

Third, the findings on the influence of involvement in behaviour problems on learners" academic performance revealed that some learners had involvement in behaviour problems although majority of parents were not aware. The findings also revealed that these behaviour problems had a negative influence on academic performance.

Fourth, the findings showed that authoritative parenting style was positively correlated with academic performance and compared to other parenting styles, learners of parents who used authoritative parenting styles performed better academically. Authoritarian, permissive and neglectful/uninvolved parenting styles were found to be negatively correlated with learners" academic performance.

5.2. RECOMMENDATIONS

Three types of recommendations are made in this section: recommendations to the Ministry of Secondary Education, recommendations for parents that are viewed necessary and may help in

bringing up children who are well behaved, adjusted and achieve good grades in their academic performance. The third one is recommendations for further research.

Recommendations for the Ministry of Secondary Education,

The following suggestions are for the Ministry of Secondary Education,

- ❖ A policy on education of learners with emotional and behaviour problems should be developed.
- ❖ Teachers should be given in-service training courses on emotional and behaviour management. This will equip teachers with necessary attitude, knowledge and skills to manage learners with behaviour problems.
- ❖ . Educators should use the findings of this study to re-think about typical advice given to parents for promoting the development of the youth.

Recommendations for Parents

The following recommendations arising from the study findings have been suggested to parents.

1. Parents need to understand their children as capable individuals who have the abilities and tools to influence their own destinies. Therefore, parents should provide an atmosphere that allows children to make informed decisions and choices. More so, parents should strive to know their children's whereabouts and monitor their activities as this can protect children from engaging in behaviour disorders.

2. Parents should allow their children to take initiative in exploring and understanding their environment as this can serve as a platform to prepare them to excel academically, socially, emotionally and psychologically. Parents should also seek better and effective ways of controlling what their children access through media and more especially internet on mobile telephones. They should also keep their children busy with constructive activities when they are not in school to keep them from engaging in behavioural disorders.

3. Parents should take up their parental roles seriously and avoid delegating them house-helps and teachers. Therefore, they should have regular meetings with teachers or make telephone calls to talk about their children's academic performance and general wellbeing. Parents should work hand in hand with teachers to identify their children's behaviour disorders and work together to discipline them.

4. Parents should purpose and dedicate quality time with their children, dialogue with

them, listen to their concerns and address them effectively. Additionally, parents should seek to know their children's friends, their places of residence and possibly the parents of their children's friends.

5. Parents need to be close and friendly to their children from a young age. In addition to this, parents should:

❖ Supervise their children's school work, such as homework.

❖ Listen to what people say about their children.

❖ Encourage their children to go to church.

❖ Provide their children with basic needs especially school items

❖ Be honest about economic/financial situation and not lie.

❖ Encourage their children to join youth groups especially religious ones, send them to church/religious camps and encourage them to attend church, family functions and seminars.

❖ Be exemplary role models to their children and model good behaviours such as honesty and truthfulness.

❖ Be consistent in the way they deal with their children's behaviour.

❖ Listen to their children and accommodate their ideas in family matters whenever possible.

❖ Find out the root cause of bad behaviour and look for professional ways of intervening.

Recommendations for Further Research

Authoritative parenting style has been severally associated with less behaviour disorders as compared to authoritarian, permissive and uninvolved or neglectful parenting styles. However, there is lack of understanding of ethnic differences in the impact of authoritativeness on children's development. Furthermore, there is no empirical basis on which to draw conclusions about how parenting styles vary depending on a child's developmental age. Therefore, research could be carried out on:

1. Ethnic differences in the impact of parenting styles on children's behaviour and academic performance.

2. Factors other than parenting that make children to engage in behaviour disorders as it was evident that children indeed engage in behaviour disorders which negatively affect their academic performance.

3. Parent's level of education and its influence on children's behaviour and academic performance.

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APPENDIXIS

A: Research Authorization

REPUBLIQUE DU CAMEROUN
*****
Paix – Travail – Patrie
*****
UNIVERSITE DE YAOUNDE I
*****
FACULTE DES SCIENCES DE L'EDUCATION
*****
DEPARTEMENT DE CURRICULA ET EVALUATION

REPUBLIC OF CAMEROON
*****
Peace – Work – Fatherland
*****
UNIVERSITY OF YAOUNDE I
*****
FACULTY OF EDUCATION
*****
DEPARTMENT OF CURRICULA AND EVALUATION

Le Doyen
The Dean
N°...*118*.../19/UYI/VDSSE

4 MAI 2019

AUTORISATION DE STAGE ET DE RECHERCHE

Je soussignée, **Professeur Christiane Félicité EWANE ESSOH**, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que l'étudiante **NDIFORWAH THERESIA BIH, Matricule : 17S3156,** est inscrite en Master II à la *Faculté des Sciences de l'Education*, Département de *CURRICULA ET EVALUATION*, Filière : *MANAGEMENT DE L'EDUCATION,* Option : *Recherche fondamentale.*

L'intéressée doit effectuer un stage, et mener des travaux de recherche en vue de l'obtention de son diplôme de Master.

Je vous saurais gré de bien vouloir le recevoir pour le stage et/oumettre à sa disposition toutes les informations susceptibles de l'aider dans sa recherche.

En foi de quoi, cette attestation lui est délivrée pour servir et valoir ce que de droit /.

Fait à Yaoundé, le…………………

Pour le Doyen et par ordre

Elouga Martin, Ph.D
Professeur

B: Interview Guide for Parents

I am a Masters student at University of Yaounde 1 carrying out a research to determine the relationship among parenting styles, learners' behaviour problems and academic performance in Yaounde 6, 7 and 1 subdivisions, thank you for the opportunity to discuss with you on this subject matter. Please be free to say when you are not ready to answer any of the questions

1. Which factors influence your parenting style?
2. How do you control the following aspects?
   a) Your child's physical whereabouts when s/he is not in school
   b) The activities your child is involved in when s/he is not in school
   c) The time that your child should be back home when they go out
   d) Your child's friends
   e) Parents of your child's friends
   f) The type of clothes that your child may wear or haircuts/styles that s/he may have
   g) Using these household items:
      - Television,
      - Music system,
      - Computer & internet,
      - Play station, and
      - Mobile phone.
3. How do you supervise your child's homework?
4. What step do you take when your child makes a mistake?
5. Do you spend adequate time with your children? If not so, why?
6. How do you collaborate with teachers in regard to your child's academic performance and or behaviour?
7. Children's Behaviour
   a) Which behaviour disorders do you frequently encounter with your children that may affect their academic performance?
   b) How does parenting style affect children's behaviour? Explain
   c) How does children's behaviour affect their academic performance?
   d) How does parenting style affect students' academic performance?
   e) How do you your children perceive you as a parent?
   f) In what ways can parents help children maintain appropriate behaviours in order to improve their academic performance?

Thank you once more for taking time to discuss with me about
parenting andchildren's behaviour and academic
performance

C: Questionnaire for Form Three Learners

The researcher is undertaking a study on parenting gap, behaviour problems and academic performance. This work is being undertaken for academic purposes.

This questionnaire contains questions and/or statements that you will be required to read carefully and respond to. Some questions will require you to fill the answers in the blank spaces provided and other questions will require you to tick (✓) in the appropriate answer spaces. By responding to the questions or statements, you are consenting to participate in this study. Please feel free to respond only to the questions that you are comfortable with. Your responses with will be confidential and only used in this study.

SECTION A: DEMOGRAPHIC INFORMATION

1. Age in years:

2. Sex: Male [ ] Female [ ]

3. Please put a tick (✓) against the response that best describes your answer

With whom do you live with most of the time?	
Both parents	
Single mother	
Single father	
Mother and stepfather	
Father and stepmother	
Grandparent (s)	

Any other, specify

_____

4. Please put a tick (✓) against the response that best describes your answer

If you do not live with your parents, what is the reason?	
Parents living in another town	
Parents living in another country	
Parents are separated	
Parents are divorced	
Parent is hospitalized	
Parent (s) died	

Any other reason (specify)
_____

3. Please put a tick (✓) against the response that best describes your answer

Mother's level ofeducation		Father's level ofeducation		Guardia (Specify)	
No education		No education		No education	
Primary		Primary		Primary	
Secondary		Secondary		Secondary	
College/university		College/universit y		College/university	
Masters degree		Masters degree		Masters degree	
Ph.D.		Ph.D.		Ph.D.	

SECTION B

Please put a tick (✓) against the number that best describes your answer. The numbers represent the following responses. 1= Never 2= Low 3= Moderate= High and 5= Very High

Parental control	Level of Control				
	Never 1	Low 2	Moder ate 3	Hi gh 4	Very High 5
Do your parents demand to know whereyou are when you are not in school?					
Do your parents monitor your activities?					
Do your parents know who your friends are?					
Do your parents know your friends" parents?					
Do your parents controlhow you use the: Television Radio/music system Computer/internet play-Station/videogames Mobile phone?					

Please put a tick (✓) against the number that best describes your answer. The numbers represent the following responses. 1= Never 2= Low 3= Moderate= High and 5= Very High.

What is the reaction of yourparents when you make a	Level of Reaction				
	Ne v e r 1	L o w 2	Moder ate 3	Hi g h 4	Very Hig h5

mistake?					
Discuss consequences of the mistake					
Ignore me, do nothing about myMistake					
Withdraw privileges such as going out with my friends					
Punish me					
Considering how your parents treat you, how consistent are they to ensure you behave properly?					

Please put a tick (✓) against the number that best describes your answer. The numbers represent the following responses. 1= Never 2= Low 3= Moderate= High and 5= Very High.

Supervision of homework	Level of Supervision				
	Never 1	Low 2	Moder ate 3	Hi gh 4	Very High 5
Do your parents remind you to do your homework?					
Do your parentssupervise your homework?					
Do your parents make sure you complete your homework?					
Do your parents complete for you your homework?					
Do your parents demand academic excellencefrom you?					
Do your parents come to					

school to talk with your teachers?					
Do your parents make telephone calls to your school to find out about your performance?					
Do your parents attend your school"s opendays?					

Please put a tick (✓) against the number that best describes your answer. The numbers represent the following responses. 1= Never 2= Low 3= Moderate= High and 5= Very High.

Behaviours	Level of Involvement				
	Never 1	Low 2	Moderate 3	High 4	Very High 5
Do you use illegal drugs?					
Do you take alcohol?					
Do you smoke cigarettes?					
Do you have sex?					
Have you ever beeninvolved in a school strike?					
Have you ever missed class or school without areason or permission?					
Have you ever dropped out of school before?					
Have you ever been involved in a physical fight with others?					
Have you ever destroyed any property?					
Have you ever been abusive to others?					

Please put a tick (✓) against the number that best describes your answer. The numbers represent the following responses. 1= Poor 2= Fair 3= Good 4= Very Good and 5= Excellent.					
10. How would you rate your performancein the following areas?	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
School attendance					
Participation in class					
performance in assessment tests and examinations					
Participation in co-curricular activities					
Overall discipline					

Put a tick (✓) against the most appropriate answer

11. What behaviour best describes your parents' behaviour towards you?	
Strict and loving	
Strict and not loving	
Lenient and loving	
Sometimes strict and sometimes lenient	
They don"t care about me at all	

12. What was your overall grade in form two third term?

13. Give your suggestions on how you would like your parents to treat you.

_____

_____

_____

Thank you for taking your time to respond