



(RESEARCH ARTICLE)



Parenting behaviour and student discipline in public boarding secondary schools in Western region of Kenya

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Abstract

Discipline in schools is an issue that especially concerns educators, parents, and other stakeholders. In an environment that lacks order and discipline, it is impossible for students to learn effectively. Thus, order and discipline are indispensable for achieving positive educational results. The family assumes a pivotal role in shaping the early years of an individual. The purpose of this research was to investigate the influence of parenting behaviour on student discipline in public boarding secondary schools in Western region of Kenya. Family composition and structural-functionalism theories served as guiding principles for the research. The investigation was conducted using an ex post facto design. The study's target population consisted of 5583 class teachers and 369 deputy principals (administrators-in-charge) from 369 public boarding secondary institutions. The sample included 123 deputy Principals and 558 class teachers from the 123 randomly selected schools. Simple random sampling was used to select 558 class teachers while purposive sampling was used to select 123 deputy Principals. For the purpose of data collection from the participants, a questionnaire and an interview schedule were employed. The assessment of the instruments' reliability was conducted using the test-retest method, results of the pilot study reveal that all scales were trustworthy because their reliability values were more than the required threshold of 0.7. Data was analyzed using frequency, percentages, weighted averages, correlations and multi-regression analysis. The study concluded that parenting behavior influence the discipline of students in public secondary schools. Therefore, it was recommended that school management boards should organize for the sensitization meetings on effective parenting behaviour, this will enable curb indiscipline among students.

Keywords: Behaviour; Boarding; Discipline; Parenting; Student

1. Introduction

The overall practice of raising children, known as parenting, has an impact on their social, mental, emotional, and physical development over the short- and long-terms. The family's parenting style has a direct effect on the behavior and behavioral symptoms of the children (Ashtaputre & Perkar 2023). Parenting practices refer to the actions and attitudes that parents adopt in relation to their children's socialization or the roles they assume in their children's lives, such as managing an interactive partner (Darling & Steinberg 2017). Darling and Steinberg (2017) provide clarification on the distinction between parenting style and parenting practice through various means. To commence, the practice of parenting is defined or guided by targeted objectives. An instance of parenting behavior that aligns with a parent's objective of enhancing academic achievement is the act of overseeing their child's assignments. In contrast, parenting style refers to an all-encompassing constellation of attitudes or conduct directed at the child, encompassing both situational and disciplinary elements. Furthermore, although parenting practice may partially reflect parenting style, it is an entirely distinct concept and not merely an extension of it. The term "parenting style" can be used to refer to various behavioral approaches. As an illustration, an authoritative guardian may mandate that child complete their academic assignments prior to participating in extracurricular activities. Conversely, an authoritative guardian may

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insist that children engage in outdoor play prior to completing their coursework. Pupils' development is ultimately impacted directly by parenting practice, as opposed to indirectly by parenting style. A child's approval of the parenting or socialization process may be influenced by the parenting style, which may also moderate or alter the effect of a specific parenting practice. In contrast, parenting style has a more global impact; thus, the parenting climate or environment should be regarded as the indirect and complex consequence of parenting style.

Parental style is an essential and indispensable component of positive child development (Dadds & Tully, 2019). It pertains to the approaches employed by parents to rectify their children's negative conduct and instill obedience (Quail & Ward, 2020). Unanimous evidence suggests that disruptive behaviors are more prevalent in schools among children whose parents administer physical discipline, such as hitting or slapping (Braungart-Rieker et al., 2020). For children to avoid resorting to disruptive behavior at home or in the classroom, early parental behaviors are crucial for fostering feelings of security, teaching them safe exploration, and regulating their emotions (Tran et al., 2020).

In a similar regard, Samuel and Changwony (2019) investigated the impact of parental styles on students' discipline in Nairobi County's secondary institutions. The sample for this study comprised participants selected as respondents and head teachers, student counselors, and students from sixty public secondary schools in Nairobi County. The data collection process involved these individuals. A minimum of one to three instances of student misconduct were documented in the study during the preceding academic year. Parenting style will have a substantial impact on child discipline and behavior, according to the findings of the study. While authoritative parenting encourages positive child behavior, authoritarian parenting encourages undesirable conduct. Some parents did not spend sufficient time with their children, resulting in an increase in instances of disobedience, despite having the financial means to support their children's education and provide for their needs, according to the study.

Parenting styles encompass both intentional, goal-directed actions that accomplish parenting duties and unintentional emotional reactions, tone of voice shifts, and gestures (Darling & Steinberg, 2017). Parenting attributes are ascertained by means of parental demandingness and responsiveness toward their children, according to Benson and Wakachala, Barasa, and Likoko (2021). Authoritarian, authoritative, permissive, and neglectful are the four categories of parental characteristics identified by Baumrind in his Theory of parental (1991). Supportive and receptive, authoritative parents enforce appropriate boundaries, hold their children to elevated standards of development, and encourage independence. In addition to diminished verbal and emotional expression, authoritarian parenting is characterized by unresponsiveness, excessive demands, severe punishments, and authoritative directives. Children are not expected to exhibit mature behavior, and permissive parents refrain from imposing norms on them. They exhibit qualities such as tolerance, responsiveness, lack of control, and non-punitiveness. Neglectful or disengaged parenting was subsequently identified in research by McCoby (Hoff & Laursen, 2019). Neglectful parents would disregard their children and concentrate on other pursuits. Additionally, according to Benson and Haith (2010), the majority of parents exhibit more than one characteristic and do not clearly fit into a single category.

With the aim of determining the impact of parental styles on student behavior in secondary institutions located in Nairobi County, Munyasia and Oketch (2018) conducted their research. The sample for this study comprised participants selected as respondents and head-teachers, student counselors, and students from sixty public secondary institutions in Nairobi County. The data was collected from this subset of students. A minimum of one to three instances of student misconduct were documented in the study during the preceding academic year. Parenting style will have a substantial impact on child discipline and behavior, according to the findings of the study. While authoritative parenting encourages positive child behavior, authoritarian parenting encourages undesirable conduct. Some parents did not spend sufficient time with their children, resulting in an increase in instances of disobedience, despite having the financial means to support their children's education and provide for their needs, according to the study. At both school and at home, the study suggests that parents be actively engaged in encouraging positive conduct in their children.

Rahimi and Rezai (2019) conducted a comparative analysis of the impact of alternative parenting styles—authoritarian, permissive, and authoritative—on the self-concept, psychological health, and quality of life of children. 180 Iranian parents of secondary school students were initially administered a parenting style questionnaire for this purpose. Parents were then categorized as authoritarian, permissive, or authoritative according to the responses to this questionnaire. 30 children were subsequently selected from authoritative parents, 29 from permissive parents, and 32 from authoritarian parents. Subjects' assent was obtained prior to the administration of the general health questionnaire, self-concept questionnaire, and quality of life questionnaire. The data were analyzed utilizing correlations, one-way ANOVA, and multiple comparisons of means. Parenting style had a significant effect on psychological health, according to the findings. This indicates that the psychological well-being of children was superior when they were raised under an authoritative parenting style as opposed to those who were raised under authoritarian or permissive guidelines. Furthermore, self-perception was materially influenced by parenting style. This indicates that

children who were disciplined under authoritative parenting had a more positive self-perception than those who were instructed under authoritarian or permissive parenting. Life quality was ultimately significantly influenced by parental style. Thus, the quality of life for children was higher when they were brought under an authoritative parenting style as opposed to authoritarian or permissive parenting styles.

Parenting approaches and their effects on the behavior of adolescents were examined by Ojukwo and Adjo (2017). As a research direction, a null hypothesis was developed. Concomitantly, a literature review was conducted. The study utilized a sample size of 627 respondents. Simple and stratified random sampling methods were utilized in the selection process. In order to capture data, a questionnaire was utilized extensively. An ANOVA with a one-way design was implemented. A significance level of 0.05 was applied to the hypothesis test. Parenting styles have a substantial impact on the conduct of adolescents, according to the findings of the analysis. Based on the findings, the following recommendations were put forth: parents and adolescents ought to maintain amicable relationships and interactions in order to prevent family strife, concern, anxiety, melancholy, and aggression in the developing individual.

1.1. Permissive Parenting Style and Student Discipline in Schools

A permissive, neglectful, or uninvolved parenting style is characterized by a lack of demand and concern for one's child. The parenting style is characterized by parents providing minimal affection, oversight, guidance, and moral support for their children, as well as protection and supervision (Shahimi, 2018). Parents have a limited understanding of their offspring. This is due to the fact that the parents spend little time with their offspring. On the contrary, some parents who exhibit neglectful behavior towards their infant do so inadvertently, according to Morin (2019). This could occur because the parents are preoccupied with their careers. Children reared in accordance with this parenting style frequently experience difficulties and crises with their guardians. Due to the limited amount of time the child is able to spend with their parents, a lack of mutual understanding will develop between the two parties, resulting in the absence of a close relationship. If parents attempt to demonstrate their affection for their child, the child may develop a sense of skepticism regarding the value of that love. A child reared according to this particular parenting style is invariably afflicted with subpar academic achievement and frequently exhibits disruptive behavior (Morin, 2019).

Parenting styles that are permissive are less strict and more relaxed. Permissive parenting styles, according to Baumrind (1971) and Santrock (2007), do not involve the child in every aspect while maintaining control over certain aspects. In this parenting approach, children are typically granted complete autonomy and are permitted to engage in any activity without any form of supervision. Although parents in this parenting style establish norms, they are amenable to their child's misbehavior and will simply adhere to the child's desires. The parents espouse the view that an adult ought not to exert dominion over a child, and that they ought to grant the child considerable autonomy (Decey and Kenny, 1997). On the contrary, an academically underachieving child and disciplinary issues may result from a permissive parenting style (Wulandari, 2018). Baumrind (1975) posits that adolescent brought up in this particular parental style are generally immature in a range of psychosocial domains. Additionally, it is worth noting that children may manifest personality disorders, including but not limited to aggression, defiance, and a desire for power and control (Nazarudin, 2020). This may result in a child frequently perceiving their parents as being preoccupied with their professional pursuits rather than their child's well-being. Additionally, a juvenile may engage in risky behaviors such as unrestricted sexual activity, substance abuse, and alcohol and drug use (Caspi et al., 1995).

Johnson and Kelly (2016) provide a definition of permissive parenting as an approach to parenting characterized by minimal demand and control and an abundance of acceptance. This parenting style is characterized by an emphasis on nurturing and minimal expectations of maturity from the children. Permissive parenting is additionally characterized by minimal levels of command and engagement with the children. The authors additionally contend that this parenting style contributes little to the development of responsible independence in children, since it merely grants them autonomy over decision-making and permits them to engage in experimentation, with the parent assuming more of a supportive role. These minors are granted autonomy and decision-making power despite lacking the necessary cognitive and affective development (Richfield, 2017). An additional investigation was undertaken by Moreno-Ruiz, Estévez, Jiménez, and Murgui (2018) to examine the correlation between a permissive parental style and both reactive and proactive peer violence at school. The study surveyed 2,399 Spanish adolescents ranging in age from 12 to 18 years. Indulgent or permissive parenting was associated with lower scores on proactive violence, according to the study. Social learning promotes the development of additional positive behavior characteristics acquired through affection and the capacity to independently resolve problems in indulgent or permissive families. Due to the high levels of emotional investment, constructive communication, parental support, and trust between guardians and children, children from such households have access to a variety of resources that can be utilized to overcome obstacles; therefore, violence and aggression are the last and least likely options for these children. However, it should be noted that the research was

carried out exclusively in Spain, which limits the applicability of the results to the local setting on account of cultural and social variations.

In their study, Gomez-Ortiz, Romera, and Ortega-Ruiz (2016) investigated the correlation between bullying incidences and parenting approaches, with a particular emphasis on the mediating effects of physical reprimand and parental role modeling. Using a descriptive research design, 2060 Spanish high school pupils from throughout Spain were selected at random. The information was collected via questionnaires and analyzed by means of structural equation modeling. The results of the study indicated that parenting style and indiscipline in secondary schools acted as mediators. Additionally, the findings demonstrated that offspring of parents who exemplified good behavior, assumed the role of companions, and conveyed affection and tenderness were more likely to adhere to school regulations and seek counsel from those in positions of authority. The researcher's results are consistent with those of Tsai and Cheney (2015), who discovered that emotionally and mentally developed children who revere their peers and demonstrate deference to those in authority are more likely to be raised by supportive parents who serve as role models. However, the research was carried out in Spain, a country characterized by distinct social, economic, and cultural elements that might restrict the applicability of the results to the local setting. Another study conducted by Fatima and Malik (2015) utilized structured interviews to gather data from a sample of 30 secondary school teachers who were selected at random. The objective of the qualitative descriptive study, which was carried out in Islamabad, Pakistan, was to determine the origins of aggressive conduct among secondary school pupils. A negative home and family environment, as well as inhospitable parents who use profanity, curse, and threaten their children, were identified as factors contributing to an increase in school indiscipline, according to an analysis of the data. When parents exhibit aggressive behavior, their children's freedom of choice is restricted, particularly for those whose authoritative parents provoke aggression in both boys and girls. This phenomenon can be attributed to a dearth of acceptance, which hinders the provision of a nurturing and compassionate environment and the freedom to choose for the child. According to the researchers, children frequently imitate the behaviors of their parents. To summarize, the results establish a correlation between students' indiscipline in the classroom and the parenting style and approach employed by parents when confronted with misbehaving children at school.

In accordance with the aforementioned findings, Malik, Khatoon, and Khurisgi (2014) assert that parents who employ affirming, warm, and affectionate language, maintain emotional intimacy with their children, and refrain from issuing threats foster healthy behaviors among emotionally and psychologically stable students. Although teachers constituted the researcher's target sample, the issue at hand encompasses a broader range of stakeholders whose perspectives could have offered a more comprehensive understanding of the correlation between parental style and indiscipline. Involving guidance and counseling experts, students, parents, head teachers and deputy head teachers, will be an extension of the research scope of this study. Checa and Abundis-Gutierrez (2018) discovered in their review of the literature that permissive parenting is characterized by a focus on the child while lacking strictness; parents who practice this style are tolerant and embrace their children's desires, impulses, and behaviors. It was discovered that children exhibited significant self-regulation and were subjected to few expectations regarding mature behavior when permissive parenting was employed. Furthermore, it was discovered that permissive parents avoid conflict and seek non-punitive means to achieve their goals. Insufficient emphasis is also placed on the supervision of their children's conduct. This parenting style was linked to children who have a strong sense of entitlement to themselves and are relatively indifferent to rules and regulations. Their lack of regard for authority and self-indulgence stem from the minimal expectations set forth by their parents. An investigation was undertaken in Nigeria by Echedom, Nwankwo, and Nwankwo to examine the impact of various parental approaches on the reading perspectives of Anambra State students. In public secondary institutions, the researchers employed a proportionate stratified sampling technique to select a sample of 4,987 senior secondary students. In order to facilitate the collection of data for the descriptive survey research method, questionnaires were implemented. The research revealed that a permissive parental style exerts a moderate yet positive impact on students' reading attitudes. It was discovered that the parents prioritized being companions with their children over guiding them, and the children were given the opportunity to express their preferences and the parents had little say in their decisions. This causes children to be self-reliant and to have little regard for those in positions of authority. The aforementioned study examined various parenting styles; however, it fails to address a pertinent aspect in the field by concentrating solely on the reading attitude of the students; the present investigation aims to ascertain the extent to which a permissive parenting style impacts the students' overall behavior.

Additionally, in their study, Chou and Lee (2017) investigated the impact of parenting approaches on junior secondary school students in Taiwan. It was found that a significant proportion of secondary school students, particularly male students, were exposed to neglectful or permissive parental styles. In their investigation, Martínez, Murgui, Garcia, and Garcia (2019) examined parental styles that may function as protective or risk factors for cyber bullying and victimization of bullying in Spain, while also considering the adolescents' propensity for aggression. The study examined whether parental style has a protective or risk effect on adolescent-related behaviors, including self-esteem, antisocial

behavior, and school adjustment. The study included adolescents ranging in age from 12 to 17 years. Indulgent or permissive parenting, which is distinguished by the application of reasoning and affectionate practices, was discovered to be a protective factor against victimization by traditional and cyber bullying. The research discovered that the effects of effusive parenting are comparable to those of authoritative parenting with regard to victimization by traditional bullying and cyber bullying. Muyalo (2017) also aimed to examine the impact of parent-related factors on students' KCSE performance in public secondary institutions located in the Igembe North sub-county. Employing a descriptive research design, the investigator selected participants via straightforward random sampling. The research results indicated that children who have parents who actively participate in their academic and personal lives—by spending their free time with them, encouraging them, and serving as positive role models and friends while also allowing them to make independent decisions—have higher academic achievement. However, these children exhibit less adherence to rules, as their parents allow them to determine their own pace and social circles. Additionally, the results indicated that parents who collaborate and demonstrate respect towards the instructors and school administration are more likely to model similar conduct for their children. The research, although it made a contribution to the understanding of how parental practices impact students, primarily examined the academic achievement of students. In contrast, the present study aimed to address this knowledge deficit by focusing on students' school discipline.

1.2. Authoritative Parenting Style and Student Discipline in Schools

With an authoritative parenting style, the guardians are resolute in their approach to the child's education while also exhibiting a degree of flexibility. Baumrind (1971) asserts that parents who adopt this parenting approach find it more convenient to engage the child in decision-making processes. This parenting style is characterized by an equilibrium between demand and responsiveness (Saifuddin Abdullah, 2007). Similar to authoritarian parents, authoritative parents also establish regulations for their children, accompanied by consequences for noncompliance. However, authoritative parents will provide the child with an explanation of the rationale behind the established rule and punishment. Pupils who are authoritative will permit their children to voice their viewpoints. Nonetheless, not every viewpoint and opinion are recognized. The purpose of this dialogue is to facilitate the child's comprehension of notions of good and evil. In addition, parental participation in a dialogue with their child can foster effective communication between the two individuals (Sudiantha, 2014). The impact of an authoritative parental style on a child is predominantly positive. Anticipating future obstacles, the child will be more self-assured, optimistic, courageous, and independent. A sense of trust can be bolstered and the child will develop positive social relationships with others (Baumrind, 1971; Santrock, 1995). According to Sriyanto et al. (2014), this parenting approach can facilitate the development of assertive behaviors in children, including but not limited to firmness, honesty, openness, and respect for the rights of others. An open-range Attachment and Parents An authoritative parenting style is exemplified by parents (English, 2016). However, this parenting approach will engender a lack of self-assurance in the child, impeding their ability to independently formulate decisions. As a consequence, the child will develop a sense of autonomy and perpetually anticipate parental assistance in all circumstances. Furthermore, the child may engage in academic dishonesty as an effort to evade repercussions (Morin, 2019). Tiger Parents and Helicopter Parents are often associated with parents who adopt authoritarian parenting style (English, 2016).

2. Material and methods

2.1. Sampling procedures and sample size

A sample is a subset of a target population that is selected to serve as a representative (Kindsiko, 2019). Proper sampling methods and the size of the sample are essential in guaranteeing that the study accurately reflects the target population. According to Beck (2013), the size of the sample is still crucial in order to achieve the required level of confidence in the results. A total of 123 public boarding secondary schools, which accounted for 30% of the population, were chosen as a sample (Mugenda & Mugenda, 2003). Purposive sampling was utilized to select a total of 123 deputy Principals (Maxwell, 2012). A sample of 1954 class teachers, which accounted for 25% of the target population (5583 class teachers), was drawn. Mugenda & Mugenda (2003) suggest that a sample size ranging from 10% to 50% is an appropriate representation of the target population. In order to reduce any potential bias and ensure equal opportunities for all class teachers, simple random sampling method was used to select 558 class teachers (Levitt et al., 2018). The allocation of participants is presented in Table 1.

Table 1 Sample Size of the Study

Participants	Target Population (N)	Sample Size (n)	Sample Proportion	Sampling Technique
Deputy Principals	369	123	33.3%	Purposive
Teachers	5583	558	10.0%	Simple Random

Source: Ministry of Education Office, 2024

2.2. Data Collection

The present study utilized a diverse range of research instruments to facilitate the acquisition of reliable data and provide the researcher with a wider array of possibilities. This approach aligns with the recommendations of Ntisa (2015) and allows for the selection of the instrument that best aligns with the characteristics and requirements of the study. Okoth (2012) argues that there is no universally superior way of data collecting. Astrauskaite et al. (2011) emphasize that poorly selected research instruments may fail to accurately represent the research. In this regard, the questionnaire and interview schedule were utilized in this study to collect data for complimentary objectives.

2.2.1. Questionnaire

A structured questionnaire served as the main tool for data collection in this project. When participants must remain anonymous in order to guarantee truthful and accurate responses, questionnaires are particularly helpful (Mutai, 2014). Babbie (2013) defines a questionnaire as a tool that consists of questions and other types of items specifically created to gather relevant information for the purpose of data analysis. Questionnaires are selected as an indispensable tool for gathering data because they enable the collection of standardized data from a large number of respondents in a relatively short time period. Additionally, they facilitate easier statistical analysis (Kratina, et al., 2015). A closed-ended questionnaire yields precise results, reducing information bias and facilitating straight forward data analysis (Kipkebut, 2010). Utilizing structured questionnaires facilitated the attainment of the study's objectives.

A standardized questionnaire was given to a representative sample of class teachers in public boarding secondary schools within the region. The questionnaires assessed class teachers' opinions using a 5-point Likert scale, which included the options of Agree, Strongly Agree, Not Sure, Disagree, and Strongly Disagree. The ratings were categorized as follows: 1 = strongly disagree, 2 = disagree, 3 = unsure/neutral, 4 = agree, 5 = strongly agree. Kothari & Garg (2014) states that the Likert scale is simple to create, allows for quantification of replies, and enables ranking of items, making it possible to identify trends. The tool is so convincing that respondents are highly inclined to react to all the assertions. The questionnaire was divided into many sections based on the study's objectives. The researcher administered the questionnaires to respondents and were collected after a two-week period, which allowed participants enough time to respond to questions.

2.2.2. Interview Schedule

An interview schedule was used to collect qualitative in-depth data from the field (Arendt, et al., 2012). A structured interview schedule was utilized to gather comprehensive qualitative data from the field. An interview schedule provided the researcher a greater opportunity to elucidate the goal of the study (Kothari, 2011). Interviews were conducted with the deputy Principals responsible for student discipline in the selected schools to gather detailed information on the independent variables.

3. Results and discussion

3.1. Parenting Behavior and Student Discipline

The objective of this study was to establish the influence of parenting behaviour on student discipline in public boarding secondary schools in Western region of Kenya. To address this, the study used the class teachers were required to give their views on parenting behavior and student discipline.

All respondents were asked their views on whether parenting behaviour affects students' discipline. The parental behavior was categorized to the following categories: strict, but supportive, free friendly with their children; very strict, controlling, less friendly, not free with their children; very lenient, over protective and pampering, set no rules to their children; not supportive, nor controlling, spares no time and associate less with children. The results are reported in Table 2.

Table 2 Parenting behaviour and Students Discipline

Students Discipline	Parenting Behaviour							
	A. Strict, but supportive, free friendly with their children		B. Very strict, less controlling, not free friendly, not free with their children		C. Very lenient, over protective and pampering, set no rules to their children		D. Not supportive nor controlling, spares no time and associate less with children	
	N	%	N	%	N	%	N	%
**Relate well with authority	201	51.5%	130	33.1%	25	6.4%	35	9.0%
Obey rules	136	34.9%	180	46.0%	20	5.0%	55	14.1%
Uncooperative and unruly	23	5.9%	38	9.7%	185	47.3%	145	37.1%
Influences peers negatively	11	2.9%	66	16.8%	149	38.0%	165	42.3%
Relate poorly with colleagues	46	11.8%	98	25.1%	143	36.6%	104	26.5%

** Positive statements changed to Negative statements for analysis

From the findings displayed in Table 2, approximately 50% of the class teachers reported that students who had strict yet supportive parents had the strongest connection with authority figures. Conversely, students with lenient, overprotective, and indulgent parents who set no rules had the weakest relationship with authority. Out of the total number of class teachers surveyed, 201 (51.5%) reported that students who had strict but supportive and friendly parents had a good relationship with authority. In contrast, only 25 (6.4%) class teachers reported that students with very lenient, overprotective, and pampering parents who set no rules had a good relationship with authority. Out of the 391 class teachers surveyed, 130 (33.1%) reported that students who had very strict, controlling, less friendly parents and were not free with their children tended to have a good relationship with authority. On the other hand, only 35 (9.0%) of class teachers indicated that students who were not supportive, not controlling, and did not spend much time with their children had a good relationship with authority.

180(46%) of the class teachers reported that students with parents who were strict, controlling, less friendly, and not open with their children had the highest level of compliance with school rules. In contrast, only 20(5%) of class teachers observed that students with parents who were lenient, overprotective, and indulgent, and set no rules for their children had the lowest level of compliance with rules. Out of the total number of class teachers surveyed, 136 (34.9%) reported that students whose parents were both strict and supportive, and had a friendly relationship with their children, were more likely to obey school rules. On the other hand, only 55 (14.1%) class teachers reported that students with parents who were neither supportive nor controlling, and did not spend much time with their children, were less likely to obey authority.

The survey also revealed that 185 (47.3%) of the class teachers reported that students whose parents exhibited leniency, over protectiveness, and excessive pampering, and did not establish limits for their children, were the most Uncooperative and unruly. Only 23(5.9%) of class teachers reported that students whose parents were both strict and supportive, while also being free and friendly with their children, exhibited the least amount of disobedient and rebellious behavior. Out of the total of 391 class teachers surveyed, 145 (37.1%) reported that pupils whose parents were neither supportive nor controlling, and who spent less time with their children, were disobedient and disruptive. Out of the total number of class teachers surveyed, only 38, which accounts for 9.7% of the sample, reported that students with parents who exhibited severe, controlling, less pleasant, and non-permissive behavior had a tendency to be uncooperative and rebellious.

Additionally, the class teachers noted that students whose parents lacked support and control tended to spend less time with their children and had a more negative influence on their peers. On the other hand, students whose parents were strict yet supportive had a more positive relationship with their children and had a lesser negative impact on their peers. Out of the 391 class teachers surveyed, 165(42.3%) reported that students' parents were neither supportive nor controlling, did not spend much time with their children, and had limited interaction with them. These parents had a

negative influence on their children's peers. On the other hand, only 11(2.9%) of the class teachers reported that students whose parents were strict but supportive had a positive influence on their peers, as these parents were more friendly and involved with their children. Out of 391 class teachers, 38.0% reported that students with parents who were very lenient, overprotective, and pampering, and set no rules for their children had a negative influence on their peers. Additionally, 66 (16.8%) of class teachers reported that students with parents who were very strict, controlling, less friendly, and not free with their children also had a negative influence on their peers.

Regarding their relationships with colleagues, one-third of the class teachers reported that students whose parents were excessively permissive, overprotective, and indulgent had the weakest connections with their peers. On the other hand, students with strict yet supportive parents were the least likely to have poor relationships with their colleagues. Out of the 391 class teachers surveyed, 143(36.6%) reported that students with lenient, overprotective, and pampering parents had poor relationships with their colleagues. Additionally, 46(11.8%) of the class teachers reported that students with strict but supportive parents who were overly friendly with their children also had poor relationships with their colleagues. Out of the 391 class teachers surveyed, 98(25.1%) reported that students with parents who were very strict, controlling, less friendly, and not free with their children had poor relationships with their colleagues. Additionally, out of the 391 class teachers surveyed, 104(26.5%) reported that students with parents who were not supportive, not controlling, and did not spend time with their children also had poor relationships with their colleagues.

3.1.1. Descriptive summary of parenting behaviour on student discipline

The study documented the class teachers perceptions over parenting behaviour on student discipline. The results are displayed in Table 3.

Table 3 Descriptive summary of parenting behaviour on student discipline

Parental behaviour	A. Strict, but supportive, free friendly with their children	B. Very strict, controlling, less friendly, not free with their children	C. Very lenient, over protective and pampering, set no rules to their children	D. Not supportive nor controlling, spares no time and associate less with children	Totals
Student's discipline	79	105	98	109	391
Percentage	20.3%	26.8%	25.0%	27.6%	100.0%

Table 3 shows that 109 (27.6 %) class teachers felt that students whose parents were not supportive nor controlling, spares no time and associate less with children were likely to have discipline problems. Another 105 (26.8 %) class teachers felt that students whose parents were very strict, controlling, less friendly, and not free with their children were likely to have discipline problems. 98 (25.0 %) class teachers felt that students whose parents were very lenient, over protective and pampering, set no rules to their children were likely to have discipline problems and 79 (20.3 %) class teachers felt that students whose parents are strict, but supportive, free friendly with their children were likely to have discipline problems.

From Table 3, it is evident that students whose parents were not supportive nor controlling, spares no time and associate less with children have the most discipline problems in schools while students whose parents were whose parents were strict, but supportive, free friendship with their children have the least discipline problems in schools.

3.1.2. Correlation between the Parenting behaviour and students' discipline

The study further sought to investigate the relationship between parenting behaviour and student discipline in public boarding secondary schools in Western region. To do this, a Pearson Product Moment Correlation Coefficient was computed. A correlation is a number between -1 and +1 that measures the degree of relationship between two variables. The correlation coefficient value (r) that ranges from 0.10 to 0.29 would be considered weak, from 0.30 to 0.49 would be considered medium and from 0.50 to 1.0 would be considered strong. Therefore, a positive value for the correlation would imply a positive relationship and a negative value for the correlation would imply an inverse or negative association. The study findings are presented in Table 4.

Table 4 Pearson correlation of Parenting behavior and students' discipline

Parenting behaviour and discipline (Pearson Correlation)		0	A	B	C	D	
0	Students' discipline	Sig.	1				
A.	Strict, but supportive, free friendly with their children	Sig.	0.865** 0.000	1			
B.	Very strict, controlling, less friendly, not free with their children	Sig.	0.012 0.562	-0.124 0.945	1		
C.	Very lenient, over protective and pampering, set no rules to their children	Sig.	0.685** 0.006	0.458** 0.043	0.026 0.352	1	
D.	Not supportive nor controlling, spares no time and associate less with children	Sig.	0.568** 0.012	0.395 0.125	0.857** 0.000	0.108 20.654	1

** Correlation is significant at the 0.05 level (2-tailed)Source: Author 2024

Table 4 findings indicate that there was a statistically significant ($p < .05$) positive correlation between parenting behaviour and students' discipline in public secondary schools in Western region. Three out of the four aspects of parenting behaviour correlated with students' discipline in public secondary schools in Western region of Kenya. Indeed, parenting behaviour correlated with students' discipline. The correlations were between 0.568 to 0.865. Therefore, students' discipline was likely affected by parenting behaviour practices.

The Pearson correlation index obtained on the first variable "strict, but supportive, free, friendly with their children" was $r = 0.865$, it is a strong positive correlation with $\rho < 0.0001$ which is less than $\alpha = 0.05$. The third variable "very lenient, over protective and pampering, set no rules to their children". ($r = 0.685$, $\rho = 0.006$) at $\alpha = 0.05$) strongly positively correlates with student discipline. The fourth variable "Not supportive nor controlling, spares no time and associates less with children." moderately correlated with student discipline. ($r = 0.568$, $\rho = 0.012$) at $\alpha = 0.05$).

The second variable "very strict, controlling, less friendly, not free with their children" ($r = 0.012$, $\rho = 0.562$) at $\alpha = 0.05$) did not correlate with levels of student discipline.

3.1.3. General Correlation between the Parenting behaviour and students' discipline

To investigate whether there was any statistical relationship between the parenting behaviour and students' discipline, a Pearson Product Moment Correlation Coefficient was computed. Table 5 shows the general correlation analysis results.

Table 5 General Correlation between the Parenting Behaviour and Students' Discipline

	Pearson Correlation	students' discipline	Parenting behaviour
Student's discipline	Correlation	1	0.589**
	Sig. (2-tailed)		0.000
	n	391	391
Parenting behaviour	Correlation	0.589**	1
	Sig. (2-tailed)	0.000	
	n	391	391

** Correlation is significant at the 0.05 level (2-tailed)

The findings displayed in Table 5 shows that there was statistically significant positive correlation ($r = .589$, $n = 391$, $p < 0.0001$) between the parenting behaviour and students' discipline in public secondary schools in Western region.

3.1.4. Regression Analysis of Parenting behaviour and the influence on students' discipline.

In order to estimate the level of influence of parenting behaviour on students' discipline,

a coefficient of determination was computed using a regression analysis whose results were as shown in Table 6.

The model was of the form: $Y = \beta_0 + \beta_1 X_1 + \varepsilon$.

Where

- Y = Students discipline
- X₁ = Parenting behavior
- β = Coefficient of variation
- ε₁ = the error term

Table 6 Model Summary (n=391)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.598a	0.468	0.423	0.6954

a. Predictors: (Constant), Parenting behaviour

The results for the model summary are as presented in Table 6 where R² (coefficient of multiple determinants) is shown. As the model depicts, the adjusted R² is 0.423, an indication that there is a relationship between parenting behaviour and students' discipline. This means that a proportion of 42.3 % of students' discipline can be explained by the parenting behaviour practices for the sample of 391 class teachers from public boarding secondary schools of Western Kenya.

The model significance was presented using the ANOVA test. The findings were summarized in Table 7.

Table 7 Summary of ANOVA tests (n=391)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	63.256	1	143.352	101.32	.000 ^b
Residual	193.584	390	9.652		
Total	256.84	391			

a. **Dependent Variable:** students' discipline b. **Predictors: (Constant),** parenting behaviour.

The findings of Table 7 shows that the F-statistic from the ANOVA (Analysis of variance) was found to be significant; F (1, 390) = 101.32, p-value = 0.000 < 0.05. The significant F-Statistics indicates that the linear regression model was a good fit to model the relationship between the parenting behaviour and student discipline in the public boarding secondary schools of Western Kenya.

Table 8 Regression Coefficients (n=391)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.23	0.562		9.562	0.000
Parenting behaviour	.625	0.254	0.4235	6.253	0.000

a. **Dependent Variable:** students' discipline. ; b. **Predictors:** (Constant), parenting behaviour

The results illustrated in Table 8 indicates that the t-test values for the parenting behaviour coefficient is significant at 0.05 level of significance (t= 6.253, p < 0.05). On the basis of these results, the researcher rejected the null hypothesis, H₀ that, "there is no statistically significant influence of parenting behavior on discipline of students in public boarding secondary schools in Western region of Kenya". Implying that the parenting behaviour significantly influenced the students' discipline in public secondary schools in Western region of Kenya. It follows that parental behaviour clearly have a significant influence on how their children behave.

The findings in Table 8 of the study supports those of Munyasia & Oketch (2018) who concluded that parental styles had significant effects on the behaviour of students in secondary schools in Nairobi County.

Based on the findings in Table 8, the involvement of parents in promoting good behavior among their children, both at home and at school, is crucial. Therefore, the policy implication of findings could be that school management boards should cultivate good parenting through sensitization programs. This will enable parents to apply effective parenting patterns which improves student discipline and behavior.

Data in Table 8 indicate the unstandardized coefficient for the variable was 0.625 and the P-value is 0.000. The new model now becomes:

$$Y = 14.23 + 0.625X_1 + \varepsilon$$

Where

X_1 = parenting behaviour

Thus, implying that at a significance level of 0.05, parenting behaviour influences the students' discipline by up to 62.5 %. The findings also indicate that the t-statistics (9.562) is higher than the t-critical, an indication that parenting behaviour significantly influences students' discipline. It is evident from Table 8 that if the parenting behaviour improves by one standard deviation, then students' discipline would improve by 0.625 standard deviation units.

4. Conclusion

According to the research findings, the study concludes that parenting behaviour significantly influences the general discipline among students in public boarding secondary schools in Western region of Kenya.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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