

**INFLUENCE OF PARENTING STYLES ON ACQUISITION OF LANGUAGE
SKILLS AMONG PRE-SCHOOL CHILDREN IN CENTRAL DIVISION, TRANS
NZOIA WEST SUB-COUNTY, TRANS NZOIA COUNTY, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EARLY
CHILDHOOD EDUCATION OF
MOUNT KENYA UNIVERSITY**

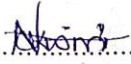
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DECLARATION

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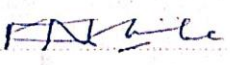
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DEDICATION

This thesis is dedicated to my dear husband, Mr. Kaosa, and my children for their great support, encouragement, and prayers.



ACKNOWLEDGEMENT

I express my heartfelt gratitude, first to our heavenly Lord for granting me the strength to reach this stage in my studies. I also extend my deepest thanks to my supervisors, Dr. John Nga'sike and Dr. Hannar Kangara, for their invaluable guidance, support, and encouragement, which have fueled my ambition to aim even higher. My gratitude goes to the dedicated teaching staff of Mount Kenya University, Kitale Campus, for their hard work, and to my classmates and close friends, who provided unwavering support, especially during challenging times. While space limits me from naming everyone individually, know that I deeply appreciate each of you. To all who contributed in any capacity—materially, psychologically, or spiritually—please accept my sincere thanks. May God bless you abundantly for your kindness and support.

ABSTRACT

Education is regarded as one of the key pillars that will drive Kenya toward achieving its Vision 2030. Foundational learning forms the basic level of education and is essential for successful human resource development in any country. This suggests that investing in children's formative years of learning is crucial for a strong start. To ensure that this early learning opportunity is maximized, language skills are important. However, the interaction between parenting styles and language acquisition in early childhood education settings has not been adequately addressed, especially in the local context. Understanding how these environments either complement or conflict with parenting practices could enhance research findings. It is against this backdrop that the study aimed to investigate the influence of parenting styles on the acquisition of language skills among preschool children in Central Division, Trans Nzoia County. The specific objectives of the study were to determine the influence of authoritarian, permissive, authoritative, and neglectful parenting styles on the acquisition of language skills among preschool children in the region. The significance of studying the influence of parenting styles on the acquisition of language skills among pre-school children is critical for various stakeholders, each benefiting in unique ways: The study provided insights into how different parenting styles impact the development of language skills in early childhood. Literature was reviewed basing on the relevant studies either directly or indirectly related to the study. The study was anchored on Vygotsky's Sociocultural Theory of Cognitive Development. The study employed a survey research. The unit of observation was parents and learners within the target age group, with a total of 384 respondents. A sample of 195 respondents was selected using Yamane's formula of sample determination. The validity and reliability of the data collection instruments were assessed through a pilot study, with content validity used to ensure relevance, and reliability determined by Cronbach's alpha coefficients, all of which loaded above 0.70. Quantitative data were analyzed descriptively through Ms, SDs, and frequencies where applicable, and through multivariate regression to determine associations. The findings revealed that the authoritative parenting style was a significant positive predictor of language acquisition, while authoritarian, neglectful, and permissive parenting styles were not significant predictors. The study concluded that parenting styles play a significant role in language acquisition. The recommended that, since authoritative parenting balances warmth and structure, promoting these methods can enhance children's language development. Additionally, the study suggested that teachers and parents should focus on effective communication techniques and positive reinforcement strategies. Parenting style awareness should be integrated into early childhood development policies and curricula, and teachers and caregivers should be trained to support parents in adopting authoritative practices. Schools and early education centers, through family engagement programs promoting authoritative parenting, can play a critical role in shaping children's environments, thereby supporting optimal language acquisition outcomes.

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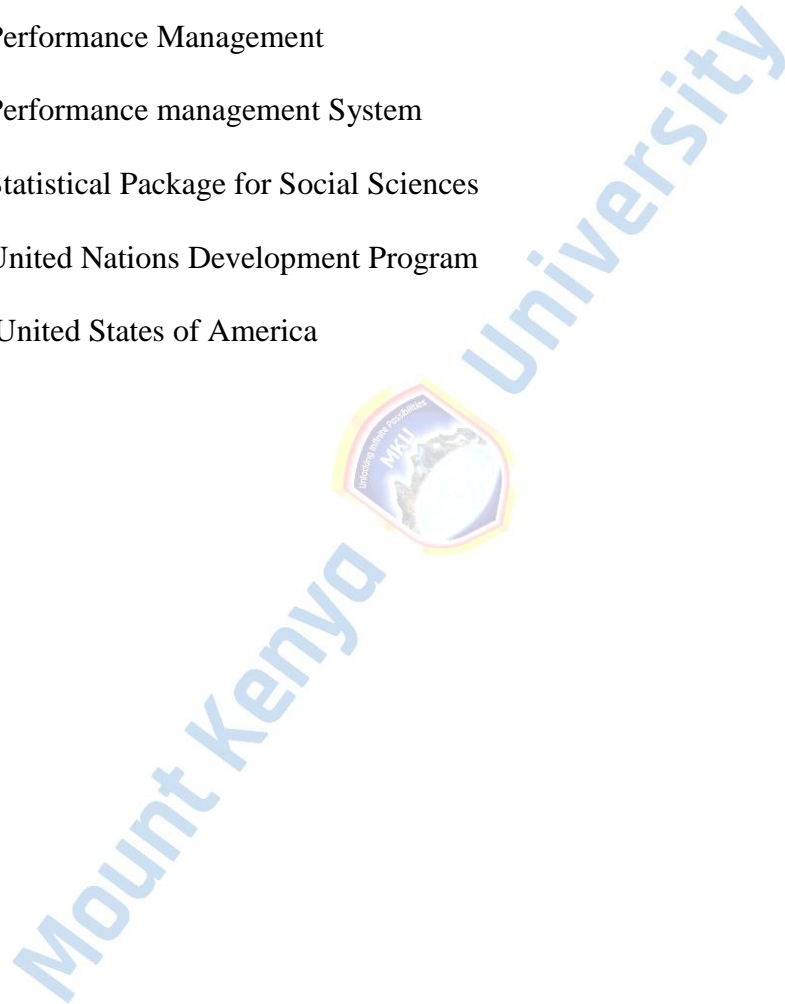
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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|----------------|--|
| ECDE | Early Childhood Development Education |
| HRM | Human Resource Development |
| NACOSTI | National Commission for Science, Technology and Innovation |
| PARQ | Parental Acceptance Rejection Questionnaire |
| PM | Performance Management |
| PMS | Performance management System |
| SPSS | Statistical Package for Social Sciences |
| UNDP | United Nations Development Program |
| USA | United States of America |



CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study's background, problem statement, purpose, specific objectives, research questions, significance, justification, scope, limitations, assumptions, and operational definitions of terms are all presented in this section.

1.1 Background to the Study

Families play a crucial role in shaping early childhood habits, skills, and behaviors Salavera, Usán and Quilez-Robres (2022). The family serves as the first social environment children encounter, and parenting styles, along with the family atmosphere, subtly influence the development of children's empathy Zhang, Yang and Li (2019). According to studies conducted by Kawabata, Alink, Tseng, Ijzendoorn, and Crick (2011), children may pick up violent or punishing behaviors from their parents. This might manifest in physical and relational aggression while interacting with friends. The term "parenting style" refers to the unified pattern of thought, feeling, and action shown by parents as they bring their children up (Lin and Ye, 2020).

A study by Vasiou, Kassis, Krasanaki, Aksoy, Favre and Tantaros (2023) opined that there is little documented evidence especially from the third world in respect to parenting styles and language learning competencies. However, a good comprehension of different patterns might enhance initiatives for early childhood intervention. In research by Norman (2013) that compared how single mothers and married mothers were perceived by their children, there were no discernible variations between the parenting philosophies of the two groups of mothers.

According to Power (2013) Baumrind's parenting styles can be understood through two dimensions of parent-child interaction: responsiveness and demandingness. The combination of these dimensions results in four ideal types of parenting: authoritative, authoritarian, permissive, and dismissive. Sanvictores, and Mendez (2022). Authoritative parenting emphasizes both high responsiveness and high demands, respecting children's individuality, meeting their needs promptly, while setting certain expectations. Authoritarian parenting involves low responsiveness and high demands, where parents impose strict rules based on their own views and engage in minimal communication with the child Tripon (2024).

The results of a research by Sadiq et al. (2024) that looked at the connection between parenting styles and children's language development from birth to age five show how important parenting styles are for children's development in general, including their language acquisition. The significance of parents' quality time with their children is highlighted by the research. There was a strong relationship between parenting style and language development, according to a Point-Biserial Correlation study. There was a more robust association with expressive language than receptive language, according to the findings. Furthermore, the research indicated that the majority of parents used an authoritative style of parenting, with the least amount of time spent practicing a permissive approach..

The social milieu and parenting style have a significant impact on children's language development, according to research by Ratna et al. (2023). A child's ability to learn and use language depends on the caregiver's command of the language and their awareness of the child's developmental requirements. So, how exactly does a parent's role influence their

child's language acquisition? The purpose of this research is to look at how different types of parenting and different ways of communicating with parents affect their children's language development. Using a descriptive approach, the study found that different parenting styles and ways of communicating had a substantial impact on children's language development. Different parenting styles are marked by different ways of communicating, which in turn affect how and what a child learns to speak.

Sadiq et al. (2024) aimed to describe and analyze parenting style, parental involvement, and emergent literacy through language ability. Data was collected from 167 individuals utilizing a quantitative method that used a correlational strategy. The results show that there is a clear relationship between languages ability and emergent literacy, parental engagement and language ability, language ability and emergent literacy, and parenting style and language ability. Additionally, there is an indirect correlation between parenting style and emergent literacy through language ability, as well as between parental involvement and emergent literacy through language ability.

A recent study by Mwamwenda (2020) in South Africa examined how authoritative parenting, which combines warmth with structure, significantly enhances children's language acquisition. The study noted that parents who engage in storytelling, use rich vocabulary, and provide emotional support create an environment where children feel confident to explore language. The study also emphasized the importance of bilingualism, as many South African children grow up in multilingual households, which, when supported by authoritative parenting, positively influences cognitive and linguistic flexibility.

Research by Adeyemi (2019) in Nigeria found that authoritarian parenting, characterized by strictness and limited verbal interaction, tends to have a mixed impact on language skills. While children from such homes often show strong receptive language skills due to strict routines involving memorization (such as reciting prayers or poems), their expressive language skills—such as storytelling, asking questions, or participating in open-ended conversations—were less developed.

A study by Ochieng et al. (2022) in Kenya highlighted the intersection of parenting styles, socioeconomic status, and language acquisition. The study found that children from higher-income families, whose parents practiced authoritative or permissive parenting, demonstrated more advanced language skills compared to children from lower-income families. In low-income households, authoritarian parenting was more common due to economic pressures, often leading to less time for verbal interaction, which impacted children's overall linguistic development. The study suggested that interventions aimed at educating parents about the importance of verbal engagement could mitigate some of these negative effects.

Parenting in African societies is deeply influenced by cultural norms, which, in turn, shape language learning. For instance, Nsamenang (2021) conducted research in Cameroon, exploring how community-based child-rearing practices influence language development. In many African contexts, language is not only acquired through direct parent-child interactions but also through community involvement, where extended family and neighbors play significant roles. Nsamenang's (2021) study concluded that while authoritative parenting remains beneficial for language development, the collective

involvement of the community enriches the child's linguistic environment, offering a broader array of linguistic input.

A study in South African study by Ntebe (2018) examined the effects of parenting on language acquisition among children from rural and urban settings. The findings revealed that children from urban families, where authoritative parenting styles were more common, exhibited advanced language skills earlier than children from rural families, where authoritarian or permissive styles dominated. The urban children benefited from higher parental literacy levels and more exposure to English, the medium of instruction in schools, while rural children were more exposed to local languages, often with less structured verbal engagement from parents.

A study by Makwana, Vaghia, Solanki, Desai, and Maheshwari (2023) African societies is characterized by diverse socio-economic conditions, which significantly impact parenting styles and, consequently, language development. Poverty, in particular, has been linked to increased use of authoritarian or neglectful parenting styles, often out of necessity rather than choice. Research indicates that families with lower incomes could have challenges when it comes to providing their children with the time and resources needed for meaningful verbal interactions, which might impact their early language development. Children from lower-income homes, whose parents are more prone to take an authoritarian position, showed slower rates of language development than children from middle-income families, according to a research conducted in Kenya by Makwana et al. (2023).

1.2 Statement of the Problem

The ways in which parents bring up their children might vary greatly. These methods of childrearing are collectively known as parenting styles. Parents' parenting methods impact

their children's language acquisition abilities, according to the research reviewed for this study. Although there are parenting styles in the families surveyed in Trans Nzoia County, there is a lack of research on how these styles, together with a child's linguistic ability, affect their early grade level learning. Moreover, research on these concepts is lacking, particularly among preschoolers in Kenya and Trans Nzoia County in particular. In order to enhance early childhood intervention programs, it is essential to have a comprehensive grasp of parenting styles. Thus, the purpose of this research was to identify the ways in which different parenting styles influence the language development of preschoolers in the Central division of Trans Nzoia County.

1.3 Purpose of the Study

The purpose of this study was to evaluate the influence of parenting styles on acquisition of language skills among pre-school children in Central division, Trans Nzoia County.

1.4 Objectives of the Study

The specific objectives of the study were:

1. To determine the influence of authoritarian parenting style on acquisition of language skills among pre-school children in Central division, Trans Nzoia County
2. To establish the influence of permissive parenting style on acquisition of language skills among pre-school children in Central division, Trans Nzoia County
3. To determine the influence of authoritative parenting style on acquisition of language skills among pre-school children in Central division, Trans Nzoia County
4. To establish the influence of neglectful parenting style on acquisition of language skills among pre-school children in Central division, Trans Nzoia County

1.5 Research Questions

The study answered the following questions:

1. What is the influence of authoritarian parenting style on acquisition of language skills among pre-school children in Central division, Trans Nzoia County?
2. What is the influence of permissive parenting style on acquisition of language skills among pre-school children in Central division, Trans Nzoia County?
3. What is the influence of authoritative parenting style on acquisition of language skills among pre-school children in Central division, Trans Nzoia County?
4. What is the influence of neglectful parenting style on acquisition of language skills among pre-school children in Central division, Trans Nzoia County?

1.6 Rationale of the Study

A child's cognitive growth, social connection, and academic achievement all begin with their language abilities. The abilities honed in the formative years of infancy have a profound impact on the success or failure of a child's educational career.

Although there is a wealth of literature on the topic of parenting styles and child development generally, there is a dearth of data pertaining to the preschool age group in Kenya, and more especially in Trans Nzoia County. This research seeks to address that knowledge vacuum by delving into local dynamics and adding to the larger conversation on child development in African settings.

By demonstrating how crucial parental engagement and suitable parenting approaches are to their children's language development, this study's findings help guide initiatives in the

field of early childhood education. Stakeholders in education may create programs to teach parents and other caretakers how to help their children learn a second language.

The potential for this research to make a substantial contribution to our knowledge of how parenting styles affect preschoolers' language development in Central Division, Trans Nzoia County, justifies its conduct. This study has the potential to greatly impact families, educators, and policymakers by filling a significant need in the literature and offering insights that are culturally appropriate.

1.7 Significance of the Study

Researching how different parenting approaches affect preschoolers' language development is crucial for many reasons, and everyone involved stands to gain in some way: Results showed that various parenting methods had varying effects on children's language development in the preschool years. By having this knowledge, parents can help their children develop their language skills in the best way possible, which in turn improves their cognitive and communicative abilities.

Parents may play an active role in their children's language acquisition by understanding their responsibility and working to establish an atmosphere that is favorable to verbal expression and comprehension. Teachers will benefit from knowing how home environments and parenting influence children's language abilities when they enter school. This understanding helps educators design classroom activities that bridge gaps in language skills for children from different parenting backgrounds. It allows teachers to collaborate more effectively with parents to support language development, especially for children struggling with communication in a school setting.

For policymakers, this study highlights the need to design programs and policies that support both parents and early childhood educators in promoting language development. This could lead to the implementation of parenting education programs or policies that encourage collaboration between homes and schools to foster early language acquisition.

It may also inform decisions on resource allocation in early childhood development programs to improve language outcomes. NGOs working in child development, education, and family support can use the findings to design targeted interventions. They can offer parenting workshops, early childhood literacy programs, and family support systems that promote language skills acquisition among pre-school learners.

1.8 Scope of the Study

Finding out how different parenting styles affect preschoolers' language development was the primary goal of this research. In Central Division, Trans Nzoia County, 96 parents whose children were enrolled in preschool at certain schools were the subjects of the research. In order to gather information from the participants, the research used a questionnaire. The research was conducted from May 2018 to May 2019.

1.9 Limitations of the Study

- i. Respondents' uncertainty about their ability to provide accurate information during the survey. This limitation was lessened by assuring the respondents that their identities would stay anonymous and that the research was conducted only for academic reasons, thus there was no incentive for them to provide inaccurate information..

- ii. . Non-family structures may impact students' social and emotional development in ways that the research could not account for. This is because different pre-primary schools may have different features.
- iii. The honesty of several replies was questionable. Researchers have made it clear that their goal is to help kids feel more confident, have higher self-esteem, and be more motivated in these situations.

1.1.10 Assumptions of the Study

- i. The study believes that parents have different parenting styles, such as strong, authoritarian, permissive, and uninvolved. These styles can be found in the group being studied.
- ii. It is assumed that these parenting styles directly influence the way children develop their language skills, both in terms of comprehension and expression.
- iii. The home environment provided by parents is presumed to be the primary context in which children acquire language skills during early childhood, with minimal external interference (like school or media).
- iv. It is assumed that the population in Central Division, Trans Nzoia County, shares some common cultural or socioeconomic backgrounds that may moderate the relationship between parenting style and language acquisition.

1.11 Operational Definition of Key Terms

| | |
|---------------------------------------|---|
| Acquisition of Language Skills | Refers to the process through which pre-school children learn and develop the ability to understand, produce, and use language effectively. |
| Authoritarian Parenting Style | Some people follow a style that has high standards but not much participation, and they punish people harshly. |
| Authoritative Parenting | A parenting style where limits are set, parents' reason with kids, and are responsive to their emotional needs. |
| Language Skills | Ability to read and write in school instructional language |
| Neglectful Style | Negligent parenting is the parenting style where parents are extremely lax in the discipline and they do not give their children time, listen to them or encourage them |
| Parenting Styles | A psychology concept that describes the usual ways that parents raise their children. Or the mental environment in which parents raises their kids. |
| Permissive Parenting Style | Where parents are warm but extremely relaxed by over accepting their children demands and behaviour be it good or bad. |

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter was mostly about the research theory, a review of related literature, finding research gaps, the conceptual framework, a review of study factors, and a chapter summary.

2.1 Empirical Literature Review

The variables were reviewed based on the following specific objectives either directly or indirectly related to the study.

2.1.1 Authoritarian Parenting Style and Language Acquisition Skills

Baumrind (2016) says that when kids aren't responding, strict parents tell them to follow the rules that have been set. The only thing that can happen between a child and a parent is "give and take." Baumrind says that authoritarian parents try to control, shape, and judge how their kids act and think, based on a wide range of criteria. These parents are rigorous disciplinarians who employ coercive and punitive methods to make their kids obey them. They hold the opinion that kids should blindly follow any rules or customs they impose. The review draws on well-established sources such as Baumrind (2016) to characterize authoritarian parenting. It highlights key elements such as coercion, rigid discipline, psychological control, and the lack of open communication between parent and child. These aspects are fundamental in understanding authoritarian parenting and lay a solid foundation for investigating its influence on children's development.

Duke (2016) adds that authoritarian parents are chilly and unwelcoming, and they routinely deM their kids by making fun of and insulting them. Parents who are authoritarian often use threats, yelling, and command to exert control over their kids. Githinji (2016) adds that young ones from this cadre of parenting style are more likely to flee of their homes with a little pressure applied. The review provides valuable insights into the negative emotional and behavioral consequences of authoritarian parenting. For example, it mentions that children from authoritarian households may be more likely to flee their homes Githinji, (2016) and that psychological control can be linked to lower academic achievement Baumrind (2016). These references establish a strong link between this parenting style and various developmental challenges.

According to Cherry (2012), authoritarian parenting expects children to comply with strict rules set by their parents, with punishment for any failure to follow these guidelines. This style often involves commands that must be obeyed without room for questions or explanations. In contrast, authoritative parents create rules and expectations for their children but adopt a more democratic approach Cherry (2012); Santrock (2006). These parents are responsive, willing to listen, and eager to collaborate. Baumrind (1991) contends that authoritative parents are assertive without being intrusive or overly restrictive.

Authoritarian parents, according to Baumrind (2016), are those who use coercive disciplinary methods. Unqualified authority assertion entails the use of force in order to force a child to immediately and unquestioningly conform. According to Larze (2013) opines that young ones from this cadre are more likely to obey their superiors. Psychological control is the employment of guilt-inducing strategies to manipulate the

child Baumrind (2016). Psychological control has been linked to inferior academic attainment. While the literature review thoroughly describes authoritarian parenting, it fails to directly address how this style influences language acquisition skills. The review does not explore whether the strict discipline and communication barriers in authoritarian households have any specific implications for language development, which is a core focus of the study. More study is needed to find out how strict parenting affects a child's language skills, such as their ability to learn new words, use and understand language, and think about language in new ways.

A study of parenting styles, mental health, and school performance among high school students of secondary schools OlemaMollyrin (2019) comes to the conclusion that there is a strong link between parenting styles, kids' mental health, and how well they do in school. It recommends that the government, community, and parents collaborate effectively to foster an environment that promotes adolescents' psychological well-being, which is essential for their academic success OlemaMollyrin (2019).

Authoritarian parenting has negative effects on kids' school achievement, as shown by several studies done in Kenya. For example, Ochieng and Wanzala (2017) looked into how parenting styles affect how well high school kids in Kisumu do in school. Their findings indicated that students from authoritarian households often reported lower academic performance compared to peers from authoritative and permissive backgrounds. The strict regulations and expectations imposed by authoritarian parents may lead to anxiety and disengagement from the learning process, adversely affecting students' grades.

In 2020, Kiptum did a study that looked at how different parenting styles, such as strict parenting, affected how well Kenyan high school students did in school. The results

showed that students from authoritarian homes did worse in school than those from authoritative homes. This suggests that the lack of social support in authoritarian parenting may make it harder to do well in school. There has been research on the link between parenting styles and school success or drive, but not much research on the link between parenting styles and language learning skills. In the future, researchers could look into how strong parenting affects the language development of kids from different families in Trans Nzoia County.

Among primary school children in urban Kenya, Nabunya and Baha (2019) looked at the link between parenting styles and academic drive. The writers found that children who had strict parents were less motivated and interested in school, which led to worse academic results. The study shows how helpful parenting can help kids do better in school. The existing studies largely discuss the implications of parenting styles within broader Kenyan contexts. However, the cultural nuances specific to Trans Nzoia County might affect parenting practices and their impacts on language acquisition. Research could explore how local customs and cultural beliefs about parenting interact with authoritative practices to influence language skills.

A study by Omondi (2018) explored the effects of parenting styles on the academic performance of high school students in rural Kenya. Results indicated that students raised in authoritarian households struggled with self-esteem and academic stress, contributing to their overall poor performance. The research suggests that fostering a more authoritative approach could yield better academic results. Most existing studies provide cross-sectional data. There is a need for longitudinal research to track language acquisition over time and

how it relates to parenting styles. Such studies could provide insights into how early parenting styles influence long-term language development and academic success.

A study by Karanja in 2021 looked into how parents' views affect their children's school success in Kenya. Findings revealed that authoritarian parenting practices often led to student disengagement and increased anxiety, which adversely affected academic performance. The research emphasizes the need for parents to adopt more flexible and supportive parenting strategies. The studies mentioned primarily focus on urban or rural high school students. In Trans Nzoia County, we don't fully understand how strong parenting affects kids of different ages, socioeconomic backgrounds, and educational backgrounds. This is especially true for preschool and early primary school-aged kids..

In 2022, Gichuhi looked at how parenting styles, especially strict ones, affect how well kids do in school in Kenyan secondary schools. There was a strong link between strict parenting and lower academic success. This could be because kids who grow up in such a home are stressed out and afraid of failing. Research could focus on how the engagement and communication styles of authoritative parents affect language acquisition. This includes examining the role of parental involvement in educational activities and how it relates to children's language skills.

2.1.2 Permissive Parenting Style and Language Acquisition Skills

Baumrind (2016) accounts that parents who exhibit permissive parenting style are ones who usually tend to meet the demands of their young ones but rarely do they put pressure on them to give desired results. By being tolerant, being warm and being acceptable are characters of good parents even though they don't talk authoritatively or put a lot of pressure on their children but they can control their children by enforcing the set

rules. They are not responsible for the few demands they make and for the responsibility and good behaviors Baumrind (2016). The literature review on permissive parenting, as presented through Baumrind's (2016) account, offers a broad overview of the parenting style but lacks depth in its exploration of specific outcomes, particularly in relation to language acquisition skills. While Baumrind's focus on parental warmth and rule-setting is essential, the review omits a discussion on how these traits interact with cognitive or linguistic development, an area of particular relevance to the study of language acquisition.

According to Baumrind, parents who are permissive to their children's wishes demonstrate their love for them by being indulgent and passive in their parenting. Githinji (2016) distinguishes between indulgent and permissive parents. The author opines that these group of parenting category hardly do they set objectives to be met by their young ones in terms of performance in activities or in how they conduct themselves. As an example, she says this is like when parents are too nice and buy their kids things they don't need. She says that this is how kids control how their parents feel and act..

According to Duke (2016), permissive parents dislike depriving their kids or disappointing them. They will always allow their children make numerous decisions even if they are still too young and unable to make such decisions. For example, children raised up permissive parents have access and can eat anything and can sleep any time they wish or watch a television for as long as they want without any restrictions. The author further states that, the young ones who grow in these parenting environments are usually acting against the set rules and regulations. They also exhibit less perseverance and perform worse academically. The literature review provided presents a foundational understanding of permissive parenting as characterized by Duke (2016), yet it suffers from several critical shortcomings

that warrant attention. First, the description of permissive parenting is overly simplistic and lacks depth; it fails to engage with the complexities and nuances of how such parenting styles manifest and the multifaceted implications they have on child development, a gap that this study sought to fill.

Several studies in Kenya have looked at the link between lax parenting and how well kids do in school. For example, Nyaga's (2018) study looked at how parenting styles affect how well high school kids in Meru County do in school. The findings indicated that permissive parenting negatively affected students' academic performance, as these children often lacked the structure and discipline necessary for effective study habits. Nyaga argued that while permissive parents may foster creativity, the lack of guidance may lead to poor academic outcomes. Previous studies, such as those by Nyaga (2018) and Ochieng (2019), have concentrated on specific regions (Meru and Kisumu County), which may not reflect the unique socio-cultural dynamics of Trans Nzoia County. Research is needed to determine how permissive parenting influences language acquisition in a different cultural and socio-economic context, specifically in Trans Nzoia.

In the same way, Ochieng (2019) did a study in Kisumu County that looked at how parenting styles affect how well elementary school children do in school. The study found that kids who grew up in permissive environments did not do as well in school as kids who grew up in strict settings. Ochieng suggested that the absence of consistent expectations and boundaries in permissive parenting can lead to disengagement from academic activities, ultimately hindering performance. Existing studies primarily examine academic performance and social development but do not directly address language acquisition skills. There was a need to investigate how permissive parenting affects children's

language skills, including vocabulary development, speech clarity, and comprehension, which are critical components of academic success.

Researchers have also looked into what effects lax parenting has on kids' social and mental growth. Kamau's (2020) study looked at how different parenting styles affect the social skills of teenagers in Nairobi. The results showed that teens who grew up in liberal homes had issues with self-control and getting along with others, both of which are important for working together and doing well in school. Kamau's (2020) study shows that lax parenting might destroy important social skills that help with success in school and recreational activities. The studies that were talked about mostly collect data at a single point in time and are called cross-sectional. Longitudinal studies could show how permissive parenting affects language development over time. This would help find developmental trends and the long-term effects of these parenting styles.

The cultural context in Kenya significantly influences parenting practices and their outcomes. According to Mwangi and Mbugua (2021), the collectivist nature of many Kenyan communities may place additional pressures on parents to adopt more authoritative styles, as communal expectations often emphasize discipline and academic success. This cultural backdrop can create a contrast for permissive parenting, potentially exacerbating the negative effects on children's performance. While Mwangi and Mbugua (2021) touch upon cultural influences, there is little exploration of how socioeconomic status interacts with permissive parenting and affects language acquisition. Investigating the role of socioeconomic factors in conjunction with permissive parenting could yield a more comprehensive understanding of language development in children from different backgrounds in Trans Nzoia.

2.1.3 Authoritative Parenting Style and Language Acquisition Skills

According to a new meta-analysis by Pinquart and Kauser (2017), authoritative parenting, which includes a lot of warmth and control, is linked to better adjustment in teens and young adults, including fewer behavior problems. This was true for teens and young adults of all races and cultures, including White, Hispanic, Asian, and African American. Authoritarian parenting, on the other hand, had the opposite effect. Even though different societies have different goals and ways of socializing kids, kids who have parents who are warm, strict, and encourage independence tend to do better. MA and CA families are two of the biggest and fastest-growing racial and ethnic groups in the U.S., according to the Pew Research Center. While the study acknowledges the existence of research gaps related to authoritative parenting and language acquisition skills, it does not specify these gaps or elaborate on their significance, particularly in the context of Trans Nzoia County.

Parents who are authoritative make rules and force them on their children so as to be followed and would support their authority of the parents after justification and after being explained well why the rule have been formulated Baumrind (2016). Baumrind went on to claim that the authoritative is most effective method of raising children. These cadres of parents are distinctively kind and sensitive to the needs of their children

Baumrind (2016) opines that authoritative parents are usually warm to their young ones, and open to challenge or questioning from them, as offer their children affection and encourage them to pursue their interests. They further state that this group of parents exhibit love and affection and equally demand results and targets from their children. Induction, explanations of their behaviours, two-way communication, and promotion of independence help them acquire these demands, nevertheless. According to Spera (2015),

parents who support their children's academic success may explain their goals and decisions to their children by saying something like. The connection between authoritative parenting and academic success, as outlined by Spera (2015), is commendable; however, the review fails to adequately identify and critique existing research gaps within this framework. For instance, it does not address potential cultural variations in parenting practices in Trans Nzoia County, which may affect the applicability of these findings to the region. Additionally, the reliance on general assertions about parenting styles without empirical evidence or specific studies diminishes the review's rigor. A more comprehensive synthesis of the current literature on authoritative parenting and language acquisition, alongside an acknowledgment of regional nuances and research gaps, would strengthen the argument and provide a clearer direction for future research.

Steinberg (2014) states that authoritative parents are keen to how their young one behave and do not hastate to correct them at the space albeit, with a lot of restrain and control. Additionally, these groups of parenting style exert rigorous yet reasonable control over their kids' behaviour. They are also aggressive, but not in a controlling or intrusive way like authoritarian parents. They use supportive rather than punitive ways of discipline.

Githinji (2016) compares democratic parenting to authoritative parenting. This is as a result of these parents explaining to their kids the benefits of particular behaviours. While the review presents a solid overview of authoritative parenting characteristics, it lacks depth in analyzing how these traits specifically influence language acquisition skills, particularly in the context of Trans Nzoia County hence, the gap that this study sought to fill.

A recent meta-analysis by Pinquart and Kauser (2017) found that youth from all cultures and ethnicities (White, Hispanic, Asian, and African American) do better with their adjustment when they have authoritative parenting (high warmth and high control). On the other hand, youth from these cultures and ethnic groups did worse with their adjustment when they had authoritarian parenting. So, even though different cultures have different development goals and methods, kids whose parents are loving, strict, and encouraging of their independence tend to do better than their peers. Pew Research Center says that CA and MA families are two of the biggest and fastest-growing racial minority groups in the U.S. The identification of Mexican American and Chinese American families as significant ethnic minority groups is pertinent; however, the review fails to articulate specific research gaps pertaining to authoritative parenting and language acquisition skills within these populations, particularly in the context of Trans Nzoia County; a dearth in literature sought to be addressed by this study.

In this study, Ndungu (2019) looked at how forceful parenting affects the schoolwork of secondary school students in Nyandarua County. The researchers used a quantitative method and surveyed 200 parents and their children to get information. The results showed that there was a strong link between authoritative parenting styles (high standards, friendliness, and response) and how well children did in school. Students who grew up in authoritative homes did better in school than those who grew up in authoritarian or permissive homes because they were more motivated and had better study habits. This study shows how important family input and support are for helping teens in Kenya do well in school.

A study by Kiamba (2020) looked at how children in public primary schools in Nakuru County did in school when their parents had different parenting styles, such as authoritative, strict, permissive, and negligent. The study found that strong parenting was linked to better levels of academic success and social skills. This was found through interviews and focus groups with teachers, parents, and students. The researchers highlighted that children with authoritative parents exhibited greater self-regulation and higher motivation levels, which contributed positively to their academic performance. The study emphasizes the need for parents to adopt authoritative practices to enhance children's educational outcomes.

According to Odhiambo and Gichuki's mixed-methods study from 2021, parenting styles affect how well primary school students in Kisumu County do in school. For the numeric part, polls were given to 300 students and their parents, and conversations with a few families gave more in-depth information. The data showed that having strict parents was strongly linked to better academic success and social skills in children. The authors noted that authoritative parents foster an environment conducive to learning by balancing support and discipline, which enhances pupils' self-esteem and academic resilience. This research adds to the understanding of how parenting styles shape educational experiences in the Kenyan educational landscape.

2.1.4 Neglectful Parenting Style and Language Acquisition Skills

According to Melgosa (2013) parents who belong to this parenting style, usually, do not take a strong position in reprimanding their young ones once they are in mistakes. They tend to sit on the fence and hardly support them emotionally. Maigallo, Mbugua and Ngugi (2015) argued that fathers are more negligent as compared to who are more authoritative.

Rosli, (2014) noted that majority Asian American fathers were neglectful. Rosli (2014) contributes valuable demographic information regarding Asian American fathers, yet the reference to neglect without comprehensive evidence weakens the argument. Furthermore, the literature review identifies a crucial research gap concerning the intersection of neglectful parenting and language acquisition skills within the specific context of Trans Nzoia County, yet it lacks a cohesive synthesis of existing studies to substantiate this claim or outline the implications, a gap this study sought to fill.

Neglectful parents are so preoccupied with meeting their own wants that they overlook or fail to care for their children's needs Rosli (2014). In addition, Melgosa (2013) noted that while negligent parents frequently do not give their kids the structure required for positive emotional development, they are incredibly sensitive to their needs and wants. Lack of limits and limitations is another sign of neglectful parenting. The absence of restrictions and guidelines, however, does not promote interpersonal ties. Instead, the absence of rules shows the parent's indulgence and general lack of concern for the youngster. In addition, the impact of this style of parenting can also be felt in the child's relationship with God Melgosa (2013). While the review briefly mentions the potential effects of neglect on a child's relationship with God, it fails to adequately contextualize this point within existing literature, making it difficult to ascertain its relevance; the identification of research gaps regarding neglectful parenting and language acquisition skills in Trans Nzoia County has not been addressed, hence, the premise on which this study was grounded.

In Mutua's (2018) study, the author looks into how different parenting styles, including neglectful styles, affect how well kids in Kenyan primary schools do in school. The study uses a quantitative research methodology to get information about how parents raise their

kids and how well they do in school. The results show that kids whose parents don't pay attention to them tend to do worse in school than their friends whose parents are more active or strict. The study's conclusion is that kids don't do as well in school when their parents aren't involved. This shows how important it is to help parents do a better job. The study mostly looks at how well students do in school, but it doesn't really look at language skills, even though they are very important for general success in school, especially in early childhood education. There may be limited consideration of how cultural factors specific to Trans Nzoia County influence parenting styles and their effects on language acquisition.

Ngunyi (2020) looks at how teens' behavior and schoolwork are affected by different parenting styles in Kenyan secondary schools, focusing on uncaring and uninvolved parenting styles. The study uses a mixed-methods technique, which includes both quantitative polls and qualitative conversations, to learn more about what teens go through. Results reveal that neglectful parenting is associated with increased behavioral problems and decreased academic motivation. The author emphasizes the need for parents to engage more actively in their children's lives to enhance both behavioral outcomes and academic performance. The research does not explore how neglectful parenting impacts language acquisition during adolescence, an important phase for developing advanced language skills. It would be beneficial to compare how neglectful parenting specifically affects language skills hence, this study.

A study by Ouma, (2019) focuses on the correlation between parental involvement, including neglectful parenting, and student performance in Kenyan high schools. This empirical research utilizes a survey design to collect data from students, teachers, and

parents. The results show that kids whose families are careless or not involved are more likely to do poorly in school and not participate in activities. To lessen the bad effects of parents who don't care about their kids' education, the author wants schools to have rules that encourage parents to be involved in their kids' education. The study mostly looks at academic performance, but it doesn't look into how neglectful parenting affects secondary school students' language learning or proficiency. The study tried to fill in a gap by looking at how parents in Trans Nzoia West Sub County feel about their involvement and how that affects their children's language development.

2.1.5 Language Acquisition Skills

According to a study by Bialystok and Luk (2012), a child's success in school depends a lot on how well they understand the language of instruction. This is because being able to understand the language of instruction is important for learning to read, doing non-verbal math, and learning content-based subjects like social studies.

This concept was utilized by Cummins (2000) to describe the difference between English language learners' ability to communicate effectively for social and academic objectives. Within 1-2 years of exposure to a new language, students may swiftly develop Quadrant A language skills. However, it will take more time and deliberate teaching to develop communication skills that are context-reduced and cognitively challenging for more academic reasons Paradis and Crago (2004). Optimal instruction will move from Quadrant A to Quadrant B and from Quadrant B to Quadrant D," according to the research. With the right education, students will transition from interacting most effectively in a context-rich but cognitively undemanding environment to a context-light but cognitively demanding environment (Cummins, 2000). The review does not adequately address the contextual

factors in Trans Nzoia County that may influence language acquisition, thus missing an opportunity to connect theoretical insights with practical implications for local educational practices. Overall, while the literature review raises pertinent points regarding the stages of language development, it would be strengthened by incorporating a broader range of empirical support, a deeper examination of effective pedagogical strategies, and a consideration of contextual influences on language learning.

Mokaya and Muthwii (2003) examined the influence of cultural and social contexts on language acquisition in Kenyan children. It highlights that bilingualism is prevalent in many Kenyan communities, where children often learn multiple languages simultaneously. To find out how cultural practices affect language use, the researchers used qualitative methods such as conversations and observations. The results show that children's home life and contacts with others in their neighborhood have a big impact on how they learn language. The study calls for educational policies that respect and incorporate local languages into the curriculum to support better language acquisition. The study's findings may not fully apply to Trans Nzoia County, as it does not focus on this specific region's unique cultural and social dynamics.

To find out how teachers in Kenyan primary schools help students learn languages better, Kihumba (2015) did an objective study. Using a mixed-methods approach, Kihumba surveyed teachers across several schools to assess their strategies and challenges in teaching languages. The results indicated that while teachers recognize the importance of language skills, they often face limitations such as inadequate training and resources. The study suggests that professional development for teachers could significantly improve language acquisition outcomes for students, emphasizing the need for targeted

interventions at the teacher education level. The study primarily examines teachers' views and does not incorporate the learners and parents experiences or perspectives, which are critical to understanding the effectiveness of language acquisition strategies.

Ngoya and Nyaga (2020) investigate the impact of digital technology on language acquisition among Kenyan youth. Through a survey and interviews, the authors explored how access to digital platforms affects language learning outside traditional classrooms. The findings revealed that digital tools, such as mobile apps and online courses, positively influence language acquisition by providing interactive and diverse resources. However, disparities in access to technology among different socioeconomic groups were noted, suggesting that while digital resources can enhance language learning, they also risk widening the gap between learners. While the study acknowledges disparities in access to digital technology, it does not examine the specific socioeconomic factors affecting access and how these might be addressed in Trans Nzoia County. The research does not focus on how local cultural contexts interact with digital tools, potentially overlooking significant cultural barriers or advantages in the use of technology for language learning.

2.2 Theoretical Framework

Lev Vygotsky, a famous Russian psychologist who worked in the early 1900s, came up with the Sociocultural Theory of Cognitive Development, which was used in the study. Vygotsky's work stresses how important social contact is to the growth of thought. Unlike many of his contemporaries, Vygotsky argued that the development of cognitive abilities, including language acquisition, cannot be understood without considering the cultural, social, and interpersonal context in which a child is embedded.

Vygotsky's theory says that a child's social setting has a big impact on their brain growth, which includes their speaking skills. Vygotsky came up with important ideas, like the Zone of ZPD, which is the area between what a child can do on their own and what they can do with help from someone who knows more, like a parent or teacher. In the context of language acquisition, children learn by interacting with their caregivers, who provide scaffolding—structured support that helps the child move from their current ability level to a higher one. The theory asserts that language is both a tool for communication and a critical Ms for cognitive development, as it enables the internalization of social experiences into thought.

Several scholars and researchers have expanded on Vygotsky's ideas, making them relevant to various domains of child development. Jerome Bruner introduced the concept of scaffolding, further elucidating how adults can support children's cognitive development. Barbara Rogoff extended Vygotsky's ideas by highlighting that children learn through guided participation in culturally relevant activities. These supporters stress the connection between the child and their surroundings, saying that learning, especially language development, is a group activity that takes place in a culture setting.

Vygotsky's Sociocultural Theory has been criticized, even though it has had an impact. One criticism is that it puts too much emphasis on the social and cultural surroundings and not enough on biological factors that affect brain growth. Some people say that Vygotsky might not have taken into account how a child's natural brain processes and bodily development affect their ability to learn language. Another critique is that Vygotsky's theory lacks specificity regarding how different types of social interactions, including those involving various parenting styles, impact cognitive outcomes. Furthermore, critics have

pointed out that the theory is somewhat difficult to empirically test, as it does not provide clear methods for measuring the quality and type of social interactions that foster cognitive development.

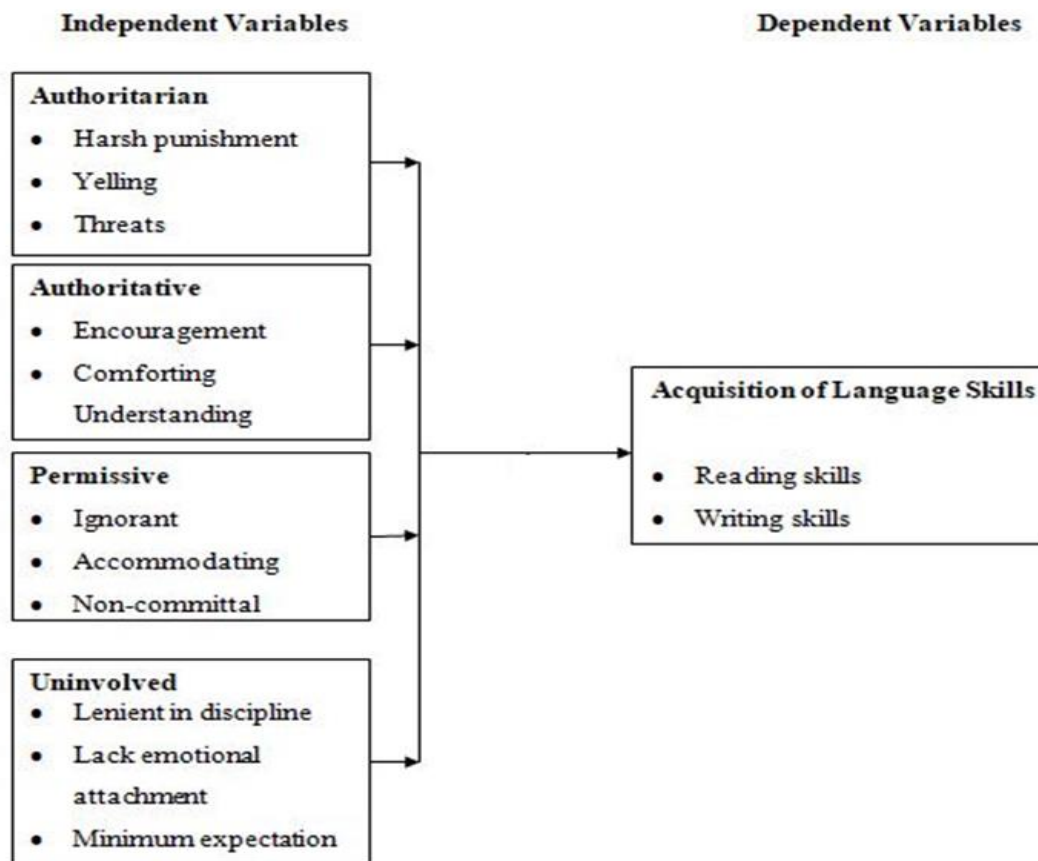
It is very important to look at how parenting styles affect how pre-school kids in Central Division learn language skills using Vygotsky's Sociocultural Theory. There are different types of parenting styles, such as authoritative, authoritarian, permissive, and negligent. These styles affect how the child and guardian connect, which in turn affects the child's language development. Vygotsky's idea of directed learning, in which the parent creates a setting that is good for learning a language, is very similar to an authoritative parenting style that is marked by warmth, support, and structure. Authoritarian and neglectful parenting styles, however, may limit the child's exposure to the social interaction necessary for optimal language development, as these styles either restrict communication or fail to provide the supportive environment needed for effective learning.

Moreover, Vygotsky's emphasis on the role of the social environment highlights the importance of parents as key figures in creating a rich linguistic environment. In the Central Division, where cultural and social practices may vary, understanding how different parenting approaches influence language development can provide crucial insights into early childhood education. Parents who engage children in meaningful conversations, offer corrective feedback, and model rich vocabulary usage may help their children reach higher levels of language proficiency by facilitating the progression through their ZPD. On the other hand, parenting styles that are less involved or overly rigid may hinder this developmental process.

Vygotsky's Sociocultural Theory is a useful way to look at how parenting styles affect how preschoolers learn language skills. The theory emphasizes how the child's caregiver affects language development by focusing on the relationship between the child and the caregiver. This makes the theory an important way to look at how language is learned in early childhood across different parenting styles.

2.3 Conceptual Framework

As you can see in Figure 2.1, the conceptual framework shows how the study factors are related to each other.



Source: Researcher (2022)

Figure 2.1: Conceptual Framework

A conceptual framework including independent, dependent, and intervening variables is shown in Figure 2.1. The four parenting philosophies—authoritarian, authoritative,

permissive, and uninvolved—were the study's independent variables and the manipulated variables. The dependent variable that was being looked at was the development of language skills measured by reading, writing, and hearing. On the other hand, peer pressure and group support were what made the difference. People in this way make a lot of claims and don't give much in return. Parents who use this method usually have strict rules and punish their kids severely. The exact actions that fall into this group are: Punishments that are too harsh: The use of severe disciplinary actions that can instill fear rather than understanding. Yelling: Frequent shouting or verbal reprimands, which can create an atmosphere of intimidation. Threats: Making threats to ensure compliance or obedience, further establishing a power dynamic that may hinder open communication.

Authoritative parents strike a balance between demandingness and responsiveness, providing guidance while also being supportive. Their methods are designed to foster healthy development, including: Encouragement: Offering positive reinforcement and motivation to promote learning and self-esteem. Comforting: Being emotionally available and providing reassurance to the child during challenges. Understanding: Actively listening to and empathizing with a child's feelings and needs, fostering a safe environment for expression. Permissive parents are lenient and often avoid imposing strict rules, which can lead to a lack of structure. Their approach can include: Ignorant: Being uninformed about or dismissive of the child's behavior and needs. Accommodating: Often giving in to the child's demands, which can result in a lack of discipline? Non-Committal: Failing to establish or maintain consistent expectations, which may leave the child feeling unanchored.

This style is marked by a lack of emotional engagement and minimal expectations. It can present in several ways: leniency in discipline, where boundaries and consequences are not enforced, resulting in a lack of structure and discipline; emotional detachment, where there is a disconnect between parent and child, leading to a scarcity of emotional support; and minimal expectations, where low standards for the child's behavior or academic performance may undermine their motivation. This variable examines the development of key language skills, specifically: reading skills, which involve fluency and comprehension of written material, critical for academic success; and writing skills, which refer to the ability to clearly and coherently express thoughts in writing, an essential aspect of communication and academic achievement. The theory says that different parenting styles (independent variables) can have a big effect on how children learn speaking skills (dependent variables). Authoritative parenting is more likely to help kids improve their language skills by being helpful. On the other hand, authoritative and uninvolved parenting may stop kids from improving their language skills by ignoring their feelings and being strict. On the other hand, kids who don't get enough order and advice may not learn skills consistently when they have permissive parents.

2.4 Research Gaps

The reviewed literature revealed a lot of studies done about how parenting influence the child's success considered various aspects of child academic performance but none of them focused on language acquisition skills among preschool children. Additionally, because the majority of these researches were carried abroad whose findings may not be applicable in the areas of origin to the local perspective? Studies on parenting practices in Kenya have mostly concentrated on teenage development and academic achievement. The findings

from these researches cannot be applied to preschool-aged children due to the variations in ability between developmental stages. So, the point of this study was to find out how parenting styles in Central Division, Trans Nzoia County, affected the language development of young children.

2.5 Summary of Literature Review

According to the literature study, different parenting styles—authoritarian, authoritative, permissive, and neglectful—have different effects on kids' mental health, school success, and language learning, especially in Trans Nzoia County, Kenya. Authoritarian parenting, characterized by rigid rules and punitive measures, is linked to negative emotional outcomes and lower academic achievement, as defined by Baumrind (2016) and supported by studies from Duke (2016) and Githinji (2016). In contrast, authoritative parenting, which emphasizes warmth and support, is associated with positive youth adjustment and better academic outcomes, though gaps remain in understanding its effects on language development Pinquart and Kauser (2017). Permissive parenting is noted for allowing excessive freedom, leading to discipline issues and negatively affecting academic performance Githinji, (2016); Nyaga, (2018), while neglectful parenting—marked by emotional unavailability—has detrimental effects on children's development Melgosa, (2013). Despite extensive research on parenting styles and academic outcomes, the review highlights a critical need for further investigation into the specific effects of these styles on language acquisition skills within the unique socio-economic and cultural dynamics of Trans Nzoia County, emphasizing the importance of understanding these intersections for educational and developmental interventions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The research plan, the study's location, samples and sampling methods, and instruments were all talked about in this chapter. Collecting data, making sure the study is true and reliable, Steps for gathering data, processing it, and analyzing it, Thoughts on Ethics.

3.1 Research Methodology

A quantitative research method was used for this study because it collected and analyzed numeric data. The quantitative approach consisted of gathering measurable data from a number of participants and analyzing it using statistical methods. This approach ensured that the inquiry remained objective and unbiased.

3.2 Research Design

A poll research method was used for this study because it was a good way to find out what people thought, believed, did, or were having with school or social issues. Kombo and Orodho (2014). The structure worked well for gathering, reducing, showing, and judging data to make things clearer Orodho (2014). This method is one of the most common ones used for detailed research in the study of behavior. For the researcher, it meant that they could gather meaningful data from a lot of different cases at once.

3.3 Location of the Study

Central Division, Trans Nzoia West Sub-County, in Trans Nzoia County is where the study took place. Trans Nzoia West Sub County has six sections, and this is one of them. The other divisions are: Waitaluk, Kiminini, Saboti, Shikhendu, Kinyoro and Township Divisions. The Central division has the highest number of zones with the largest number of

preschool classes in Trans Nzoia County and therefore will provide more vital information to enable generalizations to other similar areas. The area was also selected because of the large numbers of learners who lack language acquisition skills in terms of reading and writing skills hence, the suitability for this study area.

3.4 Target Population

The unit of observation was the preprimary children and their parents a total of 384 respondents as shown in Table 3.1.

Table 3.1: Target Population

| Population | Total number |
|-------------------------|---------------------|
| Pre-primary II Children | 128 |
| Pre-school Parents | 256 |
| Total | 384 |

Source: Researcher (2024)

Table 3.1 shows that the study population comprised of parents of preschoolers learners in 18 preschools in Central Division of Trans Nzoia County who were between the ages of 5 and 6. There were 128 children and both parents of each child sampled were targeted hence 256 parents in the 18 pre-primary schools in the Zone.

3.5 Sample Size and Sampling Techniques

Rukayya (2016) says that a perfect sample is one that is useful, accurate, reliable, and flexible. The Yamane (1967) method for sample determination was used to make sure that the population sample size was right so that enough data could be gathered for generalization:

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

Where; N= Population;

e = margin of error or significance level at 0.05,

n = sample size

Therefore,

$$= 384 / [1+384 (0.05^2)] = 384 / [1.96]$$

$$= 195 \text{ Respondents}$$

To ensure equitable representation proportionate sampling technique was used hence, proportionate stratified sampling the formula by Krejcie and Morgan (1970) was used as follows:

$$s = XS \div P$$

Where;

s = Sub-sample size for each sector

X = Population of staff in each sector

S = Total sample size for the study

P = Total population of all the sectors in the manufacturing firms.

Substituting the values in the above formulae gives the following sub sample size to participate in the study under each sector as in Table 3.2.

Table 3.2: Sample size

| Population | Total Population | Sample size |
|----------------------|-------------------------|--------------------|
| Pre-primary Children | 128 | 65 |
| Pre-school Parents | 256 | 130 |
| Total | 384 | 195 |

Source: Researcher (2024)

The sample for the pre-primary students was 65 people, and the sample for the parents was 130 people. Simple methods of chance were used to pick the students. Using simple random methods, every learner has an equal chance of being chosen, which helps get rid of selection bias. This makes sure that the sample really does reflect the whole group of

ECDE teachers, which is very important for getting accurate study results. The parents group was chosen using the selective sampling method, which meant that for every student chosen, two of their parents or guardians had to fill out the tool for data collection. Since the study was mostly about parents of ECDE students, this method made sure that only parents who had direct experience with parenting and how it affects their children's language learning were included.

3.6 Research Instruments

The questionnaires were utilized as research tools focused on the study's goals.

3.6.1 Questionnaires

The study utilized two questionnaires for parents and learners. The parent questionnaire targeted the independent variables particularly the parenting styles while the learner reading test targeted to collect the language acquisition skills which were developed with the assistance of the office of the Curriculum Support Officers.

3.7 Piloting of Research Instruments

Twenty people or 10% of the sample size for the study, from schools in the nearby division that were the same as the schools that were chosen were used to test the research tools. This is okay because Wunsh (2016) says that testing should be done with a group of people that are like the target group but won't be in the real study. In the Bidii Division, a test pilot was run, but it wasn't used in the study. Pilot tests were done before the study so that the researcher could make any necessary changes to the questions before giving them to the responders.

3.7.1 Validity of the Research Instruments

It was defined by Fraenkel and Wallen (2013) that validity is the quality of a claim or measurement that shows how well it fits with accepted criteria for figuring out knowledge or truth. The pilot study's goal was to collect data that could be used to judge the truth and dependability of the following research tools. Once the data was gathered, it was coded and put into SPSS. The construct validity was checked by doing the right math.

3.7.1 Reliability of the Research Instruments

Coleman and Brings (2014) say that dependability is the chance that getting the same results from using the same study method or asking people the same questions over and over again. The Pearson product-moment method was used to check the validity of the tools by seeing how often the questions led to the same answers. The test study found a dependability rate of 0.734, which was higher than the minimum of 0.7. This meant that the tool was considered reliable for the study.

3.7.3 Credibility of Research Instruments

It was important to show that the study results could be trusted, and the quality of the data collected was more important than the amount of data obtained. Using multiple studies and correlations, the researcher proved the reliability of the qualitative data. According to Creswell (2009), making sure reliability is a key part of building confidence. The researcher took the following steps to boost confidence in their ability to properly describe the event they were studying:.

3.7.4 Dependability of Research Instruments

Dependability meant how consistent study results were and how easily they could be repeated. The grade was given based on the guidelines used for the research's execution,

analysis, and display Bland (2000). In order to directly address problems of trustworthiness, this study explained how it got the same results every time. This level of information made it possible for readers to judge how well proper study methods were used. To help readers fully understand the methods and how well they worked, the book also included an outline of the study design and how it was carried out, showing what was planned and done on a high level.

3.8 Data Collection Procedures

Another letter of introduction came from the School of Postgraduate Studies at Mount Kenya University. The NACOSTI also sent a permission letter and a research pass. After getting all of the appropriate permissions and letters of authorization, the researcher began gathering data. Before the study started, the researcher went to each of the chosen pre-primary schools to get permission, set up meetings with subjects, and get to know them. With the help of a research helper who had been trained for two days on the study goals, questionnaires were given to students in pre-primary school. At the same time, the researcher gave surveys to the parents of pre-primary school students.

3.9 Data Analysis Procedures

Finding similar themes was the first step in the data processing process. Information that was useful was broken up into words or lines that showed certain ideas. Questions with only one answer were given codes and names to match the answers. Frequency counts of the answers were used to learn more about the people who answered and to show the overall trends of the results for the different factors that were being studied. We used descriptive statistics, like rates and ratios, and inferential statistics, like Pearson's Product

Moment Correlation Analysis, to look at quantitative data. We did this with the SPSS (SPSS Version, 26.0). Tables were used to show the study's numeric results.

A multiple regression equation was used to assess the relationship between the dependent and independent variables. The regression model is as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where: Y is the dependent variable (acquisition of language skills), β_0 is the Y-intercept, $\beta_1, \beta_2, \beta_3, \beta_4$ are the regression coefficients of the four variables which are:

X_1 is authoritarian parenting style,

X_2 is permissive parenting style,

X_3 is authoritative parenting style and

X_4 is neglectful parenting style while ε is an error term at 95% confidence level.

Table 3.2: Data Analysis Plan

| S/N | Objective | Independent Variable | Dependent Variables | Analysis Method |
|------------|---|-------------------------------|--------------------------------|------------------------|
| 1 | To find out how parenting styles that are too strict affect the language skills of pre-schoolers in the Central part of Trans Nzoia County. | Authoritarian parenting style | Acquisition of language skills | Regression |
| 2 | To find out how language skills are learned by pre-school children in the Central part of Trans Nzoia County when their parents are permissive. | Permissive parenting style | Acquisition of language skills | Regression |
| 3 | We wanted to find out how authoritative parenting style affects the language skills of pre-school children in the Central section. Trans Nzoia County | Authoritative parenting style | Acquisition of language skills | Regression |
| 4 | To find out how children in the Central part of Trans Nzoia County learn language skills when their parents aren't paying attention to them | Neglected/ uninvolved style | Acquisition of language skills | Regression |

Source: Researcher (2024)

3.10 Ethical Considerations

Outlining the study's topic, describing what participants were needed to do, explaining how informed permission was gained, and guaranteeing anonymity were all ethical issues in research.

3.10.1 Confidentiality and Privacy

If respondents divulged information about themselves or their private life, the researcher promised to keep it secret. The researcher gave the participants her word that their personal information would remain confidential. The participants were also given the assurance that their personal information would not be disclosed in any written or spoken communications. In terms of privacy, we assured respondents that we would use their data only for the intended purpose and never share it with other parties.

3.10.2 Anonymity

After assuring and assuring respondents that their names would remain hidden, the researcher proceeded to collect data. Moreover, in all written and spoken conversations, neither the people nor the institutions would have their identities revealed.

3.10.3 Informed Consent

Respondents were briefed on the study's background and objectives by the researcher. So that individuals may voluntarily participate, the methods of data collecting were explained in detail. The informed permission form was completed by the learners' parents, who were asked to provide their approval for their involvement in the research (see Appendix III).

3.10.4 Storage of Data collected

For the sake of convenience, the raw data that was gathered was structured. Following examination, hard copies were filed away and digital versions were saved on media like CDs and flash drives.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

The specific objectives of the study, which were to examine the effects of four parenting styles on the language development of preschoolers in Central Division, Trans Nzoia County, authoritarian, authoritative, permissive, and neglectful, are detailed in this chapter.

4.1.1 Response Rate

The poll had a response rate of 63.07% from 195 total respondents (including students and parents). Only 123 people actually took part in the study. Zikmund et al. (2010) states that in order to analyze the data, a response rate of at least 50% is necessary. For this study, the response rate of 63.07% was deemed sufficient.

4.2 Demographic Information

It was crucial to know the parents' gender, marital status, educational attainment, job position, and monthly income. Figure 4.1 shows the same data as this analysis.

4.2.1 Gender of Parents

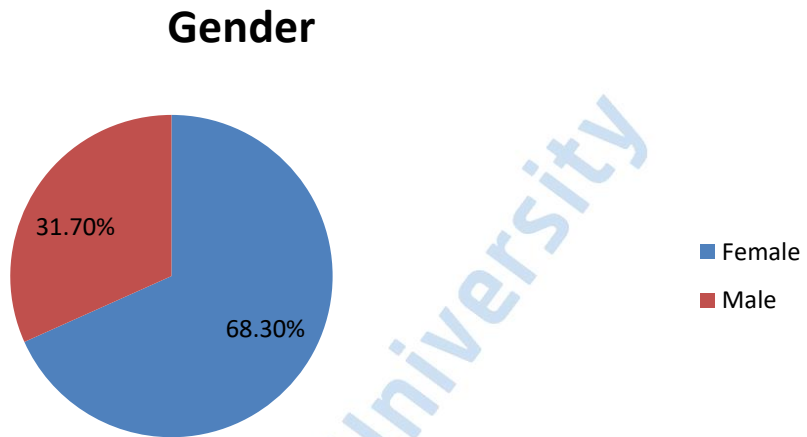
The study sought to establish the age of the parents and the learners and figure 4.1 and 4.2 recorded the results.



Source: Field Data (2024)

Figure 4.1: Age of learners

Figure 4.1 observed that majority of the learners (64%) who took part in the study were of ages 5 years whereas 37% 6 years old. This was evident that all the learners who provided the information were of the anticipated year group.



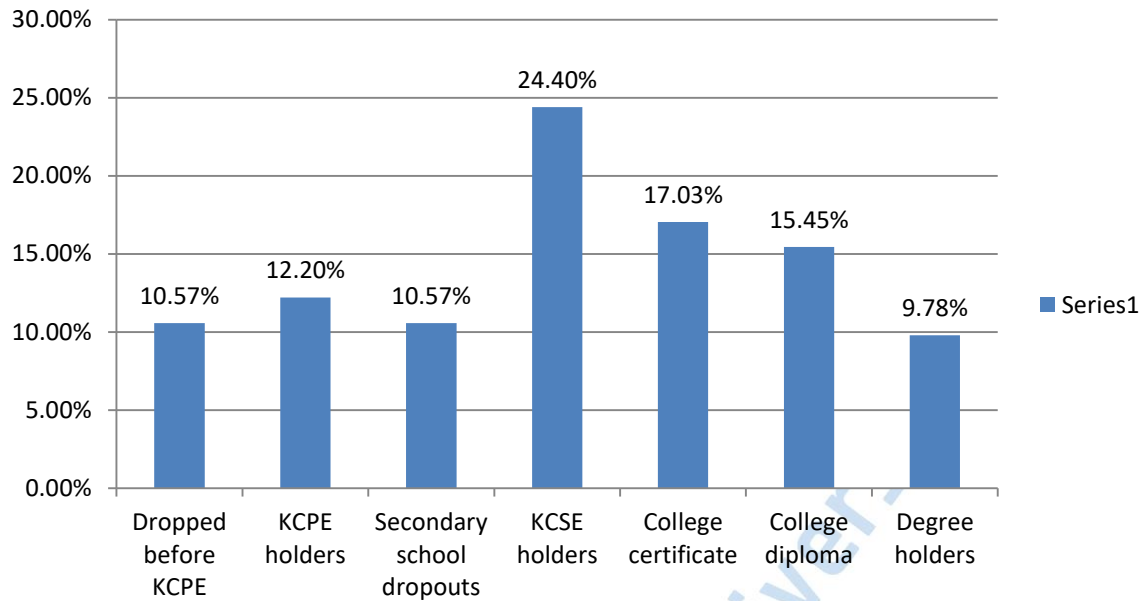
Source: Field Data (2024)

Figure 4.2: Demographic information of the respondent

According to Figure 4.2, out of the total number of parents who filled out the survey, 68.3% were female and 31.7% were male. Given this, it's safe to assume that there were more mothers than fathers. It seems that parents in Trans Nzoia County who are interested in their preschoolers' education are more prevalent than dads. A research is deemed adequately representative when the gender ratio is at least 1:2, according to Kothari (2014).

4.2.2 Education level of Respondents

We inquired as to the parents' greatest degree of education. They could choose from the following options: no formal education, dropping out of elementary school, completing elementary school, dropping out of secondary school, attending secondary school (with or without taking the KCSE at Form 2), completing secondary school and taking the KCSE, attending a certificate or diploma program, or earning a university degree.



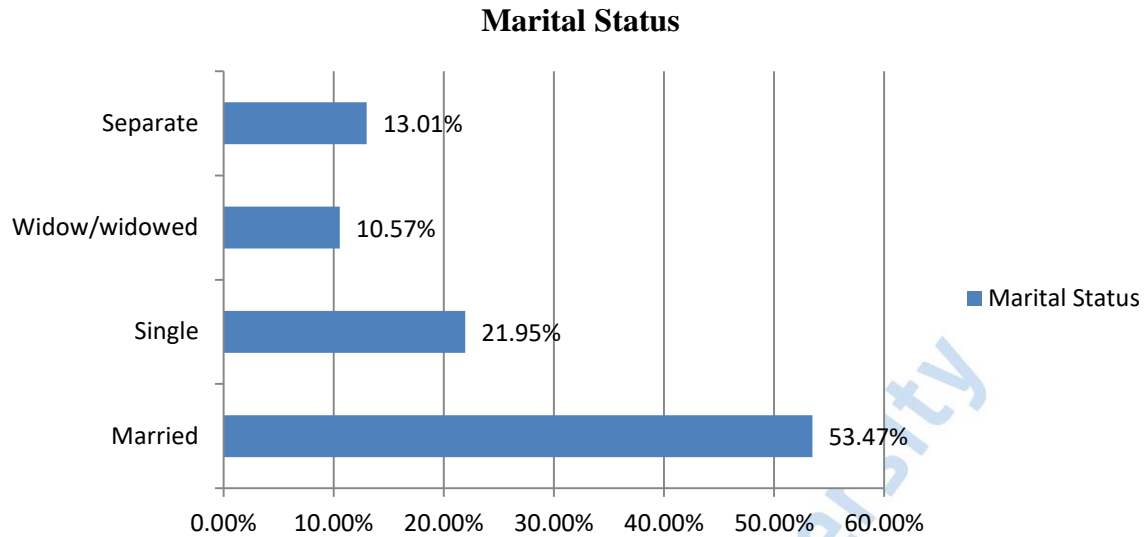
Source: Field Data (2024)

Figure 4.3: Education level of parents

Figure 4.3 shows that KCSE holders made up the largest category of respondents at 24.4%. They were closely followed by those with college certificates at 17.03%, college diploma holders at 15.45%, and KCSE holders who did not complete their education at 12.2%. Respondents who dropped out before completing KCPE and KCSE each accounted for 10.57%, while the smallest group was degree holders, at 9.78%. These results indicate that there was adequate representation across various education levels, contributing to the objectivity of the study by minimizing educational biases.

4.2.3 Marital status

Married, single parent, separated, or widowed were the choices given to respondents when asked to specify their marital status. Figure 4.3 shows the summary results of the participants' replies.



Source: Field Data (2024)

Figure 4.4: Marital status of respondents

Married parents accounted for 53.47 percent of the total, followed by those who were single parents (21.95%), those who had lost a spouse (10.57%), and those who were legally separated (13.11%). The results showed that all degrees of marital status were well represented, which made the study's findings more objective.

4.3 Descriptive Statistics

The interpretation of the M values is crucial to this inquiry and must be clarified. Generally speaking, M values closer to 1 on the scale represent a low level while M values closer to 5 on the scale reflect a high level. All through the research, this interpretation has been maintained. In addition to the M for analyzing the level of each item, we also include the SD for each item so that you can see how much there is variance (yes/no) among respondents on each variable.

4.3.1 Authoritative Parenting Style on Language Acquisition Skills

Table 4.1 provide an overview of how parents perceive their attentiveness and emotional engagement with their children, based on a 4-point Likert scale (assuming 1 is "strongly disagree" and 4 is "strongly agree"). The interpretation of the data questionnaire is shown in Table 4.1.

Table 4.1: Authoritative parenting and language acquisition skills

| Statement | M | Std. Deviation |
|--|----------|-----------------------|
| I pay attention to my child's needs and feelings: | 2.75 | .893 |
| Before asking my child to do something, I think what she or he would like to do. | 2.81 | .953 |
| When my kid does something good or bad, I tell them how I feel about it: | 2.76 | .944 |
| I hope my kid would talk about how they're feeling and what's bothering them: | 3.02 | .919 |
| Even if my child disagrees with me, I encourage her to freely "speak her mind": | 3.03 | .983 |
| I provide the justifications for my hopes: | 3.07 | .973 |
| I offer my child support and compassion when they're upset: | 2.91 | .914 |

Source: Field Data (2024)

Table 4.2 revealed the statement that parents pay attention to the child's needs and feelings had a M of 2.75 (SD = 0.893). On average, parents tend to agree with the statement that they are mindful of their child's needs and emotions, but the score is closer to "neutral." The moderate SD (.893) suggests some variation, with parents differing in their attentiveness to their children's feelings. Considering the child's preferences before asking them to do something attracted a M of 2.81 (SD = 0.953). This implied that parents generally indicate they consider their child's desires, with a M slightly above the midpoint.

The SD (.953) suggests slightly higher variability, indicating that while some parents may always consider their child's perspective, others do so less consistently.

Describing feelings about the child's behavior attracted a M of 2.76 (SD =0.944). This implied that parents somewhat agree that they express their feelings regarding their child's behavior, whether positive or negative. The M is similar to other items, suggesting that parents often communicate their emotions, but there is variability (SD = .944) in how often or consistently this occurs. The statement, urging the child to discuss issues and feelings attracted an M of 3.02 (SD =0.919). With an M of 3.02, parents tend to agree that they encourage their children to discuss their issues and feelings, indicating a stronger tendency to foster open communication. The SD (.919) shows some variability, but less than in previous statements. Encouraging the child to "speak her mind" even if they disagree with a M of 3.03, SD = .983) implying that parents generally agree (M = 3.03) with allowing their children to freely express their opinions, even when they differ. The relatively higher SD (.983) shows greater diversity in responses, with some parents being more permissive than others.

Further, providing justifications for their expectations with a M of 3.07, (SD =0.973) attracting the highest M of (3.07), suggesting that most parents explain the reasoning behind their expectations. However, the SD (.973) again reflects variability, indicating that some parents may not always provide such justifications.

Additionally, offering support and compassion when the child is upset (M = 2.91, SD = .914) implied that parents tend to agree that they offer emotional support when their child is upset, with a M closer to 3. The SD (.914) is moderate, suggesting that while most parents show compassion, there are differences in the degree or consistency of this support.

Across these statements, the M scores range from 2.75 to 3.07, showing a general trend towards agreement but often near the neutral midpoint. The variability, as reflected by SDs, indicates that parental behaviors and attitudes towards emotional engagement and communication with their children are not uniform. Some parents are more consistently attentive and supportive, while others may be less so.

The results also corroborated those of a mixed-methods study by Odhiambo and Gichuki (2021) that looked at how different parenting styles affected the academic performance of elementary school students in Kisumu County. That study found that students whose parents were more authoritative had better social skills and performed better academically..

The study also is in agreement with studies by Cherry (2012) who argue authoritarian parenting expects children to comply with strict rules set by their parents, with punishment for any failure to follow these guidelines. This style often involves commands that must be obeyed without room for questions or explanations. Hence, by setting rules on reading and writing, they are likely to acquire the skills.

Ochieng and Wanzala (2017) looked examined the impact of different parenting styles on the academic performance of Kisumu secondary school pupils, and their findings are consistent with this research. Their findings indicated that students from authoritarian households often reported lower academic performance compared to peers from authoritative and permissive backgrounds. True to this findings, the current study has shown that though authoritarian parenting is a significant predictor to language acquisition, the influence is lower than that of authoritative parenting styles.

The results of this research corroborate those of Kiptum (2020), who studied the effects of authoritarian parenting style and other parenting philosophies on the academic

achievement of Kenyan secondary school pupils. The findings indicated that students from authoritarian households exhibited lower academic achievement compared to those from authoritative homes, suggesting that the lack of emotional support in authoritarian parenting may hinder academic performance. On a similar wavelength, the current study establishes that comparatively, authoritarian parenting styles had a lower score than authoritative parenting.

The results are consistent with those of a previous study by Pinquart and Kauser (2017), which found that children of parents who are very authoritative—that is, who exhibit both warmth and control—are more likely to adapt well to their environments and have fewer behavioral issues as adults. This was true across a range of racial and ethnic groups, including Whites, Hispanics, Asians, and African Americans.

Another study that agrees with this one is Ndungu's (2019), which looked at how forceful parenting affected the schoolwork of secondary school students in Nyandarua County. The results showed a strong link between authoritative parenting styles, which include being friendly, attentive, and having high standards for their children, and how well those children did in school. Students raised in authoritative homes demonstrated higher motivation, better study habits, and improved academic outcomes compared to those from authoritarian or permissive backgrounds. Other research that supports this study was done by Kiamba (2020), who looked at how authoritative, authoritarian, permissive, and careless parenting styles affected the school success of kids in Nakuru County public primary schools. The study found that strong parenting was linked to better levels of academic success and social skills. This was found through interviews and focus groups with teachers, parents, and students. The researchers highlighted that children with authoritative

parents exhibited greater self-regulation and higher motivation levels, which contributed positively to their academic performance.

4.3.2 Authoritarian Parenting Style on Acquisition of Language Skills

Table 4.2 provides descriptive statistics, with M and SD (in parentheses), for items related to an authoritarian parenting style and their potential impact on language acquisition skills.

Table 4.2: Authoritarian parenting style and language acquisition skills

| | | |
|--|------|-------|
| When my child asks me why they have to do something, I tell them it's because I told them to, I'm their parent, or it's what I want. | 2.70 | 1.016 |
| For example, I punish my child by not letting her watch TV, play games, or open presents. | 3.28 | .952 |
| I scream at my child when I don't like how they're acting: | 2.60 | 1.030 |
| I don't give my child feedback in most cases: | 2.71 | 1.046 |
| I often threaten children as a kind of discipline, often without good reason. | 2.50 | 1.019 |
| I discipline my child by withholding affectionate gestures like kisses and cuddles. | 2.40 | 1.030 |
| When my child's behaviour does not reach my standards, I publicly criticize him or her. | 2.26 | .857 |
| I'm finding it difficult to influence my child's perceptions of the world | 2.33 | .938 |
| I need to remind my child of the bad things he or she has done in the past to make sure they won't happen again: | 2.25 | .865 |

Source: Field Data (2024)

Table 4.2 revealed that the statement, "I tell my child when they ask me why they have to do anything that it's because I said so, I'm their parent, or it's what I want" scored a M of 2.70 (SD = 1.016). This item reflects a common authoritarian trait of asserting authority without explanation. The M of 2.70 suggests that this behavior occurs moderately often among the surveyed parents, with some variation as indicated by the SD of 1.016.

The study also revealed that the statement, "I discipline my child by denying her access to things like TV, games, and presents" attracted a M ($M = 3.28$, $SD = .952$). This item shows that the use of withholding privileges as a form of discipline is relatively frequent, with a higher M of 3.28. The SD of .952 indicates a lower variability compared to other items.

The study further recorded that the statement, "I scream at my child when I don't like how they're acting" with a M of ($M = 2.60$, $SD = 1.030$) implied that screaming at a child appears to occur occasionally, with a M of 2.60. The higher SD of 1.030 suggests a wider range of responses, indicating that some parents engage in this behavior more frequently than others. Additionally, the study observed that the statement, "I give my child constructive feedback to help them behave better" with a ($M = 2.71$, $SD = 1.046$) implying that constructive feedback, which is typically not associated with authoritarian parenting, appears to be provided with moderate frequency ($M = 2.71$). The relatively high SD (1.046) implies a broad variation in how often parents provide constructive feedback.

The study also revealed that the statement, "I often threaten children as a kind of discipline, often without good reason" ($M = 2.50$, $SD = 1.019$) implying that threatening without good reason happens occasionally ($M = 2.50$), with some variability among parents ($SD = 1.019$). This indicates that while it's not a common practice, it does occur in some households. The study further revealed that, "I discipline my child by withholding affectionate gestures like kisses and cuddles" with a M of 2.40, ($SD = 1.030$) Mt that the use of emotional withdrawal as a form of discipline happens less frequently, with a M of 2.40, but it still occurs to some extent. The SD of 1.030 suggests there is substantial variability in how often this tactic is used.

The statement, "When my child's behaviour does not reach my standards, I publicly criticize him or her" ($M = 2.26$, $SD = .857$) implied that the public criticism of a child's behavior is relatively uncommon ($M = 2.26$), and the lower $SD (.857)$ implies that this is a more consistent behavior across respondents. "I'm finding it difficult to influence my child's perceptions of the world" ($M = 2.33$, $SD = .938$) implied that this item reflects a moderate level of difficulty for parents in influencing their child's worldview ($M = 2.33$), with moderate variability across respondents ($SD = .938$).

The study further observed that the statement, "I feel the need to point out my child's past behavioural problems to make sure he/she will not do them again" ($M = 2.25$, $SD = .865$) implying that parents report a relatively infrequent tendency to remind children of past behavior problems ($M = 2.25$). The SD of $.865$ suggests that most parents fall within a similar range in this behavior. In summary, the statistics indicate that authoritarian parenting behaviors are present but not consistently dominant in the surveyed population. The variation across items suggests that some parents lean more heavily on authoritarian practices than others, with specific behaviors like denying privileges being more common than others such as public criticism or withholding affection.

4.3.3 Permissive Parenting Style

To determine the parents who belong into a permissive parenting style, the parents were asked to give their responses were measured using the questionnaire. Table 4.3 presents results of descriptive statistics from the questionnaire.

Table 4.3: Permissive parenting and language acquisition

| Statements | M | STD |
|--|----------|------------|
| Getting my kid to behave is hard for me: | 4.06 | .681 |
| I give in when my child is fussing about something: | 4.05 | .714 |
| I spend too much on my child's gifts. | 4.04 | .682 |
| I don't care about my child's bad behavior: | 4.04 | .682 |
| Does not scold or criticize even when the child does something that we do not want them to do. | 4.05 | .691 |
| I'm afraid that discipline will make my child not like me if I have to do it. | 4.11 | .711 |
| Does something bad to a child after they do something bad. | 4.15 | .649 |

Source: Field Data (2024)

Table 4.3 provided a wealth of information on how parents think about and handle discipline in the home. On a scale from 1 (strongly disagree) to 5 (strongly agree), each statement is given an average score. Disciplinary issues with a stated M score of 4.06, "It's challenging for me to discipline my child," suggests that parents generally experience significant difficulty in maintaining discipline, indicating a common struggle in balancing authority and nurturing.

Yielding to Fussing, with a mean of 4.05 for "When my child is making a fuss about something, I give in," it appears that parents are inclined to capitulate during their child's moments of distress, highlighting a potential conflict between immediate parental relief and long-term behavioral goals. The mean of 4.04 for "I overspend on gifts for my child" indicates a tendency among parents to indulge in gift-giving, which might stem from a desire to compensate for difficulties in discipline or to foster positive relationships. Similarly, a Mean score of 4.04 for the statement, "I ignore my child's bad behavior" points to a pattern where parents might overlook misbehavior, possibly as a strategy to maintain harmony or avoid conflict.

The statement regarding withholding scolding or criticism when children misbehave also has a mean of 4.05, reinforcing the notion that many parents may hesitate to enforce boundaries for fear of damaging their relationship with their child. The highest M score of 4.11 for the statement "I'm afraid that disciplining my child for misbehavior will cause the child not to like him/her" highlights a prevalent fear among parents that strict disciplinary measures could jeopardize their child's affection, emphasizing the emotional complexity of parenting. Despite the challenges and fears outlined in previous statements, a mean of 4.15 for "Carries out discipline after child misbehaves" suggests that parents are ultimately willing to follow through with discipline when necessary, indicating a commitment to instilling boundaries despite their apprehensions. Overall, these statistics paint a picture of modern parenting where there is a clear recognition of the challenges in discipline, a tendency towards leniency, and an underlying fear of the potential relational fallout from stricter approaches. The willingness to discipline nonetheless suggests a complex balancing act between love, authority, and the desire for a positive parent-child relationship.

This study's results corroborated those of Nyaga (2018), who looked at how different parenting styles affected the academic performance of Meru County secondary school pupils. Permissive parents tend to give their children less structure and discipline, which in turn makes it harder for them to develop good study habits, according to the research's results. Like Nyaga (2018) this findings found permissive parenting to be negatively associated with language acquisition skills.

Consistent with previous research, this study found that different parenting styles were associated with worse academic performance among elementary school students in Kisumu County (Ochieng, 2019). The results showed that kids from more authoritarian homes did

better academically than those from more lax ones. The present investigation confirmed the findings of Ochieng (2019) that a more lenient parenting style was associated with worse language learning abilities.

Adolescents from more permissive households exhibited poorer self-regulation and interpersonal relationships, which are important for academic cooperation and achievement, according to a study by Kamau (2020) that looked at the effects of different parenting styles on the social skills of adolescents in Nairobi. Consistent with previous research, this study also discovered a negative association between more lenient parenting methods and their children's ability to learn new languages.

4.3.4 Neglectful Parenting Style

Examining how a careless parenting style impacts a child's linguistic development was the overarching goal of this research. The following questions, as shown in table 4.4, were administered to parents in order to ascertain their parenting styles prior to administering the language acquisition exam to their children.

Table 4.4: Uninvolved parenting styles and language acquisition skills

| | |
|--|-----------|
| Am over lenient towards kids and not knowing about their activities, | 3.46 .917 |
| Am too strict to allow my child social involvement. | 3.56 .925 |
| I lack Emotional Attachment with my Child. | 3.76 .790 |
| I have minimum expectation from my child | 3.46 .871 |
| I normally don't kiss, hugging or comment positive of my child | 3.66 .838 |

Source: Field Data (2024)

Table 4.4 provides insights into uninvolved parenting styles and their potential relationship with language acquisition skills. Each statement reflects a different aspect of parenting,

rated on a scale, with M scores and SDs indicating the participants' perceptions. Over lenient towards kids and not knowing about their activities (M = 3.46, SD = 0.917): This relatively moderate score suggests that some parents may adopt a lax approach to supervision, indicating a tendency to be uninvolved. The SD indicates some variability in responses, suggesting that while many agree with this statement, there are also differing opinions.

Too strict to allow my child social involvement (M= 3.56, SD = 0.925): This higher M suggests a notable concern among parents about being overly strict, which may inhibit their children's social interactions. The SD also points to varied perceptions among respondents regarding their strictness. Lack of emotional attachment with my child (M = 3.76, SD = 0.790): This statement received the highest M score, indicating that many parents recognize a deficiency in emotional connection with their children. The lower SD here suggests a more consistent agreement among respondents, highlighting a significant area of concern.

Minimum expectation from my child (M= 3.46, SD = 0.871): The score reflects a moderate level of expectation, indicating that some parents may not set high aspirations for their children. The variability suggests differing attitudes toward expectations among parents. Normally don't kiss, hug, or comment positively about my child (M= 3.66, SD = 0.838): This score indicates recognition among parents of a lack of physical affection and positive reinforcement. The responses are relatively consistent, suggesting a common experience of emotional detachment in interactions with children. The data suggest that uninvolved parenting styles are characterized by a lack of emotional engagement and varying degrees of strictness and expectations. These factors may contribute negatively to language

acquisition skills, as emotional and social interactions are crucial for developing communication abilities in children.

It was observed that all responses were above average implying that many parents were in this category. For instance, I lack Emotional Attachment with my Child had a M of 3.76 (STD=.790); I normally don't kiss, hug or comment positive of my child 3.66 (STD=.838); Am too strict to allow my child social involvement had a M of 3.56 (STD=.925) and am over lenient towards kids and not knowing about their activities and I have minimum expectation from my child had similar Ms of 3.46 (STD=.917) and 3.46 (STD=.871) respectively. Like the other variables, the children from this category of parenting style were subjected into the language acquisition test and analysis determined at the FA level.

This study's findings are in line with those of Mutua (2018), who looked at the effects of various parenting styles on the academic performance of Kenyan primary school students and found that, on average, children whose parents were neglectful did worse in school than their classmates whose parents were more authoritative or involved. This is very similar to the current study's findings which found that neglectful parenting styles is insignificantly associated to language acquisition skills among learners in Pre-primary schools in Central Division, Trans Nzoia county.

This study agrees with research by Ngunyi (2020) that looked at how various parenting styles, especially hands-off and neglectful ones affected the conduct and academic achievement of secondary school students in Kenya. Neglectful parenting is linked to more behavioral issues and less academic drive, according to the results. The author stresses that parents should be more involved in their children's life in order to improve not only their academic performance, but also, behavioral results.

This study's results are consistent with those of Ouma (2019) who investigated the relationship between parental involvement (including neglectful parenting) and student performance in Kenyan high schools. The latter study indicated that students whose families were less involved in their education were more likely to struggle academically and not participate in extracurricular activities.

4.4 FA

The research used a FA technique, which included ensuring that the data was appropriate for FA, extracting factors, rotating them, and deciding on the total number of underlying factors in the dataset. The study then verified the factors' validity and reliability. Parents of preschoolers in the Central division had their parenting styles measured using 29 questions from the Parental Style Dimensions Questionnaire. To establish the data set's component structure, FA was used to all 29 items measuring parenting style in Trans Nzoia County. It is necessary to determine whether the data is suitable to be factorized before FA can begin. Evaluation of Sampling Appropriacy by Kaiser-Meyer-Olkin Typically, statisticians will use either the KMO or the Bartlett's test for this reason. A KMO rating of .898 is considered acceptable, since it is near to 1. Therefore, FA may be tested with this sample size. For there to be enough factor correlation, the Bartlett's test must be statistically significant, indicating that the factor matrix is not equal to one. The criterion is satisfied since the Chi-square statistic is 2097.873 (df=210) and the p-value is significantly less than .001. These findings taken together imply that data may be analyzed using FA procedures; the next sections revolve on this idea.

Table 4.5: KMO and Bartlett's Test

| KMO and Bartlett's Test | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .898 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 2097.873 |
| | df | 210 |
| | Sig. | .000 |

Source: Field Data (2024)

Maximum likelihood estimation method (MLE) is robust when data is not normally distributed) were used in estimation of the FA model. In order to estimate the FA model, we also used the main component technique of estimation. In order to find the right amount of factors to extract in the second phase of the technique, we employed both the Eigen value extraction criteria and the fixed number of factor criterion. The scree plot was also used for this purpose. By using different estimation methods and extraction methods, ensures that the FA model is stable across the different extraction and the estimation method.

Out of the 29 items, eight of them were dropped because of double loading issues (showing high loading greater than 0.4 to more than one factor). This is important to enhance discriminant validity. The remaining items showed that a four-factor structure as the most tenable structure across the estimation methods and extraction method. This four-factor structure is as theoretically envisaged to represent the four dimensions of parenting style. Up to 76.125% of the original data set's variation may be explained by the structure's total variance extraction. The social sciences generally agree that this value—which ought to be higher than 50%—is sufficient. Tabulated in Table 4.6 are the extraction findings.

Table 4.6: Rotated Component Matrix and Reliability Coefficient

| CRONBACH (n) | Component | | | |
|--------------|-------------|---------------|---------------|------------|
| | Permissive | Authoritarian | Authoritative | Involved |
| | .920, (n=6) | .937(n=5) | .921, (n=5) | .909 (n=5) |
| AUVE2 | | | .798 | |
| AUVE3 | | | .796 | |
| AUVE4 | | | .766 | |
| AUVE5 | | | .839 | |
| AUVE6 | | | .856 | |
| AURIAN5 | | .794 | | |
| AURIAN6 | | .873 | | |
| AURIAN7 | | .890 | | |
| AURIAN8 | | .842 | | |
| AURIAN9 | | .868 | | |
| PERMV2 | .787 | | | |
| PERMV3 | .877 | | | |
| PERMV4 | .904 | | | |
| PERMV5 | .848 | | | |
| PERMV6 | .783 | | | |
| PERMV7 | .701 | | | |
| INVOLVE2 | | | | .811 |
| INVOLVE3 | | | | .714 |
| INVOLVE4 | | | | .790 |
| INVOLVE5 | | | | .791 |
| INVOLVE6 | | | | .789 |

Source: Field Data (2024)

The FA was able to isolate the items into four different sets and each set has only items initially Mt to measure the construct. Example, component one has only items intended to measure permissive parenting style. This component was named Permissive. Also, items Mt to measure authoritarian parenting style coalesced together in component second component and was named authoritarian. The other two parenting styles constructs (authoritative and involved) were named. Following the FA procedures, the validity and reliability of the constructs extracted were. Then finally the validity and reliability of the factors forms the last but important part of the FA procedure.

This ability of the data to group together items Mt to measure a distinct construct far from other items to measure a different construct is a clear demonstration that the instrument has

sufficient construct validity. A test's construct validity indicates how well it measures the target concept. For item dependability, we also utilized the usual Cronbach's alpha value, which should be more than 0.7 to show that the instrument has enough internal consistency. Results show that all criteria are well met by the instrument in terms of internal consistency. The dependability for a hands-off approach to parenting is 0.37%, whereas it's 0.909 for an active approach.

Finally, to make use of the results, items in the same parenting style construct were averaged to form the respective variable of that construct. Example, the five items of authoritative parenting style in the rotated component matrix (AUVE2, AUVE3, AUVE4, AUVE5 and AUVE6) were averaged using SPSS compute command to form Authoritative parenting style variable for further analysis. The same procedure is done to compute the other remaining three parenting styles for descriptive and correlational and regression analysis. First, the descriptive results of the four parenting styles in Central Division are presented in Table 4.7.

Table 4.7: Parenting style; M, SD, skewness & Kurtosis

| Parenting style | M | Std. Deviation | Skewness | Std. Error | Kurtosis | Std. Error |
|-----------------|-----------|----------------|-----------|------------|-----------|------------|
| | Statistic | Statistic | Statistic | | Statistic | |
| Authoritative | 2.9382 | .83140 | .151 | .218 | -.035 | .433 |
| Authoritarian | 2.3496 | .84372 | .696 | .218 | .358 | .433 |
| Permissive | 4.0713 | .58154 | -.832 | .218 | 2.496 | .433 |
| Uninvolved | 3.5805 | .74456 | -.414 | .218 | .556 | .433 |

Source: Field Data (2024)

The descriptive data offered for the various parenting styles provide light on their distribution and core patterns, as seen in Table 4.7. Participants' moderate levels of authoritative parenting are shown by the M score of 2.94. Participants' differing

perspectives on authoritative parenting are shown by the unusually broad range of replies, as indicated by the SD of 0.83. The skewness of 0.15 indicates a slight rightward skew, suggesting that while most scores are clustered towards the lower end, there are some higher scores pulling the M up. The kurtosis value of -0.035 close to zero, suggests a distribution that is fairly normal, without significant outliers.

Authoritarian Parenting shows a lower M score of 2.35, reflecting a lesser prevalence of this style among the sample. The SD of 0.84 indicates a similar variability in responses as seen in authoritative parenting. The skewness of 0.696 indicates a moderate rightward skew, implying that a majority of respondents scored lower, but there are some higher values. Kurtosis = 0.358 indicates that scores tend to cluster around the M, implying a distribution that is somewhat more peaked than typical.

A M score of 4.07 for Permissive Parenting stands out among the other styles, suggesting that this technique is quite prevalent. Results seem to be more densely grouped around the M, as shown by the smaller SD of 0.58. A leftward skewness of -0.832 shows that more respondents ranked permissive parenting higher, with fewer low ratings; this suggests that the parenting style is popular. A leptokurtic distribution, with thicker tails and a steeper peak indicating more extreme values than a normal distribution, is suggested by a kurtosis of 2.496.

Uninvolved Parenting has a M of 3.58, indicating a moderate prevalence of this style as well. The SD of 0.74 shows a moderate spread of responses. The skewness of -0.414 indicates a leftward skew, suggesting that while many scores are on the higher side, there are also some low scores. The kurtosis of 0.556 indicates a slightly peaked distribution, though not as pronounced as seen with permissive parenting.

The data highlights that permissive parenting is perceived most favorably by respondents, while authoritarian parenting is the least favored. Authoritative and uninvolved parenting styles occupy intermediate positions, with notable variability in how these styles are perceived.

4.5 Correlation Analysis

To check for multicollinearity and see how the variables related to one another, researchers looked into correlation analysis. Reading and writing proficiency are positively and significantly correlated with parenting methods. The most significant correlation between a child's reading proficiency and any of the 4 parenting styles was an authoritative approach ($r=.305$, $p=.001$). On the other hand, it is Permissive parenting style that showed strongest association with child's ability to write ($r=.275$, $p<.002$). Moreover, child's ability to read is significantly associated with ability to write ($r=0.341$, $p<.001$). This result is indications children who are better in reading are also better on witting, on average. Conversely, a child with reading difficulties is also likely to have witting difficulties in languages.

Table 4.8: Correlation Coefficients

| | | AUVE | AURIAN | PERM | UNINV | Reading |
|---------------|---------------------|------|--------|------|-------|---------|
| AURIAN | Pearson Correlation | .447 | 1 | | | |
| | Sig. (2-tailed) | .000 | | | | |
| PERM | Pearson Correlation | .319 | .318 | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | | | |
| UNINV | Pearson Correlation | .563 | .445 | .464 | 1 | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | |
| Reading | Pearson Correlation | .305 | .277 | .185 | .187 | 1 |
| | Sig. (2-tailed) | .001 | .002 | .040 | .000 | |
| writing | Pearson Correlation | .228 | .189 | .275 | .208 | .341 |
| | Sig. (2-tailed) | .011 | .036 | .002 | .021 | .000 |

[Key: AURIAN. Authoritarian, AUVE-authoritative, PERM-permissive, UNINV-uninvolved]

Source: Field Data (2024)

The correlation statistics presented provide insights into the relationships among various variables: authoritative, authoritarian, permissive, uninvolved and the dependent variables:

reading, and writing. AURIAN shows a significant positive correlation with AUVE ($r = 0.447$, $p < 0.001$), indicating a moderate relationship. This suggests that as AUVE increases, AURIAN tends to increase as well. PERM has a moderate positive correlation with both AURIAN ($r = 0.319$, $p < 0.001$) and UNINVOLVED LVE ($r = 0.464$, $p < 0.001$), and a weak correlation with AUVE ($r = 0.228$, $p = 0.011$). This indicates that improvements in these areas are likely to be associated with one another. UNINVOLVED LVE exhibits the strongest correlation with AURIAN ($r = 0.445$, $p < 0.001$) and AUVE ($r = 0.563$, $p < 0.001$), suggesting a robust relationship where increases in UNINVOLVED LVE correspond to increases in both AURIAN and AUVE. Reading shows weaker correlations with other variables, with the strongest being with AURIAN ($r = 0.277$, $p = 0.002$) and AUVE ($r = 0.305$, $p = 0.001$). The relationships with PERM and UNINVOLVED LVE are weaker still, indicating that reading ability may have a more modest association with these constructs. Writing correlates positively with all variables but is notably more strongly associated with Reading ($r = 0.341$, $p < 0.001$) and PERM ($r = 0.275$, $p = 0.002$). This suggests that writing skills may be influenced by or related to reading abilities, as well as by other constructs.

The data revealed significant interrelationships among the variables, with UNINVOLVED showing particularly strong connections to AUVE and AURIAN, while Reading and Writing exhibit a modest but meaningful association. These findings underscore the interconnected nature of these skills and constructs in the context studied. The correlation analysis reveals several statistically significant relationships between the variables. While many of the correlations are weak to moderate, their significance suggests that these variables do influence each other to varying degrees. The stronger relationships,

particularly between authoritative and involved, highlight potential areas of interest for further investigation.

Additionally, the significant correlations between Reading and Writing suggest that these skills are interrelated, which may have implications for educational practices or interventions aimed at improving literacy skills. The results further shows that the correlation coefficients between the parenting styles are moderate, they range from 0.187 (Involve and Authoritative) to 0.318 (Permissive and Authoritarian). These moderate correlations indicate no multicollinearity issues in the data set of parenting styles. (Multicollinearity is undesirable situation in regression analysis, in which the independent variables in the model are highly correlated, the $r > 0.7$). This lack of significant multicollinearity is a positive result in regression analysis and therefore each parenting lifestyle variable has significant unique variance on language ability.

4.5.1 Chi Square Test Results

This is anon parametric test to assesses of categorical variables are independent of each other. In this study it is used to assesses if, for example, reading ability (low or high) is associated with parenting level of Authoritative parenting style (low, moderate or high). To actualize this procedure, the level of each parenting style was computed using SPSS 'recode into different variable' command. From the computed parenting style variables, new categorical variables representing the four parenting styles were constructed and used for Chi-square test. In line with recoding of Likert scale items, for each of the four parenting style, scores of a particular parenting style within one SD of the M ($M \pm SD$) were coded 2 and labeled 'Moderate'. Scores below moderate class were coded 1 and labeled as 'Low' and scores above moderate were coded as 3 and labeled as 'High'.

Margaretha, *et al.* (2018) used this formula to computing categories. Through cross tabulation with the language ability variable, the new variables were used for the chi-square test of independence. Table 4.9 provides the chi-square statistic, df, and level of significance.

Table 4.9: Degrees of freedom in language acquisition

| | | Acquisition ability | | Chi-square | df | p |
|---------------|--------|---------------------|------|------------|----|------|
| | | Low | High | | | |
| Authoritative | Low | 15 | 12 | 6.598 | 2 | .037 |
| | Middle | 23 | 39 | | | |
| | High | 8 | 26 | | | |
| Authoritarian | Low | 28 | 37 | 1.926 | 2 | .382 |
| | Middle | 13 | 28 | | | |
| | High | 5 | 12 | | | |
| Permissive | Low | 0 | 0 | 5.438 | 2 | .066 |
| | Middle | 10 | 7 | | | |
| | High | 36 | 70 | | | |
| Uninvolved | Low | 3 | 1 | 30.308 | 2 | .000 |
| | Middle | 31 | 17 | | | |
| | High | 12 | 59 | | | |

Source: Field Data (2024)

According to the data presented, there is a correlation between the following parenting styles: authoritarian, permissive, uninvolved, and low, medium, and high levels of acquisition capacity. In order to determine if these variables are independent, the study makes use of Chi-square tests. With 2 degrees of freedom and a p-value of 0.037, the Chi-square statistic for the Authoritative style is 6.598. The results show that there is a strong correlation between the authoritative parenting style and the capacity to learn, suggesting that children raised in authoritative homes are different from children raised in other types of homes.. Specifically, the distribution of children with high acquisition ability is notably higher than those with low acquisition ability, implying that Authoritative parenting may foster better acquisition skills.

In contrast, the Authoritarian parenting style shows a Chi-square value of 1.926, a p-value of 0.382, which indicates no significant relationship with acquisition ability. This suggests that children from Authoritarian households do not display a distinct pattern in acquisition abilities across the different levels assessed, implying that this parenting style may not significantly influence acquisition skills.

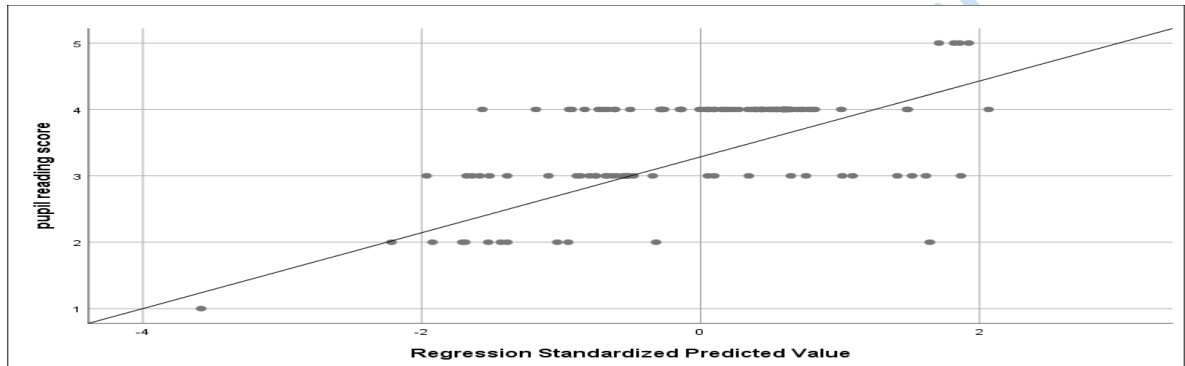
For the Permissive style, the Chi-square statistic is 5.438 with a p-value of 0.066. Although this result approaches significance, it does not meet the conventional threshold ($p < 0.05$). The data indicates that while there may be a trend suggesting a relationship between Permissive parenting and acquisition ability, the evidence is not strong enough to draw definitive conclusions. Notably, the high acquisition ability group has a notably larger representation, which hints at a potential influence of this parenting style.

Finally, the uninvolved parenting style reveals a striking Chi-square value of 30.308 with a p-value of 0.000, indicating a very strong and statistically significant association with acquisition ability. The data shows a clear differentiation in acquisition abilities, particularly with a high representation of children exhibiting high acquisition skills in uninvolved households. This suggests that the uninvolved parenting style may be highly effective in enhancing children's acquisition abilities.

4.6 Regression Analysis Assumptions

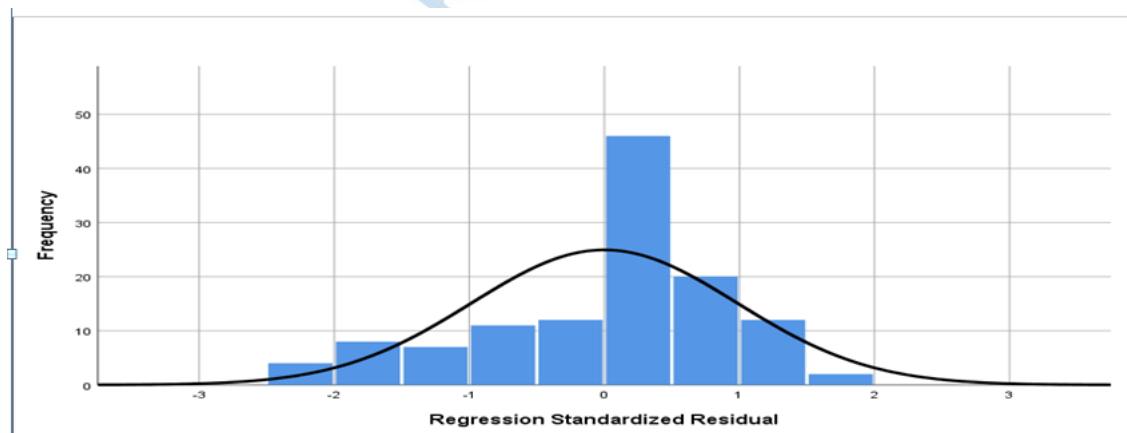
The Multiple Linear Regression (MLR) estimates the regression coefficients of the independent variables using the Ordinary Least Squares method because it produces one of the best estimates among the estimation methods. The OLS assumptions should be met to avoid misleading findings. The assumption includes linearity, normality, constant variance and multicollinearity assumptions. According to the linearity assumption, the relationship

between the dependent variables and the predictors in a regression model should be straight. The 45-degree diagonal line should be linear in a scatter plot comparing the expected and observed values. And as seen in Figure 4.1 the assumption is met Ming that a linear model is suitable to for estimating the relation between parenting style as the IVs and language acquisition as DV.



Source: Field Data (2024)
Figure 4.5 Linearity assumption

Since the distribution's shape is comparable to a normal distribution, the assumption is satisfied, and the findings of the regression may be extended, according to the normality assumption plot of the histogram of the regression residuals.



Source: Field Data (2024)
Figure 4.6: Histogram of Regression Residuals

Since there was not a single pair of independent variables with a strong correlation ($r > 0.7$) throughout the correlation analysis, multicollinearity was ruled out. A correlation study was conducted on the independent variables to evaluate the assumption. Moreover, in the absence of multicollinearity, the VIF ought to be below 10. Since none of the four independent variables had a VIF greater than 10, the findings disprove the existence of multicollinearity. Preschoolers' linguistic abilities are significantly and uniquely influenced by the parenting styles accounted for in the multiple regression models.

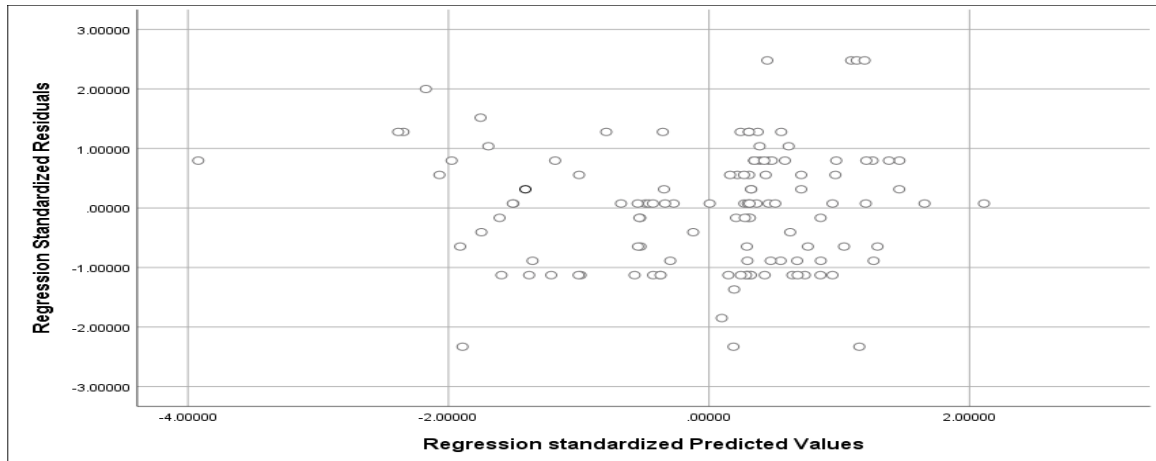
Table 4.10: Collinearity statistics

| Variable | Tolerance | VIF |
|-----------------|------------------|------------|
| AUVE | .634 | 1.577 |
| AURIAN | .734 | 1.362 |
| PERM | .768 | 1.302 |
| INVOLVE | .569 | 1.759 |

Source: Field Data (2024)

4.6.1 Heteroscedasticity assumption

According to this assumption, the errors occur uniformly across all possible values of the dependent variable. A graphic comparing the predicted values with the regression residuals is used to evaluate this assumption. To prove that the assumption is true, the errors must not exhibit any pattern of spreading out. In other words, in the scatter plot results, the zero line of the X -xis (and the Y-axis) should each divide the error points into roughly two equal points. And the results imply that the assumption is met. In addition, the confirming normality and homoscedasticity assumption confirms the linearity assumption as well.



Source: Field Data (2024)

Figure 4.7: Heteroscedasticity assumption

To this end, the four OLS assumptions are adequately met, and therefore, from hereon, the next second step is running the regression analysis procedure in SPSS with confidence that the regression results obtained on the influence of parenting style on language skills of preschool children are not misleading.

4.6.2 Regression Analysis Results to Parenting Style on Language Skills

This study adopted a multiple Regression technique because the parents apply more than one parenting style in their course of parenting their preschool age children. A multiple regression technique is therefore suitable in assessing the influence of parenting style (e.g. authoritative style) on language acquisition. From the overall regression results, the regression coefficients results show that, language skills of preschool children in Central Division are positively and significantly influenced by Authoritative parenting style ($\beta=.638$, $p=.000$). This result suggests that, holding other factors constant, preschool children of parents with high level of clear authoritative tendencies, outperform their counterparts with parents of low level of authoritative tendencies. The beneficial impact is anticipated since authoritative parenting, which is the best parenting style according to the

consequences on a child's growth are beneficial, according to Baumrind (2013). Children, especially those in the early years, benefit greatly from having parents who model the type of reasoning, kindness, support, and discipline that fosters independence. In Central division, Trans Nzoia County, how does an authoritarian parenting style affect the linguistic development of preschoolers? is an important and fruitful first research question.

Preschoolers in the central Division of Trans Nzoia County were shown to have significantly worse language abilities when exposed to an authoritarian parenting style, according to the regression findings ($\gamma=.183$, $p=.023$). Recent findings also found that authoritarian parenting style has positive outcomes of preschool children (e.g. Kiuru, *et Al.* (2012); Xia (2020). These findings are critical in that the low language skills of preschool children in Central division can also be addressed through encouraging Authoritarian parenting. Authoritarian parents are extremely demanding, frequently use coercion and force to enforce a rigid code of conduct, and are domineering Baumrind (2012). Thus, it is believed that the authoritarian approach will have a good effect on language abilities. Therefore, the second study question is: What effect does an authoritarian parenting style have on young children in Central Division, Trans Nzoia County, as they learn language skills? That the relationship is significant and favourable.

The results further shows that the Permissive parenting has negative influence on language skill development ($\beta=-.124$, $p=.436$). However, the influence is not statistically significance at 0.05 significant level; the p value is greater than 0.05. These non-significant findings are expected because Permissive Parenting type has been related to lower achievements and lower autonomy Baumrind et al. (2010).

No significant influence of Neglected/Uninvolved parenting style on language abilities of preschoolers was seen in the data ($\beta=.041$, $p=.692$). Because this parenting style involves using forceful techniques and not monitoring a kid, which is particularly crucial for preschool-aged children, it is not unexpected that this impact is not considerable. The fourth research question aimed at answering is the following: how does a lack of involvement or negligence in parenting affect the language abilities of pre-schoolers in the Central division of Trans Nzoia County?

Table 4.11: Regression Model

| Model | Unstandardized Coefficients | | Standardized Coefficients | | t | Sig. |
|---------------|-----------------------------|------------|---------------------------|--|-------|------|
| | B | Std. Error | Beta | | | |
| 1 (Constant) | 2.091 | .592 | | | 3.534 | .001 |
| Authoritative | .602 | .122 | .383 | | 4.925 | .000 |
| Authoritarian | .222 | .112 | .144 | | 1.988 | .049 |
| Permissive | -.124 | .159 | -.055 | | -.782 | .436 |
| Uninvolved | -.041 | .102 | -.034 | | -.397 | .692 |

Note; Dependent Variable: language ability, R: .739, R^2 : .547, R^2 (adjusted): .494, $F(4,118)$: 35.586, p : .000, AUVE; authoritative, AURIAN; Authoritarian, PERM; Permissive, UNINVO; Uninvolved

Source: Field Data (2024)

The given statistical output displays the results of a multiple regression study that investigated the association between the dependent variable (language ability) and four distinct parenting styles (authoritarian, permissive, uninvolved, and authoritative). With language ability as the dependent variable and authoritative, authoritarian, permissive, and uninvolved parenting styles as the independent variables, this regression study looks at how different parenting styles affect language ability. With an R-squared value of 0.547, the model fits the data well; that is, the parenting approaches accounted for around 54.7% of the variation in linguistic ability. The model's explanatory power is maintained even after accounting for the number of predictors, as shown by the adjusted R-squared value of

0.494. Overall, the model is statistically significant, as shown by the F-statistic of 35.586 and the p-value of 0.000.

When all parenting approaches are kept constant at zero, the predicted language ability score is 2.091, which is the constant term. The p-value of 0.001 that is linked to this t-value is lower than the standard alpha threshold of 0.05. The absence of an effect (or a zero-coefficient) is posited by the null hypothesis, which may be rejected in this case. It follows that the constant term must be statistically significant, indicating that the allegation that the M is not zero is strongly supported.

The unstandardized coefficient (B) for authoritative parenting is 0.602 ($p < 0.001$), indicating a strong positive impact on linguistic ability. This indicates that there is a 0.602 unit gain in linguistic ability for every unit rise in authoritative parenting. This influence is rather substantial compared to the other predictors, as shown by the standardized coefficient (Beta) of 0.383. Authoritarian Parenting shows a significant but smaller positive relationship with language ability ($B = 0.222$, $p = 0.049$). This implies that an increase in authoritarian parenting corresponds to a 0.222 unit increase in language ability, but the effect is less pronounced than that of authoritative parenting, as evidenced by its lower Beta value of 0.144.

Permissive Parenting The relationship between permissive parenting and language ability is not significant ($B = -0.124$, $p = 0.436$). The negative coefficient indicates a slight decrease in language ability associated with permissive parenting, but this finding is not statistically significant. Uninvolved Parenting similarly, uninvolved parenting shows no significant impact on language ability ($B = -0.041$, $p = 0.692$). The effect is negligible and not statistically meaningful.

There is a robust positive link between the dependent variable (language ability) and the predictors (parenting styles), according to the correlation coefficient ($R = .739$). R^2 , Together, the four parenting styles account for almost 54.7% of the variation in linguistic competence, according to the coefficient of determination ($R^2 = .547$). Adjusted R^2 Once the number of predictors is taken into account, the adjusted R^2 (.494) shows that a somewhat smaller fraction of the variance (49.4%), but this is still much higher than the original value. This points to a model that is relatively robust. test statistic Overall, the model is statistically significant (F-value 35.586, $p = .000$), suggesting that the variables account for a substantial amount of the variation in linguistic ability.

(Constant) The constant ($B = 2.091$, $p = .001$) is the intercept, representing the expected value of language ability when all predictors are zero. This value is statistically significant, indicating it is significantly different from zero. The results of the authoritative (AUVE) study indicate that there is a 0.602 unit gain in linguistic ability for every unit increase in the authoritative parenting style. This conclusion is supported by the standardized coefficient (Beta = .383) and the unstandardized coefficient ($B = 0.602$). This predictor significantly affects linguistic ability, as shown by the high t-value (4.925) and p-value (.000). Thus, the alternative hypothesis was accepted, and the null hypothesis was rejected, indicating that there is a strong beneficial relationship between authoritative parenting approaches and language development.

Authoritarian (AURIAN) with an unstandardized coefficient ($B = .222$) and standardized coefficient (Beta = .144) show a smaller positive effect on language ability. The t-value (1.988) and p-value (.049) suggest this relationship is marginally significant, indicating that a more authoritarian parenting style might contribute slightly to language ability, but

its impact is weaker compared to the authoritarian style. This leads us to accept the alternative hypothesis, which states that authoritarian parenting styles actually have a favorable effect on children's language development, and reject the null hypothesis, which states that no such effect exists.

A negative correlation between a parent's level of permissiveness and their child's linguistic competence is suggested by the unstandardized coefficient ($B = -.124$) and the standardized coefficient ($\text{Beta} = -.055$). Permissive parenting does not seem to significantly affect linguistic ability in this model, as shown by the lack of a statistically significant association ($t = -.782$ and $p = .436$). Therefore, we accept the null hypothesis that, as a result of our analysis, we do not find any evidence that more permissive parenting styles have a favorable effect on language development. Not Involved (UNINVO) The unstandardized coefficient ($B = -.041$) and standardized coefficient ($\text{Beta} = -.034$) indicate a slight negative effect of uninvolved parenting on language ability. However, this predictor is not statistically significant ($t = -.397$, $p = .692$), suggesting that uninvolved parenting style does not significantly influence language ability in this context. After careful consideration, the null hypothesis was accepted, indicating that there is no substantial beneficial relationship between uninvolved parenting methods and language learning.

Finally, the findings show that both authoritative and authoritarian parenting styles have a good effect on children's language skills, although the effect is less for the former. The lack of a correlation between a parent's level of involvement and their child's linguistic competence suggests that hands-off approaches may not be the best way to encourage language acquisition. Overall, this analysis emphasizes the importance of authoritative

parenting in enhancing language skills in children. Thus the regression model of language skills is

$$\text{Language Skills} = 2.091 + .602\text{AUVE} + .222\text{AURIAN} - .124\text{PERM} - .041\text{UNIVO}$$

The final step of regression analysis is checking on the model fitness prior to adopting the results on the basis of the model adequacy statistics; the R square and the F ratio. Based on the F ratio, the model is significant ($F_{(4,118)}=35.58, p<.001$). And based on the R square statistic, the model account for a substantial proportion, that is 54.7% of variance in language skills. And when adjusted to the number of model predictors, the model accounts for 49.4% of language skill variance. Thus, the model results obtained is significant.



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CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Findings, conclusions, and suggestions on the study's aims are detailed in this chapter, which serves as a synopsis of the research.

5.2 Summary of the Study

Finding out how different parenting methods affect pre-schoolers' language development in Trans Nzoia County's Central division was the driving force for this research. In the Central division of Trans Nzoia County, a sample of pre-schoolers was asked to respond to four questions on the impact of an authoritarian parenting style on their language development. In order to analyze quantitative data, 123 parents were asked to fill out a questionnaire. In the Central division of Trans Nzoia County, how does a more relaxed approach to parenting affect the linguistic development of preschoolers? How does an authoritative parenting style affect the linguistic development of preschoolers in Trans Nzoia County's Central division? How does a lack of attention from parents affect their preschool-aged children's linguistic development in Trans Nzoia County's Central division? To find the answers to these questions, the primary statistical tool used was regression analysis.

The study observed that parenting style is a predictor of language acquisition among the young learners. Practices and procedures that enhance Authoritative parenting among parents is one of the ways the education stakeholders can address the low language skills among the preschool children in Central Division. This is important in ensuring that the current generation of young learners advances their education to higher education levels

for better educational benefits. Learners who have difficulties in language skills from the onset of their educational journey find it increasingly difficult in learning other subjects as they progress in their education path. This is the case because language is the medium of instruction in class and mastery of it, especially at early school years. Preschool children achieve their learning milestones at the right time when they are encouraged and controlled in a way that promotes child autonomy necessary for learning. The most ideal parents, according to Baumrind (2013), are those who are reasonable, compassionate, supportive, and controlling in a manner that helps their children develop the independence they need. The offspring of strong parents encourage their offspring to go through the learning stages of first recognizing familiar signs and labels, recognizing rhymes, naming a few letters of the alphabet, recognizing letters in their names and writing their names, and naming beginning letters or word sounds. Authoritative parents set high standards, have high expectations, and provide their kids the tools and support they need to achieve. They make acceptable requests and are very responsive. Preschoolers are more likely to stay on their academic path with positive reinforcement than those with uninvolved parents. Encourage the child to express his or her feelings and concerns as well. Even if the child disagrees with me, encourage him or her to freely "speak his or her mind." When a child is distressed, soothe them and show them that you understand why they have certain expectations.

The study found that authoritarian parents often use force as a form of reprimanding wrong behaviour and hardly do they engage in explanation and often shout at their kids when angered by their actions. They also often criticize their kids to help them behave better. In order to solve the inadequate language skills in the division, it is clear from this finding

that parental and important other authoritarian inclinations must be strengthened and encouraged.

Permissive parents find it difficult to punish their kids, disregard their kids' bad conduct, and withhold reprimands and/or criticism even when their kids act in ways that go against our wishes. They worry that punishing their child for misbehavior will make them unpopular with the child. Based on the results, the research suggests that parents should get training to modify their approach to parenting in order to include more effective strategies.

The poor Language skills in preschool children in Central division can be improved if among other things, the Authoritarian parenting styles of preschool children is strengthened which is has a long lasting benefits for the child. A child who is literate has better grammatical abilities and the capacity for symbolic cognition. Preschoolers with greater language skills are also better equipped to inquire about their surroundings and learn more information. These are the benefits of improved skills which cannot be ignored but maximized. One of the ways the benefits can be maximized is having all parents on board by supporting authoritarian parents at the same time ensuring the effect of permissive and uninvolved) parenting tendencies are minimized. It requires commitment but it is the right way to go for the good of the children and the region at large.

5.3 Conclusion

Language acquisition abilities in Trans County, Kenya are positively predicted by parenting approaches, according to the research ($p < 0.05$, $B = 2.091$). A strong positive correlation between an authoritative parenting style and linguistic skills was found in the research ($P < 0.05$, $B = 0.124$). The research goes on to say that a strong positive correlation exists between an authoritarian parenting style and language learning abilities ($p < 0.05$,

B=0.222). The research also found that children whose parents were either too lenient or too neglectful had a worse time learning a new language ($p>0.05$, $B= -0.124$, -0.041 , respectively).

5.4 Recommendations

Research in Trans County, Kenya found that different parenting methods significantly impacted children's ability to learn a new language. To further strengthen the favorable effect of parenting on children's early language development, the authors suggest the following policy changes: Government and local stakeholders should invest in, parental education programs, to inform caregivers about the importance of positive parenting styles for language development. These programs can provide practical guidance on effective communication with children, reading habits, and emotional support that fosters language growth. Local health clinics, schools, and community centres can serve as platforms to deliver these resources.

Policies at the state and local levels should stress how critical it is to integrate parental philosophies and practices into preschool and kindergarten programs. Teachers and caregivers can be trained to engage with parents, offering strategies that reinforce at home what is taught in schools. This dual approach will ensure that language acquisition is nurtured both in educational settings and at home, creating a consistent environment conducive to language growth.

Governments, NGOs, and local community organizations should implement educational programs for parents, emphasizing the benefits of the authoritative parenting style. These programs should include workshops and resources that highlight how setting clear

expectations, offering emotional support, and fostering open communication positively influence children's language development.

National and regional governments should invest in public awareness campaigns that focus on educating the public about the importance of parenting styles. These campaigns can leverage media, including radio, TV, and social platforms, particularly in areas like Trans County, Kenya, where access to parenting resources may be limited. Such campaigns should promote authoritative parenting as a method proven to improve language acquisition.

The government and non-governmental organizations should implement, community-based parenting programs, where parents can learn from each other. By promoting local mentors and role models, parents in Trans County can develop culturally relevant parenting strategies that support language acquisition. These initiatives could include peer-led discussions, group activities, and workshops that share best practices on how to create language-rich environments.

To motivate families to adopt beneficial parenting styles, policies could offer incentives such as subsidies, access to educational materials, or childcare services for families participating in parenting workshops. Particularly in low-income areas, these incentives would motivate parents to take an active role in their children's language development from a young age..

Establish community-based support networks that offer continuous guidance to parents. These networks should include counsellors, early childhood educators, and peer mentors who reinforce the principles of authoritative parenting, thereby fostering an environment that nurtures language development.

The positive correlation between the authoritarian style and language acquisition suggests that policy frameworks on early childhood development should include strategies that encourage structured environments. For example, preschool curricula can incorporate routines and discipline in a way that mimics some elements of authoritarian parenting, thus creating a learning atmosphere where language skills are nurtured through repetition, clear expectations, and structured interaction.

5.5 Gaps for Further Research

Future research should focus on utilizing high sample sizes to determine the influence of parenting style on linguistic skills, since this quantitative study used a tiny sample. Researchers had parents rate their own behavior toward their children using a self-report questionnaire.

This sort of study might be influenced by social desirability bias, which is a form of response bias in social science research. It occurs when individuals are more likely to provide answers that other people would find favorable. Future studies should use a multiple sources of data collection tools and sources for validation. Future studies should consider a longitudinal framework for better conclusion. This information will further enrich literature on parenting style to emphasize for different school age

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

P.O. Box 1477-30200

Kitale

05.01.2016

Dear Sir / Madam,

Re: Permission to Carry Out Research

As a master's student in early childhood development and education (ECDE) at Mount Kenya University, I respectfully approach you to present the results of my research on the impact of parenting styles on the language development of pre-schoolers in Trans Nzoia County's Central Division. It is mandatory for any student before graduation to conduct field research in partial fulfilment of the requirement for graduation. To this end therefore, you have been identified to kindly provide information as contained in the attached tools of data collection below. Be as honest as possible as your identity will remain anonymous.

Yours faithfully,

Norah Okwiri

APPENDIX II: INFORMED CONSENT FORM

Dear respondent,

This study examines the impact of different parenting styles on the linguistic development of preschoolers in Central Division, Trans Nzoia County. The researcher is an M.Ed. candidate in early childhood studies at Mount Kenya University. Please take a moment out of your day to respond to these questions so that we may complete this research. Rest assured that your privacy and confidentiality will be respected. The study materials will not include any personal identifiers, and the only one with access to your information will be the researcher.

Your participation in this research is completely optional, and there will be no personal reward to you. You are under no obligation to continue participating in the research and may discontinue at any moment. Participation will not be incentivized in any way, financially or otherwise. Sign the form below to indicate your willingness to participate. If you have any issues or grievances, do get in touch with

The Chairman,

P. O. Box 342-01000,

Thika

Participant:

Name of Participant

Signature

Date

Researcher:

Name of Researcher

Signature

Date

APPENDIX IV: QUESTIONNAIRE FOR PRE-PRIMARY LEARNERS' PARENTS

Instructions

In order to get information about ethical problems related to the study's goals, the following questionnaire has been set up. You are welcome to connect with the questions and answer them as best you can. You are also not required to give your name in the questions.. Please answer all the questions in the sections provided.

Section A: Background Information

Please answer this section by ticking the item that best suits you.

1. sex :Male [] Female []

2. Marital status?

Married [] Single [] Divorced [] Widowed [] Separated []

3. Academic qualification

Never Primary dropout [] KCPE [] KCSE [] Diploma [] Degree [] Masters []

4. Employment status?

Employed [] Self-employed [] Not Employed []

5. Basic salary.

Below 1,000 [] 1,000-5,000 [] 6,000-10,000 [] 11,000-20,000 [] Above 20,000 []

Section B: Questions on the Parenting Styles

Please indicate how often you use the following parenting methods. Scores range from "Never" to "Always" on a 5-point scale. Highest parenting style preference score. 1 = Never 2 = Occasionally 3 = About Halftime 4 = Frequently 5 = Always

| S/NO. | Parenting Style | Selection Score | | | | | |
|-------|--|-----------------|--|--|--|--|--|
| | Style of authoritative parenting | | | | | | |
| 1 | When my child asks me why they have to do something, I tell them it's because I told them to, I'm their parent, or it's what I want: | | | | | | |
| 2 | to punish my child by denying them time with friends, TV, and games. | | | | | | |
| 3 | I pay attention to what my child wants and how they feel: | | | | | | |
| 4 | I pay attention to what my child wants and how they feel: | | | | | | |
| 5 | I question what my child wants to do before I ask them to do something. | | | | | | |
| 6 | When my child does something good or bad, I tell them how I feel about it: | | | | | | |
| 7 | I want my child to talk about his or her problems and feelings: | | | | | | |
| | Authoritarian Parenting Style | | | | | | |
| 8 | When my child asks me why they have to do something, I tell them it's because I told them to, I'm their parent, or it's what I want: | | | | | | |
| 9 | To punish my child by denying them time with friends, TV, and games. | | | | | | |
| 10 | I scream at my child when I don't like how they're acting: | | | | | | |
| 11 | I give my child constructive feedback to help them behave better: | | | | | | |
| 12 | I sometimes threaten people as a kind of discipline, often without good reason | | | | | | |
| 13 | discipline my child by withholding affectionate gestures like kisses and cuddles. | | | | | | |
| 14 | When my child's behaviour does not reach my standards, I publicly scold him or her. | | | | | | |
| 15 | I'm finding it difficult to influence my child's perceptions of the world. | | | | | | |
| 16 | There always a reason to reprimand my child's past behavioural in abide to restrain same happening in the future. | | | | | | |
| | Permissive Parenting Style | | | | | | |
| 17 | I find it difficult to enforce rules and regulations on my child: | | | | | | |

| | | | | | | | | |
|----|--|--|--|--|--|--|--|--|
| 18 | I cave in if my kid is being too dramatic: | | | | | | | |
| 19 | I treat my child: | | | | | | | |
| 20 | I treat my child: | | | | | | | |
| 21 | refuses to reprimand or criticize a child even though they behave in a way that goes against our wishes. | | | | | | | |
| 22 | I'm concerned that correcting a youngster's bad behaviour would make the child dislike their parent. | | | | | | | |
| 23 | imposes punishment after a youngster misbehaves. | | | | | | | |
| | Involving Parenting Style | | | | | | | |
| 24 | I'm too entangled in my own personal, interpersonal, and professional problems. | | | | | | | |
| 25 | Am overly liberal with children and ignorant of their activities | | | | | | | |
| 26 | Am too strict to allow my child social involvement. | | | | | | | |
| 27 | I don't have an emotional connection to my child. | | | | | | | |
| 28 | I have minimum expectation from my child | | | | | | | |
| 29 | typically don't kiss, hug, or compliment my child since I have low expectations for them. | | | | | | | |

THANK YOU

APPENDIX V: READING TEST FOR THE ECDE LEARNERS

Below is a written assessment that has been extracted from PPII level syllabus. The written work aims at testing four levels of language skills including the ability of the child to identify letters, read words, and the learners' ability to read a story. The sections will be handled progressively as shown above.

| | | |
|----------------------|--|--|
| Childs reading score | | |
| Childs writing score | | |

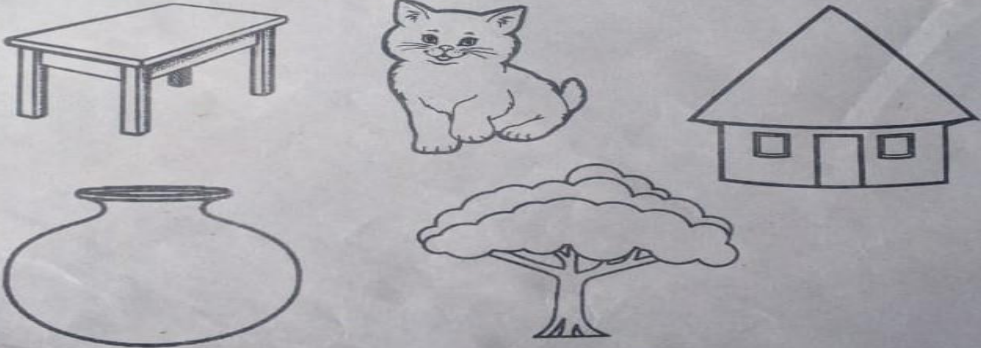
Reading and Writing Test

1. Read the words

| | | |
|------|------|-----|
| Leg | Duck | Jug |
| Box | Net | Pan |
| Is | Dot | Bag |
| Fish | Man | Zip |

2. ca ne ba ma la pu so ho li ka

3. Read the Pictures



EE-above 15

ME=10-14

AE=5-9

BE=0-4

APPENDIXES VI: NACOSTI RESEARCHER LICENSE

CONDITIONS

1. The field report to the County Commissioner and the County Education Officer of the area before undertaking the research, failure to do this may lead to the revocation of your permit.
2. **Consentance Letters will not be issued** without prior approval.
3. The questionnaire will be used under the name approved.
4. Enumeration, listing and collection of statistical specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least once (1) hard copy and two (2) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **0070**

11/2008/112/PM on both page

THIS IS TO CERTIFY THAT:
MS. ROSAID DINDU OTUMA
of **MT. KENYA UNIVERSITY, P.O. BOX 20280**
Nairobi, has been permitted to conduct
research in **Trans Nzoia County**

on the topic: **INFLUENCE OF PARENTING STYLES ON CHILDREN'S ACADEMIC PERFORMANCE IN EARLY CHILDHOOD DEVELOPMENT EDUCATION IN CENTRAL DIVISION TRANS NZOIA WEST SUB-COUNTY, TRANS NZOIA COUNTY**

for the period ending:
30th May, 2017

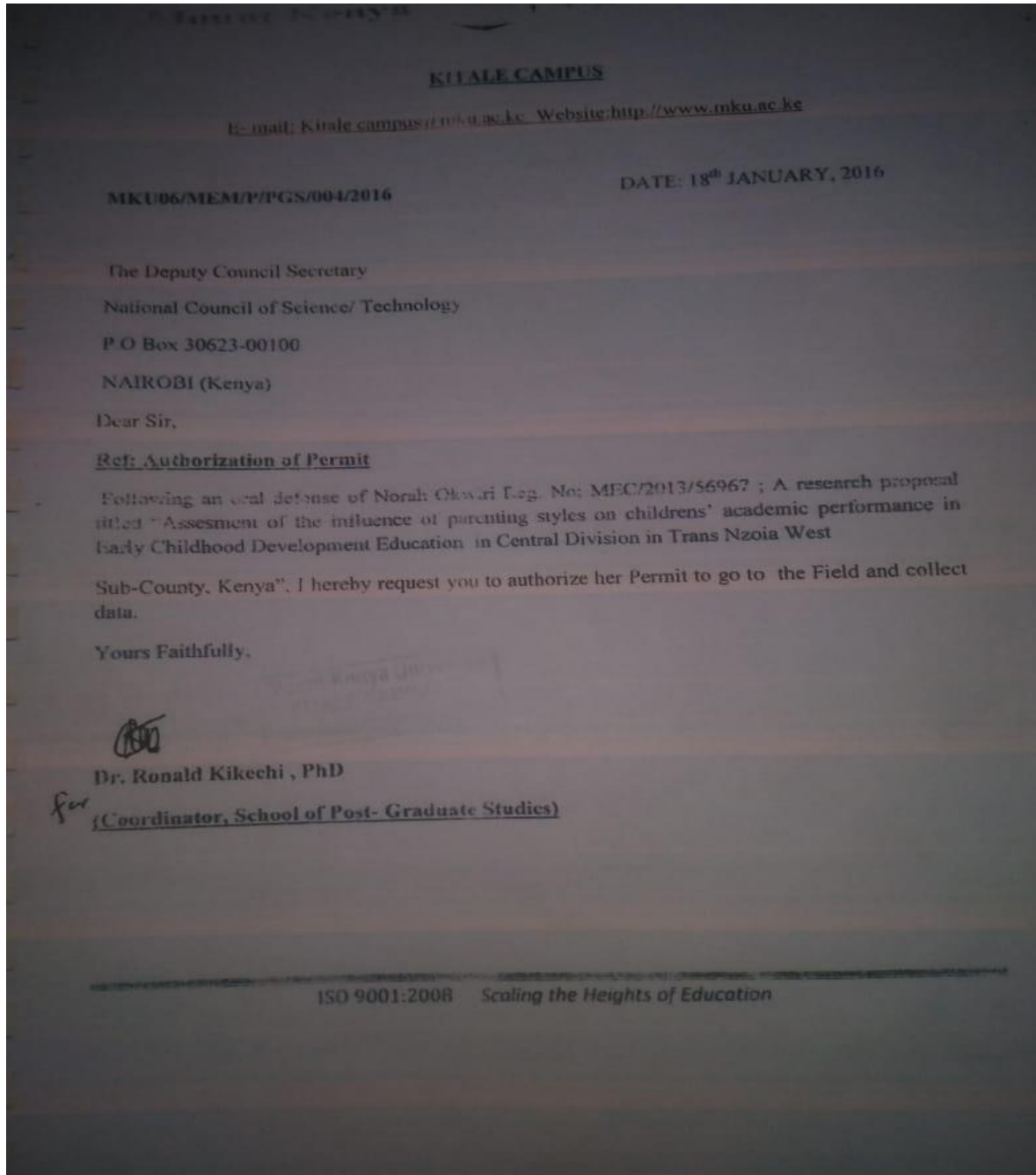
Permit No : **NACOSTI/P/14/00064/11058**
Date Of Issue : **10th May, 2016**
Fee Received : **Ksh 1000**



Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

APPENDIX VIII: UNIVERSITY INTRODUCTION LETTER



APPENDIX IX: PLAGIARISM REPORT

turnitin Page 1 of 138 - Cover Page Submission ID trcofid::13658476411

NORAH OKWIRI
INFLUENCE OF PARENTING STYLES ON ACQUISITION OF LANGUAGE SKILLS AMONG PRE-SCHOOL CHILDREN IN CEN...

PROJECT
MASTERS
Mount Kenya University

Document Details

| | |
|--|---------------------------|
| Submission ID trcofid::13658476411 | 123 Pages |
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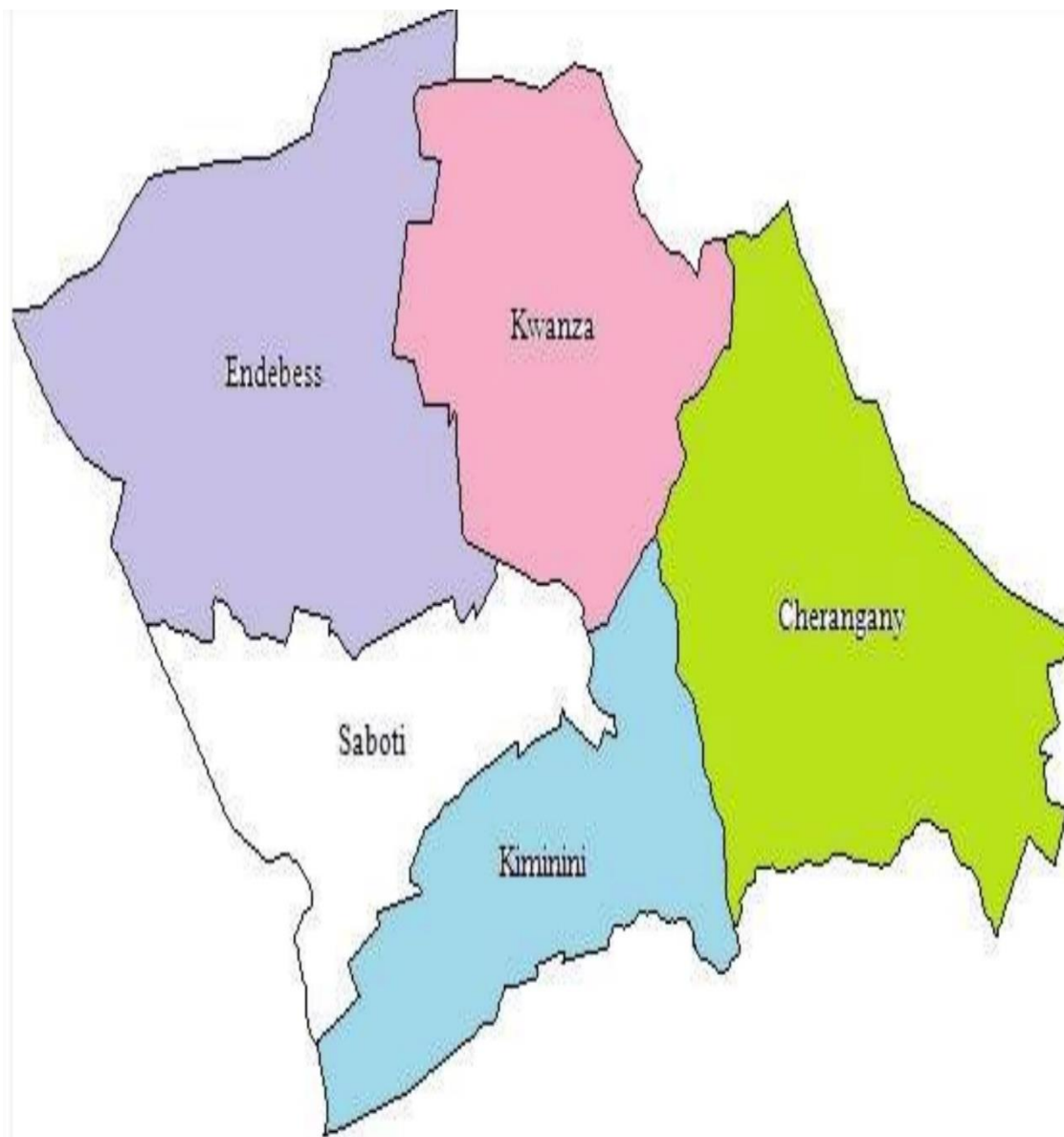
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APPENDIX X: MAP OF TRANS COUNTY



Source: Wikipedia

APPENDIX XI: MAP OF KENYA



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