

The Relationship Between Parenting Styles and Academic Performance Among Students in Mixed-Day Secondary Schools in Karuri Ward, Kiambu County, Kenya

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Abstract

Academic performance is often linked to factors such as school atmosphere, the subject teacher, and students' effort. Compared with other factors, parenting styles appear to have a far greater influence on most students' academic outcomes. The objective of this study was to affirm whether there is a relationship between parenting styles and academic performance among students in a mixed-day secondary school in Karuri ward, Kiambu County. The study used Diana Baumrind, Uri Bronfenbrenner's, and Bandura's theories. The study used simple random sampling. Correlational research design and survey data collection methods were used in this study. The study targeted a population of 1,027 students in mixed-day secondary schools in Karuri ward, with a sample of 280 students and 12 key informants (teachers). The collected data were analyzed using the Pearson product-moment correlation coefficient in the Statistical Package for the Social Sciences (SPSS) version 28 to determine relationships between variables, while qualitative data were analyzed using thematic analysis and presented verbatim. The Perceived Parenting Style Scale was used to assess parenting styles and academic performance. 76% of the students performed below average due to an authoritarian parenting style, 14.3% of the respondents agreed to be average in academics, which is associated with either a permissive or neglectful parenting style, while 9.0% of the respondents agreed to be above average, which is associated with an authoritative parenting style. The findings indicated a strong positive correlation ($r = .621^{**}$; $p = .000$) at the 0.01 significance level. In conclusion, the study affirms that an authoritative parenting style is positively correlated with students' academic performance, whereas authoritarian, permissive, and neglectful parenting styles are negatively correlated with it in mixed-day secondary schools. The study recommended that the Ministry of Education implement parenting programs within the education system to inform parents about the consequences of their parenting practices on students' academic performance.

Keywords: *Parenting Styles, Academic Performance, Mixed-Day Secondary Schools*

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1. Introduction

Academic achievement has been a concern to societies, institutions, and individuals. This is because academic achievement determines one's career path and vocational training in many countries. Academic performance is one measure used to determine whether a student is competent. The Kenya Certificate of Secondary Education (KCSE) performance is the entry point to public and private universities and colleges in Kenya (Okenyo, 2010). Those who perform poorly in the KCSE examination most likely end up doing casual jobs, thereby not progressing in their education. Academic success in secondary schools can be attributed to parental influence, family economic status, and the physical and mental health of both the parents and students. These factors may either promote or inhibit academic success (Atanda, 2013).

Parents play a highly influential role in their children's personality development. They also employ different parenting styles that lead to different outcomes for children. Baumrind (2012) indicates that pre-school children differ in social competence because their parents differ in parenting styles. Studies indicate that positive parenting styles play an important role in the development of children's academic self-concept and in reducing behavioral problems (Sangawiet et al., 2015). Parenting style is described as a combination of attitudes toward a child that creates an emotional climate expressed through parents' behavior and influences the child's development, especially psychological and social (Darling & Steinberg, 1993).

The parenting styles commonly used today are based on the work of Diana Baumrind (1967). She highlights a close relationship between parenting style and children's behavior. Different parenting styles lead to different child development and child outcomes. Baumrind (1967) initially identified three styles: authoritative, authoritarian, and permissive. However, Maccoby and Martin (1983) expanded the three parenting styles to include indulgent and neglectful (or uninvolved) parenting styles, bringing the total to four. Developmental psychologists have long been interested in how parenting influences child development. Some have found that parenting style relates to various outcomes such as child psychological problems and academic performance (Baumrind, 1967, 1991). Parenting style has been shown to be a strong predictor of adolescent academic achievement (Star, 2011). For example, a study by Aldhafri (2011) found that the absence of parenting demands for mature behavior and adolescents' tendency not to approach their parents for advice negatively influence academic performance.

1.1 Problem Statement

Academic performance among secondary school students is a concern for many stakeholders. Although these studies have been conducted in different regions, there is scant information on the relationship between parenting styles and academic performance among students in mixed-day public secondary schools. Different parents use different parenting styles when raising their children, which can have a positive or negative impact on the child. The authoritative parenting style is more democratic [Maccoby and Martin 1983]. In the authoritarian parenting style, children are expected to follow strict rules established by the parents. However, under a permissive parenting style, parents make few demands of their children and rarely discipline them. In the neglectful parenting style, parents make few demands, show low responsiveness, and communicate little.

According to Advance Africa's website, which reviews year-by-year K.C.S.E. results for the top 100 schools in Kenya, public day mixed secondary schools do not make the top 100. The secondary schools that make it into the top 100 are either private, boarding, or single-gender. As much as the school environment may influence these students' academic performance, the home environment may also play a role, especially for those in public day schools. This has raised concerns about home environments that interfere with students' academic performance and highlighted that parenting style is one aspect of the home environment. Therefore, this study aimed to determine whether there is a relationship between parenting styles and academic performance in mixed-day public secondary schools in Karuri Ward, focusing on each parenting style and its relationship to academic performance.

1.2 Objectives of the Study

1.2.1 General Objectives of the Study

The study's general objective was to establish the relationship between parenting styles and academic performance among students in a mixed-day secondary school in Karuri ward, Kiambu County, Kenya.

1.2.2 Specific Objectives of the Study

- i. To assess students' academic performance in a mixed-day secondary school in Karuri ward, Kiambu County.
- ii. To establish the parenting styles among students in a mixed-day secondary school in Karuri ward, Kiambu County.
- iii. To determine the relationship between parenting styles and academic performance in a mixed-day secondary school in Karuri ward, Kiambu County.

2. Literature Review

2.1 Theoretical Review

2.1.1 The Pillar Theory

The pillar theory was proposed by Diana Baumrind (1967) and is regarded as a frontrunner in research on parenting styles. According to her, there are two major characteristics of parenting: demanding and responsiveness. Demandingness refers to the extent to which parents exercise control, make maturity demands, and provide supervision in their parenting. Responsiveness refers to the extent to which parents show affective warmth, acceptance, and involvement. Based on these two characteristics, she identifies three parenting styles. These are the authoritative, authoritarian, and permissive parenting styles. Consequently, Maccoby and Martin (1983) combined the dimensions of responsiveness and demandingness and identified a fourth parenting style, neglectful parenting.

According to Baumrind, authoritative parents provide guidance to their children based on open communication. Since these parenting styles are more demanding, parents usually value effective communication and strong relationships with their children. These parents encourage verbal give-and-take, express the reasoning behind rules, and use power, reason, and shaping to strengthen behaviors. Children raised by authoritative parents turn out to be decisive, high achievers, self-disciplined, respectful, polite, assertive, independent, self-confident, and creative. An authoritative style correlates positively with children's developmental outcomes and is most effective for school achievement. This is because the warm, affectionate

relationship between children and parents fosters cognitive growth (Maccoby & Martin, 1983; Abesha, 2012).

The authoritarian parents attempt to evaluate, shape, and control the attitudes as well as behavior of their children in line with a set standard of conduct. In light of this absolute standard, children are expected to follow the stringent rules set by their parents. If the children fail to comply with such rules, they are punished (Baumrind, 1966). In this parenting style, parents emphasize conformity and obedience and thus expect that they be obeyed without explanation in a less warm environment. This parenting style shows low levels of engagement and trust toward their children. They often discourage open communication and strictly control a child's behavior. Children from Authoritarian homes tend to be rebellious, disobedient, indecisive, and lack spontaneity, as they always want to be told what to do. The authoritarian style is not conducive to the effective development of a child's cognitive skills and, consequently, their academic performance. The excessive pressure on children interferes with their studies, leading to academic challenges (Rogers et al., 2009).

According to Baumrind (1966), permissive parents attempt to behave in an acceptant, affirmative, and non-punitive manner toward their children's impulses, actions, and desires. These parents tend to be highly responsive. Nevertheless, this parenting style leads to delinquent behavior among most juveniles. Permissive parents demand less of their children, so they are less likely to discipline them, as they have moderately low expectations for maturity and self-will. Permissive children become non-compliant, highly dependent, domineering, disrespectful, and disobedient bullies in life. They tend to grow up thinking that they should always get what they desire, hence they suffer from anxiety when they are not around parents, and high doubtfulness in everything they do. According to Dornbusch (1987), permissive parenting is negatively associated with higher academic achievement due to parents' lack of control and discipline over their children.

In a neglectful parenting style, parents make few demands, communicate little, and are low in responsiveness. In extreme cases, these parents may even reject or neglect their children's needs (Baumrind, 1991). This parenting style tends to be low-demanding, as it asks and expects very little of its children. For instance, they rarely assign their children chores. They show low responsiveness to their children. They tend to be relatively uninvolved in their children's lives, and they grant their children a very high degree of freedom to do as they wish. Children raised by neglectful parenting lack social interaction skills; they also tend to seek emotional guidance and reassurance from others, especially in their close relationships. These children are also known to be disrespectful, insensitive, and delinquent. Neglectful parenting style ranks lowest across all life domains. Children of such parents tend to lack direction in everyday life, so they are likely to engage in socially unacceptable behavior within and outside of school. Moreover, because their parents do not provide them with the warmth, nurture, and guidance they need in life, they engage in delinquent behavior and are most likely to perform poorly academically.

This theory relates to this study because it explains how different parenting styles influence children's development, both socially and emotionally, and, in turn, their academic performance. The theory also clarifies how each parenting style is related to academic performance. Although each parenting style has some positive influence on a child, the authoritative parenting style has a greater positive influence on academic performance than the

authoritarian, democratic, and permissive parenting styles. The theory also gives a clear understanding of the outcome of children's behavior and mannerisms.

While there is extensive research supporting Baumrind's work, some have questioned her emphasis on firm rules and control. Baumrind argues that the proper use of disapproval, balanced with love and affection, is best for children. However, some in the field of parenting believe that disapproval is a form of love withdrawal and can negatively affect a child's development.

2.1.2 Ecological System Theory

The ecological theory is by Uri Bronfenbrenner (1977). According to this theory, environmental context greatly affects children's developmental outcomes. In explaining human development, Bronfenbrenner classified the environment into interrelated yet distinct categories. These are the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

The microsystem refers to the settings in which a child lives, including family, peers, and learning institutions. In this context, a child has the most direct interactions with social agents such as parents, peers, and teachers. This layer is closest to the child and consists of the structures the child has direct contact with. In the microsystem, the intrinsic value of education, the ability to self-regulate, and academic engagement are influenced by how family members, caregivers, and other people respond to students at home, at school, and in the neighborhood. In this system, parents' attitudes toward education, the student's academic orientation, the school atmosphere, and the neighborhood structure also influence a child's academic performance.

The mesosystem involves relations between the first system and all other systems, and this relation has an effect on a person. At this level, emphasis is placed on the interaction between the various structures, such as family, school, church, and peer group, among others, within the child's environment and how this interaction affects the child. Interactions at this level are meant to provide the adult relationships required for positive development. Focus is placed on the connections between the child's teacher and his parents, his church and neighborhood, and his peer group and family. Within this system, a child finds himself influenced by multiple structures and interacting with two adult figures from each structure. When it comes to education in general, efforts are made to involve various stakeholders in the educational sector to play their respective roles and ensure the success of children's education. When parents lack interest in educating their children, it affects the child's regular school attendance and academic performance.

Exosystem refers to the connections among social settings in which a child does not have an active role but is still affected by them. This layer defines the larger social system in which the child does not function directly. It is an extension of the mesosystem, including other specific social structures that do not contribute to the developing individual. The child may not be directly involved at this level, but they feel the positive or negative impact of the interaction with their own system. It is within the exosystem that values, norms, and appropriate ways of behaving, as defined by customs and traditions, are established. Parents and significant others in the child's life adopt these values and then inculcate them in the child. In the exosystem, anything that affects the parent affects the student directly or indirectly.

The Ecological theory is related to this study because it complements Diana Baumrind's parenting style theory. This is because it highlights two essential environments in which a child can thrive: the home and the school. When either of these environments is not conducive to the child, it affects their academic performance. Although this theory has five systems, only the Microsystem, Mesosystem, and exosystem are relevant to this study. These three systems, directly and indirectly, influence students' environment and, hence, their academic performance. In consideration, I can reckon that, in the microsystem, students' academic performance is influenced by how family members and caregivers relate to them. Hence, in the mesosystem, the interaction between parents and teachers can foster a child's positive view of school, leading to good academic performance. Finally, in the exosystem, the child's academic performance is influenced indirectly. This is because any changes that directly affect the parents, whether positive or negative, will eventually influence the child's academic performance.

The criticism of this theory is that Bronfenbrenner focuses on the individual's drive and ability to influence within their specific environment, rather than on the individual's sphere of influence. This means there is a lack of motivation to change due to the belief that the environment cannot be altered and that lifestyle changes can be extremely difficult.

2.1.3 Social Learning Theory

This theory is by Albert Bandura (1977). According to social learning theory, people learn new behaviors and attitudes by observing and modeling others within their environment. Social learning is learning that occurs because of social interaction. By observing the behavior of others, people develop similar behaviors, and assimilate and imitate that behavior, especially if their observational experiences are positive ones. This theory has been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation (Moore & Jeffrey, 2008). However, Bandura believes that direct reinforcement cannot account for all types of learning. For that reason, he added a social element to his theory, arguing that people can learn new information and behaviors by observing others.

According to the elements of this theory, there are three general principles for learning from each other. This is by observation, imitation and modelling. Modelling is one element of learning behavior. Bandura (1986) stated that this learning occurs when a person observes a positive, desired outcome. Behaviors are directed not only by reinforcement and reward but also by observing others. He states that children learn and imitate behaviors they have observed in others.

This theory also complements the pillar theory because, while parents may set rules and guidelines verbally, students learn primarily through observation. The behavior is learned from the environment through observation, and the family is the primary socializing agent. Some families may prefer education through reinforcement, which motivates students and leads to high academic achievement. However, the family may fail to demonstrate concern in their children's education, which contributes to poor academic achievement.

The criticism of the Social Learning Theory is that it is premised on the idea that association with others, such as family and friends, contributes to the learning and subsequent acceptance of deviant conduct. It has instead been suggested that young people may develop these deviant attitudes and values without prior exposure to them and then seek out peers with similar attitudes and behaviors. In conclusion, social learning theory relates to this study because it

strengthens the pillar theory by emphasizing that what parents do influences a child's behavior and attitude. If a parent's behavior or attitude toward education is positive, it positively influences the child and, in turn, academic performance.

2.2 Empirical Literature Review

2.2.1 Academic Performance of Students in Mixed-Day Secondary Schools.

Past studies have shown that the academic performance of students in mixed-day secondary schools is influenced by various factors. For example, a 2015 study in Europe investigating the decline in students' academic performance in secondary schools found that low teacher morale, students' unpreparedness for examinations, and parents' lack of involvement contribute to this decline (Luke, 2015). Another study conducted in Pakistan in 2011 examined factors affecting students' academic performance in secondary schools, sampling 300 males and 300 females, and found that socioeconomic status and parents' education have a greater influence on students' achievement (Farooq et al., 2011). A study by Gadeyne, Ghesquière, and Onghena (2004) found that children from homes with poor parenting styles had poor academic outcomes.

In Tanzania, 120 students and 64 teachers were sampled from secondary schools for a study on the determinants of poor academic performance. The study revealed that low parental income, a shortage of laboratories, long walking distances to schools, inadequate teaching, and an insufficient number of teachers have a significant influence on poor academic performance (Nyandwi, 2014).

In Kenya, a 2019 study on factors influencing the performance of public mixed-day secondary schools found that parental socioeconomic factors, school facilities, and community participation significantly affect students' academic performance (Naomi, 2019). A similar study in Nakuru in 2013, in which 256 students were sampled from 12 public secondary schools, revealed that students' indiscipline, lack of motivation among teachers, and poor school management were the causes of poor academic performance (Macharia, 2013). In Machakos, a 2014 study on factors influencing students' performance in public secondary schools found that teacher inadequacy, inadequate library and laboratory facilities, and lack of teacher appraisal resulted in poor academic performance (Musyoka, 2014).

In Kiambu County, 246 students were sampled in 36 schools to study determinants of academic performance in public secondary schools in 2011. The study revealed that the laboratories were not well-equipped and that the schools did not have libraries or, if they did, had poorly equipped ones. The syllabus was never covered before the end of the year, resulting in poor academic performance (Mwangi & Nyagah, 2011).

2.2.2 Parenting Style of Students in Mixed-Day Secondary Schools

Parenting is the process of raising and educating a child from conception or birth until adulthood (Self Growth, 2012). Parenting style is a constellation of parents' attitudes and behaviors toward children, as well as the emotional climate in which those behaviors are expressed (Darling & Steinberg, 1993). Parenting styles have been widely discussed and applied by researchers to understand and predict child development and achievement (Masayo Uji et al., 2004). Scholars agree that parents' involvement and guidance are important in child development (Avidan, 2007).

Parenting style affects various areas of a child's life. For example, in Nigeria, a study by Kingsley on the impact of parenting styles on child development found that permissive parenting is negatively associated with self-efficacy (Kingsley, 2016). Another study conducted in Ethiopia in 2011 on the effect of parenting styles on self-esteem found that children from authoritative families have higher levels of self-esteem than those from non-authoritative families (Lee Yen Chiew, 2011).

In all these studies, it is clear that parents employ different parenting styles due to various factors that directly or indirectly influence them. These factors influence parents' behavior toward their children and, hence, their parenting style. Each parenting style influences different areas of a person's well-being. These areas include psychological, emotional, and social well-being. As much as parents employ different parenting styles consciously or unconsciously, these studies have not focused on the intellectual impact on the children's academic performance. This study will establish whether parents' parenting style is related to students' academic performance.

2.2.3 Relationship between Parenting Styles and Academic Performance

A study done in Ghana in 2013 among high school students showed a significant relationship between parenting styles and students' academic performance. This study found that the authoritative parenting style is associated with higher academic performance among students (Ofusu-Asiamah, 2013). This study recommended policies to raise parents' awareness of how their parenting style affects their children's academic performance. A study conducted in Nigeria by Yusuf, Agbanna, and Yusuf (2009) on the influence of parenting style on secondary school students' performance revealed that students from authoritative parenting backgrounds performed better than those from other parenting styles. This study recommended that schools create structures that involve parents in both training and intervention.

In Uganda, a study was done to examine learners' perceptions concerning parenting styles and their influence on academic performance among secondary school students. The finding revealed statistically significant positive correlations between authoritarian parenting styles and academic performance (Biiarah & Anika, 2018). It implies that children would prefer parents who are in control, rather than those who let them do what they want. Many parents and caregivers are now raising concerns that children grow psycho-socially under the guidance and protection of adults (Bibi et al., 2013). For that reason, children in their early years gain more experience and knowledge through parenting. In Kenya, Kiama et al. (2018) investigated the influence of authoritarian parenting style on academic performance among girls in secondary schools. The study revealed that the authoritative parenting style is negatively associated with girls' academic performance. In the Asian cultural context, the authoritarian style resulted in high academic achievement.

3. Methodology

The study adopted a correlational research design. The study was carried out in public mixed-day secondary schools in Kiambu County. The researcher sampled one ward, Karuri Ward. The target population of this study comprised the students and teachers in 3 mixed-day public secondary schools in Karuri ward, Kiambu County, 553 boys and 474 girls, totaling 1,027 students and 12 teachers. The researcher used simple random sampling. Kathuri and Pals (1993) formula was used to select a total of 280 students. The study used both questionnaires and an interview guide. The questionnaires collected data from the students, while the interview

guide was used to gather information from the teachers. The pilot study was conducted at Mwongoia Mixed Secondary Day School in Muchatha Ward, involving 28 students. The researcher used thematic analysis to summarize qualitative data. The researcher used descriptive statistics to summarize the data, and analyzed the relationship between parenting styles and academic performance using the Pearson product-moment correlation coefficient and an independent-samples t-test.

4. Results and Discussion

4.1 The Relationship between Academic Performance and Parenting Styles

The Pearson correlation coefficient findings are presented in Table 1.

Table 1: Relationship between Parenting Styles and Academic Performance

		Parenting Styles	Academic Performance
Parenting Styles	Pearson Correlation	1	.621**
	Sig. (2-tailed)		.000
	N	262	262
Academic Performance	Pearson Correlation	.621**	1
	Sig. (2-tailed)	.000	
	N	262	262

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 presents the correlation between parenting styles and academic performance. Pearson's correlation between parenting styles and academic performance was ($r = .621^{**}$; $p = .000$) at the 0.01 level of significance. The test indicated a strong positive correlation between parenting styles and academic performance. The study's statistics show a strong positive correlation between parenting styles and academic performance. Therefore, the study results indicated a strong positive correlation between parenting styles and academic performance among students in the selected mixed-day secondary schools in Karuri Ward, Kiambu County, and these findings may also be observed in other communities worldwide. This result is supported by Turner et al. (2009), who examined the relationship between parenting styles and academic performance and found that students raised by authoritative parents had higher overall GPAs. It was also supported by Dornbush (1991), who found that adolescents with authoritative parents have higher academic achievement and get better grades.

In the interview guide for the teachers, respondents were asked for their views on the relationship between parenting styles and academic performance.

One respondent indicated that;

I have recognized that parental support is beneficial because students whose parents are involved in their studies perform better. Increased parental involvement in school events, communication with teachers, and Homework support significantly enhance our students' academic performance. I usually encourage all parents to take a more active role in their children's education to foster a stronger partnership for success.

On the same, another respondent mentioned that:

In my school, I can say that there is no parenting support. Most parents are farmers or run small businesses, so as long as they have paid school fees for their children, they don't have any other dealings with the school.

Another reported that;

There is minimal parenting support. Some parents don't show up for the parental meeting; they always make excuses, saying they are busy looking for school fees. Others find school meetings a waste of time because of the rare domestic animals that need their attention. According to these parents, as long as they have paid school fees, their work is done.

4.2 Summary of the Findings

4.2.1 Students' Academic Performance

The first objective of the study was to assess students' academic performance in mixed-day secondary schools in Karuri Ward. The study revealed that 45.4% (n=119) of the respondents were below average, 18.3% (n=48) were average, and 20.2% (n=53) were above average. The study's statistics indicated that most participants performed below average. The study finds that nearly half of students (45.4%) performed poorly academically, and, when combined with the average group (18.3%), these results indicate that students in secondary schools in Karuri Ward may be experiencing academic struggles. These results could be attributed to factors like a lack of parental support.

4.2.2 Parenting Styles among Students

The second objective of the study sought to establish the parenting styles among students in mixed-day secondary schools in Karuri Ward. The findings showed four distinct parenting styles: authoritative, authoritarian, permissive, and neglectful. The authoritative parenting style was adopted by 19.8% of students' parents; the authoritarian parenting style by 29.8%; the permissive parenting style by 23.3%; and the neglectful parenting style by 27.1%. According to these findings, students in this study are exposed to an authoritarian parenting style, followed by a neglectful parenting style, and then a permissive parenting style. The authoritative parenting style appears to be the least adopted by parents of students, while the authoritarian and neglectful styles seem to be adopted by most parents in mixed-day secondary schools in Karuri Ward, Kiambu County.

4.2.3 Relationship between Parenting Styles and Academic Performance

The third objective of the study sought to determine the relationship between parenting styles and academic performance in mixed-day secondary schools in Karuri Ward. The Pearson correlation coefficient analysis was conducted in this regard. The findings indicated a strong positive correlation ($r = .621^{**}$; $p = .000$) at the 0.01 level of significance. The study found that 20.2% of students who were above average had parents who adopted an authoritative style, accounting for 19.8% of parents. The 45.4% and 18.3% of students who were average and below average, respectively, were attributable to 29.8%, 23.3%, and 27.1% of parents who adopted authoritarian, permissive, and neglectful styles, respectively. Therefore, the study findings imply that parents' parenting styles directly impact academic performance among students in mixed-day secondary schools in Karuri Ward, Kiambu County.

5. Conclusion

The study shows that the majority of the respondents agreed that their academic performance was below average. Similarly, a smaller percentage of respondents reported average academic performance, while some reported above-average performance. The study also found four distinctive parenting styles, namely, authoritative, authoritarian, permissive, and neglectful styles that different parents exercised in regard to the respondents' well-being. Further, the study established a correlation between parenting styles and academic performance among students in mixed-day secondary schools in Karuri Ward, Kiambu County.

6. Recommendations

1. The study recommends training workshops for teachers on handling students from different parenting style backgrounds in a bid to support good academic performance. This can be implemented by the Ministry of Education, through the Teachers Service Commissioner (TSC).
2. The study further recommends strengthening structures such as Parents and Teachers Association (P.T.A) and enlightenment programs on good parenting should be organized in order to expose parents to different parenting styles and how they influence academic performance. In addition, parents should be taught how to support students through a healthy dialogue concerning their academic performance.
3. The study recommends that teachers in the guidance and counseling department enhance their relationships with the students so as to gain a better understanding of their parenting backgrounds and organize counseling sessions with parents while addressing specific student issues.
4. The study recommends that parents be included in counselling sessions regarding students' academic performance so they can understand how to support their children.
5. The study finally recommends the use of systems and structures in schools where parents are more involved in the academic journey of their children, for example, in the collection of their children's report forms at the end of every term.

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