

**Parenting Styles as Determinants of Pupils' Academic Performance in Primary Schools  
in Dodoma Region, Tanzania**

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**Abstract**

The purpose of this study was to assess the parenting styles as determinants of pupils' academic performance in primary schools in Tanzania. The study was guided by two research questions namely: What are the main parenting styles used by parents in Dodoma region? and What is the contribution of parenting styles on pupils' academic performance? Data were collected from 136 participants consisting 4 head teachers, 4 academic teachers, 64 pupils and 64 parents. Whereas qualitative data were analysed using thematic analysis, quantitative data were analysed using SPSS version 21. The findings showed that the most dominant parenting styles used by parents were indulgent followed by authoritative and authoritarian parenting styles. It was also found that while indulgent and authoritative styles had positive contribution on pupils' academic performance, authoritarian and uninvolved had negative contribution. It was further found that despite the contribution of indulgent and authoritative parenting styles in improving academic performance, they enhanced cooperation and discipline among pupils, enabled the parents to be familiar with the needs of their children and to understand the children's behaviours. The study recommends, among other things, a need for parents and teachers to maintain cooperation to help children academically.

*Key Words:* Parenting styles, academic performance, determinants, Baumrind, primary school

## **1. Introduction**

Investment in education is considered as indispensable to enlightening the excellence of life of Tanzanians. However, for the past eight years, the status of education in Tanzania has been wavering leading to substandard examination results (Uwezo, 2017). It is deemed that over 70 percent of the annual budget of education in Mainland Tanzania is allocated to basic education activities, of which more than 50 percent is spent on primary education (Kassile, 2014). Despite this huge investment, available data show that the pass rate in the Primary School Leaving Examinations (PSLE) has been varying significantly on an annual basis in the past decade (Kassile, 2014). For example, while the pass rates in 2012 was 30.7 percent, it improved in 2016 by recording 70.4 percent. Despite the improvement in performance, some of the regions still record poor performance. One of these regions is Dodoma where the academic performance has been declining in the past five years, compared to other regions in the country. For instance, the report of 2017 shows the lower level of performance at 33 percent in Dodoma region compared to other regions like Dar es Salaam with 59 percent (Uwezo, 2017). Although the national examination performance for Standard Four results ranked Dodoma region at 16<sup>th</sup> position in 2016 and 2017, the region recorded unsatisfactory performance in the Primary School Leaving Examinations (PLSE) as the region was ranked 24<sup>th</sup> out of 26 regions in the same years according to the results released by The National Examinations Council of Tanzania [NECTA] in 2017. Again, in 2015, Dodoma region was among the last five regions with low examination pass rates in primary schools (Ministry of Education and Vocational Training, 2011).

On the other side, the matter of parenting styles in some countries has been stressed as a foremost element of academic achievement among the primary school pupils (Huang & Prochner, 2003). Parenting style is a psychological construct which signifies customary approaches parents employ in nurturing their children (Huang & Prochner, 2003). Thus, parents play a highly prominent function in their children's growth.

Baumrind (1991) offers four parenting styles which are authoritative, authoritarian, permissive-indulgent and permissive-uninvolved parenting styles. According to Baumrind (1991), authoritative parenting is the most resourceful style that heightens academic performance, in disparity to authoritarian and permissive parenting styles which are most frequently linked to learners' academic performance in an undesirable direction (Checa & Abundis-Gutierrez, 2018).

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According to Baumrind (1991), indulgent parents (also referred to as "permissive" or "nondirective") are those who have extreme love for their children to the extent that they leave their children to decide whichever they want in life. Authoritarian parents are those who provide an orderly environment and monitor their children's activities closely and very carefully, and also have little trust in their kids fearing to lose control. Authoritative parents are those who are demanding and responsive, controlling but not restrictive, open, show trust and acceptance and encourage their children to be autonomous. Uninvolved parents are those who are less concerned with the progress of the children in terms of both academic and behaviour

Different studies conducted in various countries examined the association between parenting styles and academic achievement of pupils. Some of these studies include; Checa and Abundis-Gutierrez (2018) who examined parenting styles, academic performance and the impact of culture in Spain. The findings showed vigorous proof on the effect of parenting styles on children and adolescents in examination performance. However, there are studies which prove that culture plays a mediating role between parenting and academic achievement and that Baumrind's model may not permanently fit the parenting styles detected in non-western societies (Checa & Abundis-Gutierrez, 2018).

In South Africa, Roman (2011) compared children's perceptions of parenting styles of single and married mothers. It was revealed that there were no substantial variances between parenting styles of single and married mothers. In Kenya, Munyi (2013) studied the influence of parenting styles on academic performance of adolescents in Embu County. The results showed that the children who did well in their examinations experienced authoritative parenting style and therefore it was noted as the best parenting style that enhances good academic achievement. In Uganda, a study by Biirah and Anika (2018) discovered that the most predominant parenting style was democratic style and the least was laissez-faire because parents assumed that children tend to want freedom. Likewise, it was revealed that children would wish to have parents who control them rather than those who give excessive freedom (Biirah & Anika, 2018). Hence, from the above viewpoints, democratic and authoritarian parenting styles are proved to enhance students' academic performance as opposed to laissez-faire parenting style (Biirah & Anika, 2018).

In Tanzania, few studies have been conducted on parenting styles. For example, Manyama and Lema (2017) found that parents mainly combine authoritative and authoritarian parenting styles in rearing their children. In addition to that, they believe that this combination appears to be

diverse from that used by most of the developed countries that base on authoritative parenting style. Furthermore, Kajula et al. (2016) found that parents use regularly punitive behaviours to confront or disallow sexual behaviour; they also set clear regulations about the right sexual behaviour for children, strictly monitor their adolescent children's attachments and sexual behaviour to control such behaviour.

Specifically, the academic performance of pupils in Dodoma region has been deteriorating in the past five years, making them lag behind their colleagues in other regions in the country (Uwezo, 2017). A series of researches have been undertaken in various countries on the effect of parenting styles on pupils' learning in primary schools and academic performance (Chao, 2001; Madahi et al., 2013; Roman, 2011). Generally, the overall findings from these studies reveal that children with parents who are authoritative in nature constantly perform better than those with authoritarian and permissive parents. The Tanzanian researchers report different factors which affect pupils' performance including weak content knowledge of teachers, inadequate number of teachers, poor working and learning conditions of both teachers and learners, and teacher absenteeism (Sumra & Katabaro, 2014). In addition, other factors include inadequate and inappropriate learning resources, huge workload, inadequate monitoring by head teachers, limited number of qualified teachers, and lack of motivation for teachers (Reche et al., 2012). Moreover, other factors include socio-economic status of pupils, location (rural and urban), education level of mothers and dropout (Uwezo, 2014). However, little is known on the parenting styles as determinants of pupils' academic performance in primary schools in Dodoma region, Tanzania. Due to the existing socio-cultural differences, results from these studies cannot be comprehensive to children in the Tanzanian context. Those are the reasons as to why this study explored the parenting styles as determinants of pupils' academic performance in primary schools in Dodoma region. The study was guided by two research questions, namely; what are the main parenting styles used by parents in Dodoma region? and What is the contribution of parenting styles on pupils' academic performance?

## **2.Methods**

### **2.1 Research Approach**

This study employed a mixed methods research approach of which qualitative and quantitative approaches were employed. The approach was appropriate because it helped in overcoming weaknesses that might have arisen on either qualitative or quantitative approaches.

Creswell and Plano (2007) argue that using qualitative and quantitative approaches altogether, provides enhanced indulgent of research problems than either approach alone.

### **2.2 Research Design**

The study employed a concurrent mixed methods design. Concurrent mixed methods design refers to a design in which the researcher collects both kinds of data (qualitative and quantitative) at the same time during the study and then incorporates the data in the elucidation of the complete findings (Creswell, 2009). The concurrent mixed methods design was selected because it is less time consuming because both qualitative and quantitative data were gathered at the same time in the same visit to the field (Creswell, 2014).

### **2.3 Study Sites**

The study was undertaken in Dodoma City, in Dodoma region. The site was purposively selected due to the fact that Dodoma region is among the regions with low level of academic performance compared to other regions (Uwezo, 2014). The data show that the primary school performance in Dodoma region was 33 percent compared to other regions like Dar es Salaam which had 59 percent (Uwezo, 2017). Studies have shown that parenting is crucial. This is because a child's behaviour is determined by a parenting style applied by parents at home. In Dodoma, children especially boys are characterized as being ill mannered due to their bullying behaviours resulting from watching violent films at home, hence poor academic performance (Ndibalema, 2013). The researchers are of the view that perhaps this behaviour has cropped among children whose parents have inappropriate parenting. Therefore, this was the reason why this area needed thorough exploration.

### **2.4 Population of the Study and Sample Size**

The study involved parents, head teachers, academic teachers and standard six pupils. The parents were involved because they apply a variety of parenting styles to their children; the head teachers and academic teachers collaborate with parents in moulding children's behaviours and supervise school programmes (Mngarah, 2017). Pupils were also involved because they are the ones who experience the parenting styles at home and are directly affected (either positively or negatively) from the parenting practices. In this study, four (4) schools were sampled to be involved in the study. A total of 136 participants constituted the study sample. These included 64 parents, 4 head teachers, 4 academic teachers, and 64 standard six pupils. This sample was considered enough in providing rich information on the parenting styles as determinants of pupils' academic performance in primary schools.

## **2.5 Sampling Procedures**

Simple random sampling was employed to select schools to be involved in this study. A total of 4 primary schools were selected. On the other side, purposive sampling was used for selecting the head teachers and academic teachers because the researchers knew that schools had equal numbers of head teachers and academic teachers, normally one for each school. The major reason for involving head teachers and academic teachers was that they are overseers of all teaching processes and interact with pupils all the time. This technique was used purposely to collect rich data that would be studied thoroughly about important matters in relation to the purpose of the research. Moreover, simple random sampling was used for selecting pupils whose parents were practising some parenting styles of one kind or another. Numbers were labelled on pieces of papers and placed in a small box and mixed up, whereby a sample of 64 pupils was selected. From each school, 16 pupils were selected corresponding with their parents. This process involved pupils to pick the pieces of papers. Frey et al. (2000) establish that simple random sampling eradicates the risk of researchers biasing the selection process for their own interests.

## **2.6 Data Collection Instruments**

Data collection tools for both qualitative and quantitative included interviews and questionnaires. Semi structured interviews were used due to their worthiness in exploring different perceptions from the head teachers and academic teachers on parenting styles in relation to pupils' academic performance. Questionnaires were used for pupils and their parents to assess their views on parenting styles employed by parents in their daily children rearing.

## **2.7 Data Analysis**

Qualitative data were subjected to thematic analysis and coding for generating a small number of themes or categories that appear as major findings or headings (Creswell, 2014). Quantitative data were subjected to descriptive statistical analysis using Statistical Package for Social Sciences (SPSS) version 20. SPSS was used because of its ability to handle bulky data and its ability to perform all of the analyses covered in the text and much more (Field, 2009). SPSS was useful in making descriptive analysis of the questionnaires.

## **2.8 Ethical Issues and Considerations**

The researchers complied with ethical considerations. The researchers explained the purpose of the study to the study participants. Thereafter, the researchers asked the participants to sign the informed consent form for those who were willing to participate in the study. The participants

were informed about the possibility of withdrawal from the study at any time. In addition, the study ensured confidentiality of the obtained information and anonymity of the participants.

### **3. Results**

The main purpose of this study was to assess parenting styles as determinants of pupils' academic performance in primary schools. The study was guided by two research questions namely; first, what are the main parenting styles used by parents in Dodoma region? and second, what is the contribution of parenting styles on pupils' academic performance? This section presents findings for the study in relation to the research questions. In order to ensure thorough comprehension of the study findings, first, the study established the variables that carry the theme of the study namely outcome (dependent) variable which is academic performance and independent variable which is parenting styles.

#### **Outcome variable: Students' Academic Performance**

In order to assess the academic performance among the surveyed pupils, the parents were asked: "What grade did your child attain in the last exams (December, 2018)?" The responses were 'A', 'B', 'C', 'D' and 'F'. Students with grade 'A' or 'B' were considered to have good performance and those with 'C', 'D' or 'F' were regarded as having poor performance. The performance was recorded as '1' for good and '0' for poor.

#### **Independent variable: parenting styles**

In this study, four dimensions of parenting styles were assessed. The first dimension was "indulgent parenting style" which consisted of 5 items. The second dimension was "uninvolved parenting style". This dimension also included 5 items. The third dimension was "authoritative parenting style" which included 5 items. The fourth dimension was "authoritarian parenting style" having 5 items. The items for each of the parenting styles had four responses: Strongly Disagree (SD=1), Disagree (D=2), Agree (A=3), or Strongly Agree (SA=4). To measure the magnitude of each parenting style, an average score of its corresponding items was computed. To assess the proportion of the parenting styles as measured from parents; the average score for each style was grouped into two categories. For each style subject was considered to be the user if his/her average score was greater than or equal to 3, otherwise not user.

#### **3.1 Social and Demographic Characteristics of the Participants**

A total of 64 pupils and 64 parents were involved in this study, as well as four (4) head teachers and four (4) academic teachers, making a total of 136 participants. Among the included parents,

about 48 (75%) of them were males and 16 (25%) were females. Majority of the parents were aged 46 years and above (37 percent) followed by those aged 41-45 years (33 percent) and 27-40 years (29 percent). Majority of parents, 26 (41 percent) had high education level followed by those with low education level (30 percent) and no formal education (29 percent). Among the surveyed pupils, 35 (55 percent) were females and 29 (45 percent) were males. The highest proportion of the pupils were 12 years old (47 percent) followed by those with 13 years (31 percent) and 11 years (22 percent). The academic teachers also had almost the same age unlike the head teachers who had high age variation, though 75 percent of the head teachers were female participants whereas 25 percent were males. Moreover, the academic teachers were 100 percent females.

On the part of the education level of the participants, 26 (41.3 percent) parents possessed secondary education and above, 19 (30.16 percent) had primary education, while 18 (28.57 percent) had no education at all. Likewise, majority of the head teachers 3 (75 percent) had higher education unlike the only 1 (25 percent) who had low education level. Moreover, all 4 (100 percent) academic teachers possessed a diploma in education.

### **3.2 The main parenting styles used by parents**

Four parenting styles (indulgent, uninvolved, authoritative & authoritarian) were assessed among the parents of the surveyed students. Each style had several items with four responses: Strongly Disagree (SD=1), Disagree (D=2), Agree (A=3), or Strongly Agree (SA=4). To measure the magnitude of each parenting style, an average score of its corresponding items was computed. Table 1 displays the frequency and mean distribution of indulgent, uninvolved, authoritative and authoritarian items.



Table 1: The Main Parenting Styles Used by Parents in Dodoma

Variable	SD N (%)	D N (%)	A N (%)	S A N (%)	Mean(SD)
<i>Indulgent Parenting Style</i>			2.9(0.79)		
I always stimulate and encourage my child/children to study hard.	5(7.94)	0(0.00)	29(46.03)	29(46.03)	3.30(0.835)
I recognize, encourage and acknowledge achievement through motivating my child/children to learn.	5(7.94)	2(3.17)	27(42.86)	29(46.03)	3.27(0.865)
I always involve my child/children in decision making and problem solving.	15(23.81)	3(4.76)	26(41.27)	19(30.16)	2.78(1.128)
I allow freedom of expression to my child/children and respect their views and opinions.	16(25.40)	4(6.35)	24(38.10)	19(30.16)	2.73(1.153)
I maintain openness to my family.	16(25.40)	6(9.52)	31(49.21)	10(15.87)	2.55(1.044)
<i>Uninvolved Parenting style</i>			1.9(0.47)		
I give opportunity to my child/children to make decision and solve problems on their own concerning academic life.	52(82.54)	5(7.94)	6(9.52)	0(0.00)	1.27(0.627)
I provide little or no direction and give my child/children as much freedom as possible.	31(49.21)	6(9.52)	20(31.75)	6(9.52)	2.02(1.100)
I take time in responding to urgent problems that my child/children face.	29(46.03)	8(12.70)	24(38.10)	2(3.17)	1.98(0.992)
I avoid getting involved when important issues and problems arise at home.	15(24.19)	4(6.45)	37(59.68)	6(9.68)	2.55(0.970)
I have time to review child's/children's continuous assessments and class attendance, because I am preoccupied.	36(59.02)	4(6.56)	18(29.51)	3(4.92)	1.80(1.030)
<i>Authoritative Parenting Style</i>			2.7(0.79)		

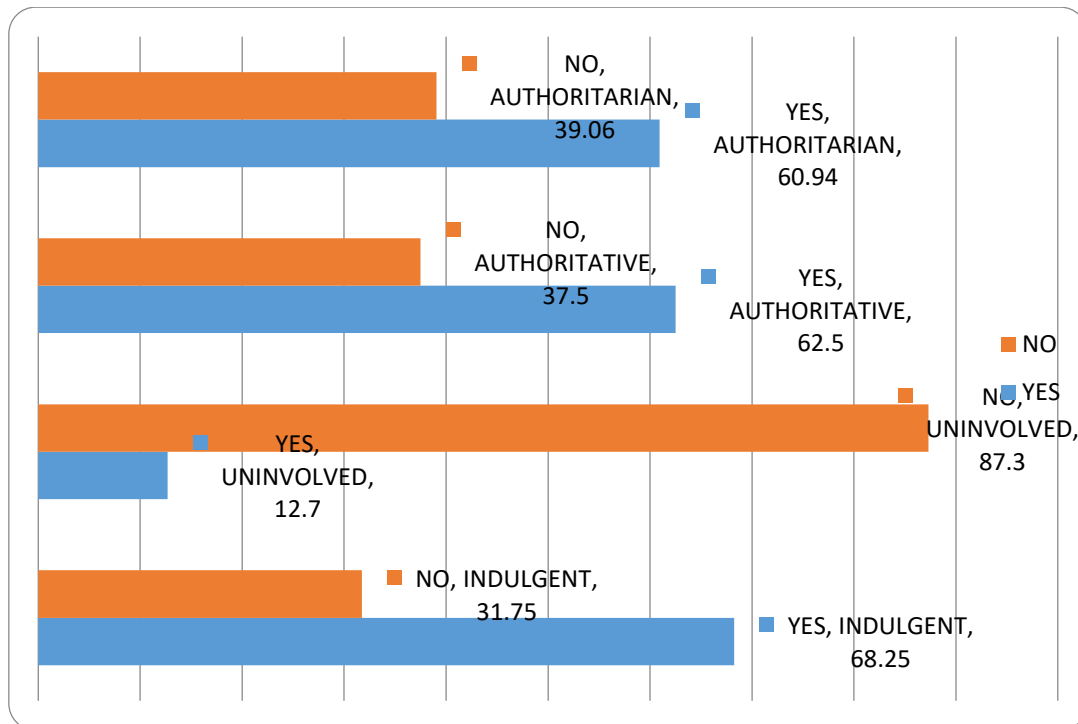
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I always admit to my children when I make a mistake that hurts them	23(36.51)	7(11.11)	29(46.03)	4(6.35)	2.22(1.023)
I discuss my expectations with my children hence they know what is expected of them	13(20.63)	2(3.17)	28(44.44)	20(31.75)	2.87(1.085)
I always want my child/children to be responsible, self-regulated and cooperative.	11(17.46)	4(6.35)	30(47.62)	18(28.57)	2.87(1.024)
I take the children's opinions into consideration when making family decisions, but I do not decide for something simply because the children want it.	12(19.35)	2(3.23)	31(50.00)	17(27.42)	2.85(1.038)
I always give direction for my children's behaviour and activities as I want them to grow up and follow my direction; however, I am always willing to listen to my children's concerns and to discuss that direction.	9(14.29)	1(1.59)	27(42.86)	26(41.27)	3.11(1.002)
<i>Authoritarian Parenting Style</i>			<i>2.6(0.59)</i>		
I do not consult anybody on my decision, and my child/children is/are not allowed to give any input.	31(49.21)	5(7.94)	23(36.51)	4(6.35)	2.00(1.063)
I expect my child/children to obey orders without explanations or questions.	9(14.75)	6(9.84)	32(52.46)	14(22.95)	2.84(0.952)
I rely much on threats and punishment to children to promote hardworking and enforce obedience.	21(33.87)	3(4.84)	28(45.16)	10(16.13)	2.44(1.125)
I have little or no trust on my child/children in performing their tasks.	15(24.59)	5(8.20)	33(54.10)	8(13.11)	2.56(1.009)
I always do not allow children to cross boundaries of interaction because I am the parent and should be respected.	5(8.20)	2(3.28)	33(54.10)	21(34.43)	3.15(0.833)

Findings in Table 1 show that the average indulgent score was approximately 3 with standard deviation (STD) of 0.79; meaning that on average, the parents agreed on the use of indulgent parenting style to their children. Uninvolved parenting style had average score approximately 2 with standard deviation 0.47; this means that on average, parents disagreed on the use of uninvolved parenting style to their children. The authoritative parenting style had an average score approximately 3 with standard deviation of 0.79 which means that on average, parents agreed on the use of authoritative parenting style. The average score of authoritarian parenting style was approximately 3 with standard deviation of 0.59 which means that parents agreed to have been using authoritarian parenting style. With respect to item wise, for indulgent parenting style, majority (46 percent) of the parents agreed that they were always encouraging their children to study hard. While 46 percent strongly agreed that they were recognizing, encouraging and acknowledging achievement through motivating their children to learn; 41 percent agreed that they were always involving their children in decision making and problem solving; 38 percent agreed that they were allowing freedom of expression and respected the views and opinions of their children; 49 percent agreed that they were maintaining openness to the family.

To determine the extent to which each parenting style was used among parents in Dodoma, the average score for each style was grouped into two categories. For each style, the subject was considered to be the user if his/her average score was greater than or equal to 3, otherwise not user. The most dominant parenting style used in Dodoma was indulgent (76 percent) followed by authoritative style (71 percent), authoritarian style (54 percent) and uninvolved style (10 percent). Figure 1 presents the main parenting styles used by parents.

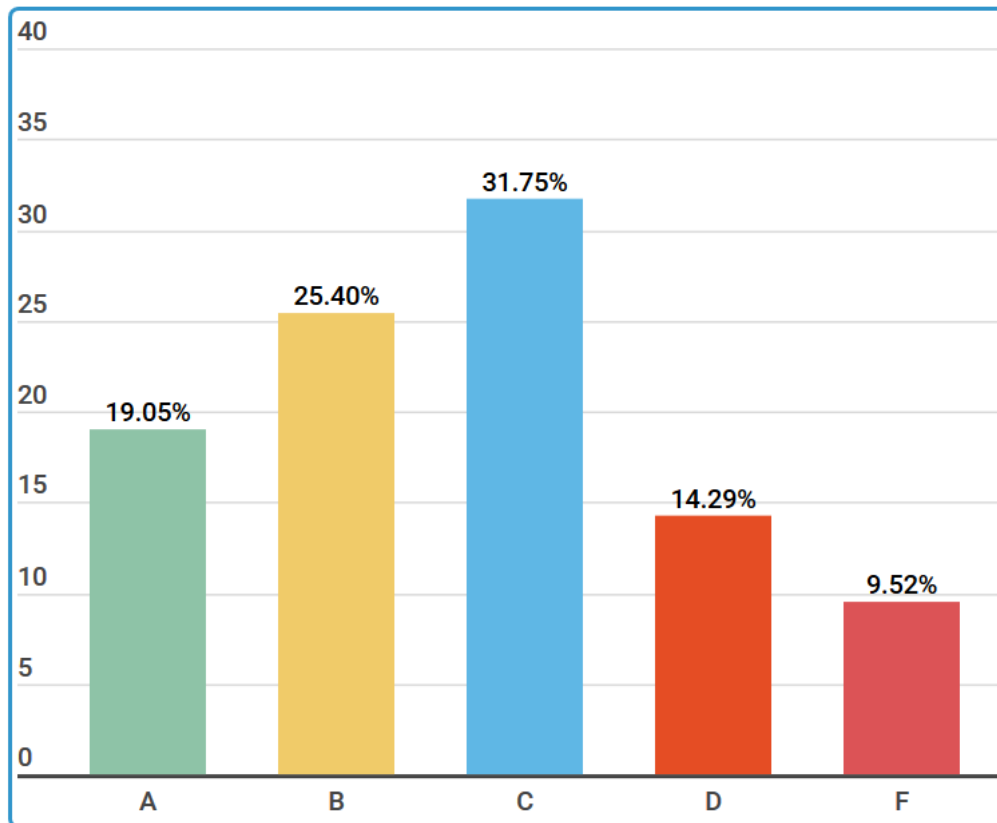
Figure 1: The Main Parenting Styles Used by Parents in Dodoma



### Pupils’ Academic Performance

To measure the academic performance, parents were asked: “what grade did your child attain in last examinations (December, 2018)” Figure 2 displays the grades attained by the students surveyed in this study with reference to parents’ responses. Majority of the students scored grade ‘C’ (31.8 percent) followed by ‘B’ grade (25.4 percent), grade ‘A’ (19.1 percent), grade ‘D’ (14.3 percent) and grade ‘F’ (9.5 percent). This means that 44.5 percent of the students had good performance (A or B) and 55.5 percent had poor performance.

Figure 2: Students' Academic Performance (Grade) Attained in Last Exams



In order to establish the factors for disparity in performance, pupils were asked to give reasons for either having good or poor performance. From the interviews, it was revealed that pupils whose relationship with parents was good had good performance due to the fact that they were being provided with home and school requirements equally and on time. One pupil from school 'C' remarked:

The relationship with my parents is good because they offer me all the needs. They also emphasize me to study hard and attend tuition classes. They give me money to pay for tuition, and truly, my performance has improved because of attending tuition class.

During the interview with pupils, it was also revealed that majority of the parents were fulfilling their parental obligations by having time to trace the academic progress of their children, providing the necessary requirements to the children and offering guidance and counselling. They also declared that their parents were supervising them in doing homework or assignments and offered assistance when they faced difficulties. On this, the pupil from school D said that:

My parents make follow-up of my academic progress like checking my exercise books, tests and exams in order to know my performance. Additionally, I also get the chance to give my opinions and participate in decision making on some family matters. Also, when doing my homework and assignment, my father comes and supervises me and when I face any challenge, I get assisted.

However, pupils whose performance was poor laid their laments upon parents for having poor relationship because even some of the basic needs were not provided and no emphasis was put on children to study hard. This leads to discouragement and loss of self-motivation to study. This was revealed when a pupil from school 'C' said:

The relationship that exists between me and my mother is not that much good. This is because, we do not have time to interact; it is like I don't have a mother. Sometimes she doesn't give me some school requirements. This discourages me a lot to the extent that I don't find the meaning of education.

### **3.3 Demographics and Parenting Styles in Students' Performance**

The association between parenting styles, socio-demographic characteristics and students' performance was assessed using chi square test of independence. The results of the test presented in Table 2 revealed that pupils' performance was significantly associated with use of indulgent ( $p=0.0055$ ) and authoritative ( $p=0.0248$ ) parenting styles. It was noted that students whose parents used indulgent (54 percent) style were more likely to have good performance compared to those students whose parents did not use indulgent (13 percent). With respect to authoritative style, it was seen that those students whose parents applied authoritative style (53 percent) were more likely to have good performance in comparison to students whose parents did not use authoritative (22 percent). Among parents who used uninvolved parenting style, 50 percent of their children had good performance while 44 percent of the children from parents who did not use uninvolved parenting style had also good performance. Moreover, though not significant ( $p=0.1135$ ), the use of authoritarian parenting style was negatively related with students' performance; with 35 percent of the students whose parents made use of authoritarian parenting style were having good performance compared to 55 percent for non-users counterparts. About 46 percent of the males and 43 of the females' students were having good performance.

Table 2: Distribution of Student's Performance by Demographics and Parenting Styles

Variable	Poor performance N(%)	Good performance N(%)	Chi-Square	P-value
<b>Indulgent</b>				
No	13(86.67)	2(13.33)	7.7175	0.0055
Yes	22(45.83)	26(54.17)		
<b>Uninvolved</b>				
No	32(56.14)	25(43.86)	0.0829	0.7734
Yes	3(50.00)	3(50.00)		
<b>Authoritative</b>				
No	14(77.78)	4(22.22)	5.0400	0.0248
Yes	21(46.67)	24(53.33)		
<b>Authoritarian</b>				
No	13(44.83)	16(55.17)	2.5047	0.1135
Yes	22(64.71)	12(35.29)		
<b>Gender(parents)</b>			0.1145	0.7350
Male	16(53.33)	14(46.67)	4.4575	0.1077
Female	19(57.58)	14(42.42)		
<b>Age(parents)</b>				
27-40	11(73.33)	4(26.67)	3.9152	0.1412
41-45	12(70.59)	5(29.41)		
46+	8(42.11)	11(57.89)		
<b>Education level</b>				
No education	13(72.22)	5(27.78)	0.0804	0.7768
Primary education	11(57.89)	8(42.11)		
Secondary education and above	11(42.31)	15(57.69)		
<b>Sex(students)</b>				
Male	15(53.57)	13(46.43)	0.8340	0.6590
Female	20(57.14)	15(42.86)		
<b>Age(students)</b>				
11 years old	8(57.14)	6(42.86)	0.8340	0.6590
12 years old	15(50.00)	15(50.00)		
13 years old	12(63.16)	7(36.84)		

### **3.4 The Contribution of Parenting Styles on Pupils' Academic Performance**

To assess the contribution of parenting styles on pupils' academic performance, logistic regression model was used to determine the contribution of parenting styles on students' academic performance. The analysis was adjusted for both parents and students' social and demographic characteristics. The results of the models presented in Table 3 showed that the students' academic performance was significantly associated with indulgent ( $p=0.0121$ ) and authoritative ( $p=0.0305$ ). With respect to indulgent style, it was noted that students whose parents applied indulgent method were significantly more likely to have good performance compared to those whose parents did not apply indulgent style ( $OR=7.682$ ,  $p=0.0121$ ). The odds of having good academic performance among students whose parents used authoritative style was four (4) times than that of students whose parents did not use authoritative style ( $OR=4.00$ ,  $p=0.0305$ ). The contribution of authoritarian ( $p=0.1161$ ) and uninvolved styles on students' academic performance were not significant.



Table 3: Logistic Regression Model for Contribution of Parenting Styles on Pupils' Academic Performance

Variable	OR (95%CI)	P-Value
Indulgent		0.0121
Yes	7.682[1.56, 37.79]	
No	-	
Uninvolved		0.7738
Yes	1.280[0.24,6.89]	
No	-	
Authoritative		0.0305
Yes	4.000[1.14,14.05]	
No	-	
Authoritarian		0.1161
Yes	0.443[0.16,1.22]	
No	-	
Gender(parents)		0.7351
Male	1.187[0.44,3.21]	
Female	-	
Age (parents)	1.136[0.99,1.31]	0.0799
Education level		0.1512
No education	-	
Primary education	1.891[0.478, 7.486]	
Secondary education and above	3.545[0.974, 12.905]	
Sex(students)		0.7769
Male	1.156[0.43,3.14]	
Female	-	
Age(students)	0.859[0.43,1.72]	0.6669

In order to crosscheck the validity of data gathered through questionnaires on the contribution of parenting styles, interview was conducted to head teachers and academic teachers who also commented on how parenting styles were contributing to pupils' academic performance. Their responses revealed how indulgent and authoritative styles were bringing cooperation among the teachers and parents. This is because there are parents who are always eager to know the progress of their children by visiting the schools. When both teachers and parents sit together and discuss on how to improve the performance of a particular pupil, it strengthens proximity and collaboration between them. For instance, the head teacher from School 'A' said that:

Basically, not all parenting styles are good. But what I can say is that, parents who are indulgent and authoritative in nature, are so cooperative and responsible. Some have been visiting my school to know the academic progress of their children... we sit and discuss together on how to improve the performance of children.

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However, during the interview, the academic teacher from school 'A' complained against majority of the parents especially uninvolved ones for lacking cooperation and being irresponsible to their children. The participant went further by advising those parents not to leave the responsibility of rearing their children to their housemaids. The respondent based much one's argument on uninvolved parents who do not spend their time with their children. She commented that:

Some parents are irresponsible because they do not even come to know the progress of their children...they are not cooperative at all. I would also advise the parents not to leave the parenting responsibility to the housemaids because the child needs care from the parents more and more.

Additionally, discipline is another aspect associated with academic performance that was emphasized by the participants. They revealed that authoritarian and authoritative parenting styles were seen to help in moulding children's behaviour and maintaining discipline. This was being done by working together with school management and applying strict principles to their children. However, in doing this, the participants also advised parents to use decent language when conversing with their children, teaching children to avoid bad peer groups and instil self-confidence. For example, the head teacher from school 'C' said that:

Good parenting is required in helping our children behave in an acceptable manner. I have observed closely and learnt that parents who are very strict, even their children are somewhat obedient. We as parents should teach them to avoid peer groups' malpractices because they can retard their academic performance. The parents also ought to make a good choice of words when interacting with their children.

Another contribution of parenting styles was observed from the parents who mostly apply indulgent style. The respondents revealed that such parents responsible are close to their children. Due to individual differences among boys and girls, the participants were of the view that indulgent style helps parents to recognize the needs of their children due to the proximity existing between children and parents. This results to freedom of expression as well as peace of mind and promote better performance of a child. During the interview, the academic teacher from school D said that:

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You know, we as parents should be close to our children because we will learn and be familiar with the needs of our children. Moreover, some children are shy especially girls. So, if we are close to them, they become free to share with us their requirements. Further, parents should not be rude but lenient to their children because this can cause inferiority complex among our children.

Irrespective of the contribution of parenting styles as presented above, the interviews which were administered to the head teachers and academic teachers revealed some challenges emerging from parents. They pointed out that some parents have limited understanding on parenting and its value. This is due to truancy and disobedience of majority of pupils whose parents do not make follow-up to know the class attendance rate of their children. Even in parental meetings, some parents do not pay heed when the matter about attendance is raised and do not take measures to help such pupils. The respondents also complained against some pupils' engagement in bad manners as a result of peer groups and others reaching a point of dodging national examinations but the parents still do not bother to take action. During the interview, the academic teacher from school 'B' said that:

The main challenges we face here at school is lack of support from parents and moral decay of pupils. And these are mainly caused by parents and pupils themselves and partly the community. You find that a child does not attend classes for many days and some don't even sit for exams. This consumes much of our time calling parents' meetings to discuss matters pertaining to pupils' discipline instead of doing other things for the benefit of the school in general.

In order to overcome the above challenges, the head teachers and academic teachers said that they were involving the community, parents in particular, when such issues arose and gave punishment to individual pupils where necessary. This was usually done in collaboration with the discipline master. On this, the head teacher from school 'D' said that:

We conduct regular meetings with parents and their children to look for solutions. When it happens that a pupil has misbehaved many times, we administer punishment to such pupil in order to restore him/her back on the right track discipline wise.

#### **4.0 Discussion**

The findings of the study show that indulgent parenting style was the most preferred by majority of the parents when dealing with matters pertaining to their families. The results from parents concur with those from pupils who also showed that the main parenting style was indulgent (68percent). This implies that the use of this style was common in Dodoma. Basing on the characteristics demonstrated, indulgent parents expressed much love to their children. These findings are in line with Odongo et al. (2016) who found that majority of the Kenyan parents were using indulgent parenting style (also known as permissive) in child rearing. However, on the other side, Odongo et al. (2016) revealed that indulgent style had a bad influence on the child's academic performance due to excess love and freedom which gave loop holes for children to behave the way they wanted.

The study findings also show that authoritative parenting style was the second preferred style of which majority of the parents (71 percent) revealed that it was making their children responsible, self-regarding and cooperative. Although some parents disagreed, majority of them agreed that they considered the children's opinions during decision making. On top of that, majority of the parents were responsible because they agreed that they were always directing their children's behaviour and activities because they wanted them to be morally decent. These findings are congruent with those by Yusuf at al. (2009) who also found that authoritative parents are successful in assisting their children to have optimum academic performance. Likewise, the reports by IRC (2015), Manyama and Lema (2017) and Ministry of Community Development, Gender and Children (2014), show that parents who were educated and trained applied the authoritative parenting style.

Basing on the discussion above, it is evident that authoritative parents demonstrate seriousness in dealing with family matters. They also tend to treat their children in an acceptable manner and are always responsible for their academic performance. That is why this study has found it effective for uplifting pupils' academic performance.

Besides, the findings reveal that uninvolved parenting style was not used by parents. This might be because parents who use this style are termed as being irresponsible to their families; and do not care of the academic progress of their children. Regarding this, Baumrind (1991) argues that children with uninvolved parents are likely to demonstrate low levels of functioning in many areas, and also tend to perform poorly academically. More importantly, they are likely to exhibit antisocial behaviours and to be unhappy. These findings are similar to those of Munyi (2013)

who also found that the parents who are using uninvolved parenting style tend to display low level of commitment to their children, as well as providing very high degree of freedom to their children to do as they wish; similar to indulgent parents. Basing on the findings above, one may agree that parents in Dodoma are responsible for their families. This might be the reason why majority do not apply uninvolved parenting style because it is not helpful in child rearing. Instead, they apply indulgent and authoritative styles at large.

The second research question intended to assess the contribution of parenting styles on pupils' academic performance. The results show that students' academic performance was pointedly associated with indulgent ( $p=0.0121$ ) and authoritative ( $p=0.0305$ ) parenting styles. These findings acknowledge those of Chao (2001) who also revealed that there are optimistic effects of both authoritative parenting and affiliation intimacy (indulgency) on academic achievement. Further, Roman (2011) found that parents were perceived as using more autonomy-supportive than psychologically controlling parenting practices in child rearing to maintain good academic performance of their children. These findings are also similar to those of Biirah and Anika (2018) who found that authoritarian parenting style had a contribution in enhancing pupils' academic performance. However, Sarwar (2016) was against Biirah and Anika (2018) by finding that authoritative parenting style is not good because it makes children become rebellious and adopt problematic behaviour from their parents.

From the above facts, one may realize that all of the stated contributions of parenting styles, indulgent and authoritative in particular, have positive impact on pupils' academic performance because parents are supposed to be responsible and anxious for their children's academic excellence. Generally, good parenting is an important phenomenon in building the family. It should also be practised effectively to enhance the growth of the family. This is because once parents fail to handle the family; problems may arise including family conflict; psychological dilemma to the children; grief which can affect the academic performance of the children.

## **5.0 Conclusion and Recommendations**

Basing on the findings from this study, the following conclusions were reached:

First, it is evident that parenting is a cornerstone toward academic performance of pupils. It has been revealed that parenting can either improve or hinder academic performance of the children depending on the parents themselves and the children in general that is, how they conduct themselves towards what they should do as parents and as children respectively.

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Second, the most dominant parenting style used in Dodoma as this study revealed was indulgent (76 percent) followed by authoritative style (71 percent), authoritarian style (54 percent) and uninvolved style (10 percent). It has also been realised that the improvement of pupils' academic performance was associated with the use of indulgent and authoritative parenting styles. Grounding on the findings obtained in this study together with their discussions, the study recommends that teachers should continually collaborate with parents to help pupils perform better academically. Such collaboration is essential not only in enhancing academic performance but for the holistic development of children. In that regard, parents should employ varieties of parenting styles considering the situation or nature of their children. Nevertheless, they should abandon the use of uninvolved parenting style because it can ruin their children.

### **6.0 Disclosure statement:**

The authors report there are no competing interests to declare.

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