

PARENTING STYLES AS PREDICTORS OF DROP OUT RATE AMONG SELECTED PUBLIC SECONDARY SCHOOL STUDENTS IN EMBU COUNTY, KENYA

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ABSTRACT

The problem of school dropout is experienced in both the rich and poor countries, though some reasons may differ. As adolescents transit this turbulent stage they increasingly seek to be free from their parents and gain more autonomy. This study investigated parenting styles, as predictors of students drop out rate among public secondary school students in Embu County. Questionnaires were used to collect data from students on parenting style and students' and dropout tendencies, focus group discussion schedule was used to collect in-depth views of students while interview schedule were used to collect views of guidance and counseling teachers. A population of 8820 Form Two and Three students distributed in 132 public secondary schools in Embu County was targeted. Purposive sampling was used to select a sample of 15 schools. The schools selected were those which hand reported more cases of school dropout. Stratified random sampling and systematic random sampling were used to select 399 participants. Purposive sampling was used to select 70 secondary school dropouts. Reliability for the parenting styles questionnaires and dropout tendencies were calculated and an average cronbach alpha (α) of $\alpha = 0.82$ for parenting styles questionnaires was reported and for dropout rate $\alpha = 0.71$. Linear multiple regression analysis showed that, parenting styles accounts for; 86.2% ($R^2=0.862$, $p<0.05$) of secondary school dropout rate students' school and 13.8 is accounted for by other factors. The study recommends that, the school board of management and parents'/ teachers association should involve other stake holders in educational sector such as community based organizations, religious based organizations, private professional counselors and provincial administration in a joint approach to deal the problem of school dropouts.

Keywords: Parenting styles, authoritative, authoritarian, permissive indulgence permissive neglectful, dropout rate.

1.0 Background to the Study

World over formal education is the major highway through which the young people are socialized into the societal norms and requirements of the job market, in order to enhance personal and household welfare (Chiuri & Kiumi, 2005). Completion of secondary education is considered an important milestone for the youth, because it allows them to join higher education in middle level colleges and universities. Majority of the secondary school students are in adolescence stage, a period of transition into adulthood, such transition exposes them to many risks (Kimanthi, 2014). Majority of students in secondary schools in Kenya are adolescents. According to world health organization (2008) the stage of adolescence is between 10 and 19 years. Karaman (2007) contend that, adolescence is a period that bridges childhood and adulthood world, where there is increased number of risks. As they transit through the period they face many challenges, among them are the conflicts with their parents, due to increased: sense of mastery, identity search, development of autonomy and establishing a niche for themselves in the society (Zarrett & Eccles, 2006). The conflicts when poorly managed are likely to be the antecedent factors for students' dropout from schools Doll, Eslami & Walters (2013)

Studies have shown that there is a strong connection between parent-child relationships and the child psychological developmental outcomes (Boyer, 2006). Bronfenbrenner (2005) describes these child-parent relationships as Microsystems which influence the child social, emotional and psychological developments. In most of African cultural settings, adolescents used to receive information on social norms and practices during the rites of passage into adulthood (Ehiemua, 2015). Parents have a responsibility of providing their children with important information on potential risks, a role previously shared between nuclear family, extended family member and the larger society (Mara, 2006). The change in social structures results in reduced role of extended families and society at large on adolescent parenting to the nuclear family.

Parents, through their parenting roles (expressed through parenting styles) are important in predetermining adolescents' decisions on various social issues. These decisions influence the actual adolescent involvement in social activities including those which could lead to students dropping out of school (Ikramulah, Manlove, Carol & Moore, 2009). The decisions students make at times has far reaching implications on their learning. Some decisions, such as students dropping out of school, interfere with learning process by disengaging from school program prematurely (Center for Mental Health, 2008). On the basis of parental degree of control or parental responsiveness, Maccoby and Martins (2003) identified four categories of parenting styles: authoritarian, authoritative, permissive indulgence and permissive neglectful. Each parenting style provides unique microclimate in which the child is socialized (Sigelman & Rider, 2009). Authoritarian parenting style combines high control and low warmth (low responsiveness. According to Nowroozi (2008) authoritarian parenting style is parent-child relationship where older members of the family bully around the young members. The parent puts a lot of pressure on the child and limits the natural freedom of the child.

Somaye and Rozumah (2009) describe authoritative parenting style as warm, responsive and demanding. It is characterized by high: monitoring, supervision and moderate control of the child's activities. At the same time the authoritative parent provides understanding to the child (Macobby & Martins, 2003). The authoritative parent also provides a two way communication, by

giving strict rules as well as explaining why the rules must be followed, while at the same time listening to the concerns of the child (Devore & Ginsburg, 2005). A study by Nowroozi (2008) found that authoritative parenting tends to have children who have a positive view towards life. Park and Beauer (2002) contend that authoritative parenting style and its positive outcomes is mainly associated more with the individualized societies of the western countries. This implies that the positive psychological outcomes of authoritative parenting may not necessarily apply in other societies.

Permissive indulgent parent provides little control to the child with a lot of warmth. According to Hunt (2013), the parent emphasizes responsiveness as the main prominent characteristic. The parent-child communication is child centered, with parent not giving rules to be followed but listens to the demands of the child. A permissive indulgent parent is seen by the child as a resource to be used with no accountability. There is little or no monitoring or supervision, the child is allowed to regulate his/her own behaviour (Baumrind, Larzelere, & Owens, 2010). Parents encourage their children to express their views and demands and the parents respond to them without interrogating their viability. Miller (2010) contends that, for indulgent parents, having a relationship with their children is more important than providing direction or rules for the child. The parents tend to seek friendship with the children at the expense of development of social skills. Such children tend to have less mature compared to their peer.

Permissive neglectful parent are uninvolved with child's activities and do not offer control or warmth to the child. Neglectful parents do not provide rules, monitoring or supervision to children and provide little or no communication. The child is left to determine his behaviours with no parental involvement (Yusefi, Idelu, Saravani & Rezeghi, 2016). The parents are detached from the needs of their children; they do not seem to care about their children and at times may even reject their own children (Segelman & Rider, 2012). The children are left to do what they whatever they feel is good for them. According to Miller (2010) neglectful parents are only concerned with their own needs that they ignore or neglect the needs of their children. Children from permissive neglectful parents are not provided with parental environment to enable they develop healthy emotions. Parenting styles are thought to influence and therefore predetermine behavioural development of children. Studies have shown that there is a strong connection between parent-child relationships and the child psychological developmental outcomes (Boyer, 2006). Bronfenbrenner (2005) describes these child-parent relationships as Microsystems which influence the child social, emotional and psychological developments. In most of African cultural settings, adolescents used to receive information on social norms and practices during the rites of passage into adulthood (Ehiemua, 2015).

1.2 Objectives of the Study

The study was guided by the following specific objectives: To examine whether parenting styles significantly predict secondary school dropout rate in Embu County.

1.3 Research Hypotheses

This study was guided by the following hypothesis: Parenting styles do not have a statistically significant prediction of dropout rate among secondary school students.

1.4 Review of Related Literature

The irony of school dropout is that the richest and poorest countries experience the problem in equal measure (Bledsoe, 2002). In the America, more than 30% of pupils drop out of school before completing their grades. According to UNESCO (2012), Africa has the world's highest drop-out rate which stands at 42%. For instance Nekongo-Nielsen, Mbukusa, Tjiramba, and Beukes, (2015) investigated school dropout rate in Namibia, the study used 58 schools in the Kavango region, 10 schools in the Kunene region and 5 schools in the Omaheke region. study found that, for all the learners interviewed, 50% of learners dropped out due to pregnancy, 20% dropped out due to economic factors, 15% due to system factors, 11% due to lack of parental involvement, and 4% due to cultural factors. The family is one of the most influential agents among the different social factors that significantly influences the growth and development of any child (Chenge, Chenge, & Maunganidze, 2017). This includes development of interest and resilience to stay on in school without terminating their educational programs. According to Lund (2009) the family factors include changes in family structure and income, relationship with parents due to changes in family dynamics.

In Kenya the problem of secondary school students dropping out of school before completion of their course has persisted over the years. According to KNEC Analysis Report (2012), as cited in Injendi (2014) dropout rates in 2009 in Kenyan secondary schools registered 41.3% for boys and 51.5% for girls. In 2014 there an estimated dropout rates of 41.3% for boys and 45% for girls in secondary schools (Amandi, Makewa, & Role, 2014). This view of high school dropout rate is support a study conducted by Sang, Koros, and Bosire (2013) who studied dropout rate in public secondary school students in Kericho district. The findings show that dropout rates were higher in day schools in comparison to boarding schools, mixed schools compared to single sex schools and single stream compared to more than one stream schools. It was also found that dropout rates increased in higher classes. It is noteworthy that children who drop out of schools risk their future career progression later in life and contribution to national development. Chirteş (2010) also studied causes of to students dropping out from schools in Eastern Europe. The study was carried out during 2008-2009 school years and it consisted of two steps. A sample of 682 students in lower primary from the town of Sarmas was used. The study found that among the factors which lead to school dropout are family factors such as parental permissiveness. Though these studies identified family factors as contributing to school dropout, parenting styles were inadequately addressed since only parental permissiveness was singled out and no mention was conducted of the other styles. This study aims at addressing all the four major parenting styles.

Blondal and Adalbjarnardottir (2009) carried a longitudinal study on Parenting practices and school dropout. A sample of 427 respondents from Iceland youth was used. The study results reveal that adolescents from parents showing high supervision (authoritative and authoritarian) are less likely to drop out of school before completion of school programs compared to other parenting styles. In another study, Mudemb (2013) examined factors that cause school dropout among boys and girls from secondary schools in, Siaya, Kenya. The study found out that among other factors pregnancy and indiscipline were major causes of dropout among both male and female secondary schools students in Siaya County. Other causes of students' dropout include drugs and alcohol. Additionally, more girls dropped out of school compared to the boys with dropout rates of standing at 16% and 11% respectively. Sigei and Tikoko (2014) investigated how home, based factors influence student dropout in coeducational of secondary schools students Nakuru County, Kenya.

The study targeted a population of 755 Form 3 students and 8 head teachers in 8 co-educational public day secondary schools. A sample size of 169 students and 8 head teachers from all the selected schools respectively were used. The study found that among others, neglectful parenting tendencies were the causes of dropout in the schools in the county.

1.5 Methodology

The studies targeted all the form two and form three students in public secondary schools in Embu County. The study adopted survey research design. Stratified random was used to select 15 schools. This was done in order to ensure all the categories of schools were represented. From each category of schools simple random sampling was used to get a total of 399 students proportionately from form two and form three. Simple random sampling was used to select 8 participants in focus group discussion from the sampled students. Focus group discussion was used in order to get students feelings on the subject of the study. Purposive sampling was used to select 15 guidance and counseling teacher school dropouts from the selected schools and 70 school dropouts. Data was collected by use of a four-point likert scale questionnaires, focus group discussion schedule and interview schedule. The questionnaires were administered to ongoing students and school dropouts. Data from guidance and counseling teachers were collected by use of interview schedule.

1.6.0 Findings of the Study

1.6.1 Scoring of Questionnaires

Questionnaires on parenting style were rated on a five point Likert scale. The results for the scoring were presented in Table 1.0 below.

Table 1.0: Results on Scoring of Parenting Style Questionnaires

Parenting styles	Low		High		Total	
	Frequency	%	Frequency	%	Frequency	%
Authoritative	116	29.1	283	70.9	399	100
Authoritarian	162	40.6	237	59.4	399	100
Permissive Indulgence	194	48.6	205	51.4	399	100
Permissive neglectful	199	48.9	200	50.1	399	100
Average	168	42.1	231	57.9	399	100

Table 1.0 shows that, majority (70.9%) of the responses score very high on Authoritative style, followed by Authoritarian parenting style. This means that authoritative parenting is the commonest among the parents of the target population. This is followed by authoritarian (59.4%). The least common parenting style is permissive neglectful with 50.1% of the responses. It was further

revealed that on average all the factors scored relatively high (57.9%). This was an indication that the four parenting styles are common within the target population. The various parenting styles within the target population imply that secondary school students in the study area experience varying microsystem consisting of relationships with their parents. Most students relate with their parents in a way dominated by high control. Control under authoritarian parenting style is likely to generate resentments which are likely to cause misunderstanding and a probable premature termination of school programs.

The researcher further assessed the dropout rates in relation to the four parenting styles studied. The results were presented in Table 1.2 below.

Table: 1.2: Results on Scoring of School Dropouts Rate

Parenting Styles	Low		High		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Authoritative	31	60	21	40	52	100
Authoritarian	17	30.3	35	69.7	52	100
Permissive Indulgence	26	50.0	26	50.0	52	100
Permissive neglectful	16	30	36	70.0	52	100
Average	22	36.7	30	57.4	52	100

Table 1.2 shows that, majority (70 %) of the responses from dropouts scored high on permissive neglectful style, followed by Authoritarian parenting style (69.4%), permissive indulgence with 50 % responses and the lowest score for high scoring was authoritative (40%). It was further revealed that on average all the parenting styles scored relatively high (57.4%). This was an indication that the four parenting styles influenced the children dropout rate. Bledsoe (2002) argues that the irony of school dropout is that the problem is shared by both richest and poorest countries in equal measure. The causes of students' dropping out school vary from one society to another. While in developing countries such as Kenya poverty has been linked to school dropout in western countries, lack of interest among others has been cited as a cause (Shahidul & ZehaduKaril, 2015). However irrespective of the parents' socio-economic status the relationship the parent has with the child plays an important role in helping the child develop positive perception about the social institutions and specifically educational institution. The findings concur with a study by Chirteş (2010) which found that family factors such as parent-child relationships are among the factors that lead to school dropout.

1.6.2 Descriptive Statistics for Focus Group Discussion

The study collected views from 15 focus groups, one group from each selected school. Each group was made up of 8 students selected randomly from those who participated in answering the questionnaires. Responses from the focused group discussion were analyzed under three broad

themes; ease of students discussing issues related to dropping out of school with parents, people with whom students prefer to discuss behaviours related with dropping out of school and students' expectations of their parents in handling such behaviours. The responses are given in tables 1.3, 1.4 and 1.5 below.

Table: 1.3. Ease of Students Discussing issues on dropping out of school

	Freq	%
Not easy	9	60
Easy	6	40
Total	15	100

Table 1.3: shows that, majority of students 63% felt that discussing issues related to premature termination of academic programs with parents is not an easy task. The respondents felt discussing drug abuse or violence was easier as long as the child was not the one dropping out of school. These discussions were limited by perception of parents that the children are seeking information in order to stop schooling before finishing school. Respondents also felt that their parents are too busy to spare time for discussing issues affecting them. This supports a study by Nundwe, (2012) which found that parental occupation, economic activities in which parents were engaged were blamed for keeping the parents too busy to take time to talk with their children, this is the barrier to communication as parents have little time to be with their children.

Table: 1.4 Preferred People by Students With who to Discussing premature termination of school programs.

Parents		Relatives		Peers		counselors		Totals	
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
8	53	1	7	4	27	2	13	15	100

Table 1.4 shows that, dropout majority (53%) felt they were okay to discuss the issues with parents, while 27% felt they would rather discuss with their peers because they feared their parents. However issues that may affect the family directly, such as changing schools or even dropping out of school, they felt, are better off discussed with parents. During the developmental stage of adolescence, young people strive for independence and begin to make decisions that impact on their lives (Spear & Kulbok, 2004). Inadequate family time for parent-child interactions pushes the adolescents to seek such discussions from other people like the peers who are likely to provide unreliable information. Respondents felt that parents were unavailable for them, at the same time some felt they were "mature" to make their own decisions. The study postulates that, driven by search for autonomy and facilitated by the busy schedule of parents who do not have enough time

with their children, secondary school students find themselves spending more time with peer and other strangers from who they get information concerning their challenges.

Table 1.5: Students' Expectation from Parents

Students' Expectations	Freq	%
Understanding and respect	9	60
Advice giving and being listened to	2	13
Honesty and role modeling	4	27
Total	15	100

Table 1.5 shows responses from the focus group discussion on how students expect their parents to deal with behaviours related to dropping out of school. The students' expectations were analyzed under three broad themes; understanding and respect, advice giving and being listened to, honesty and role modeling. The study revealed that majority (60%) expect their parents to understand and respect their feelings. This findings concur with Rosenthal (2011) contend that adolescents feel they deserve respect from their parents. They said that they felt that their expectations were not met. The study also reveal that 27% expect their parents to be honest and good role models, since some parents were alcoholics and were also involved in other vices. The students agreed that their expectations of their parents were more often not met. As a result the students felt like dropping out of school or actually dropped out of school. According to Cumsille, Darling and Martinez, (2010) if parents are not honest they play a major role in influencing their adolescents' lying since they dispute the sincerity and the moral authority of their parent. For instance, adolescents who believe that parental authority is legitimate are less likely to lie to their parents.

Table 1.5 also show that 13% expect parents to give them advice and also listen to their views and feeling; they felt many parents were not available for them. The findings concur with Tyzack (2015), who contend that parents who are there physically and emotionally for teenagers are able to meet their children' expectations, a factor which associated with better adolescent behaviour during the hormonally-turbulent years. The findings also concur with Amour, Laverdure, Devault and Manseau, (2007) who contend that effects of fatigue and stress experienced at work can affect family life at home thus affecting parent child relationship. This means while the adolescent children at home expect the parent to be available in order to provide advice on various challenges they are facing, parents are either not physically available at home and even when they are, they are tired from their busy schedule. Such parents are unable to meet their children's expectation. Children from such families are likely to fall prey to dropping out of school.

The study also show that the respondents look upon their parents as role models of social norms including honesty. This implies that adolescents are more likely to copy the behaviors of their parents concerning handling the social challenges. The findings concur with the study by Wiese & Freud (2011) found that adolescents are influenced by their parents as role models although they may reflect and modify these models according to their beliefs and social relations. The findings suggest that if the parents provide good role models of honestly dealing with stressful situations

their children are likely to copy the same and avoid seeking to relief stressful situations like failure in exams by involvement in drugs or violent solving social conflicts. On the other hand when parents are violent they are likely to model such behaviours in their adolescent children. This is supported by the study by Quintelier, Hooghe and Badescu, (2007) which found that discussion and the interaction within the family have a strong effect on adolescents' participation in social patterns.

1.6.3 Responses from Guidance and Counseling Teachers.

The study collected responses from 15 guidance and counseling teachers from the 15 selected schools. The teachers were to report on the incidences of school dropout related cases they deal with in a term period of three months. The responses are given in tables 1.6 below.

Table: 1.6: dropout Related issues Dealt with by Guidance and Counseling Teachers

None		1-10		11-30		above 30		Total	
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
3	20	7	47	5	33	0	0	15	100

Table 1.6 shows responses from guidance and counseling teachers on dropout related cases dealt with in periods of three months. Results show that 47 % of schools records up to 10 cases per term while up to 30 cases are recorded in 33% of schools. These findings concur with, Bledsoe (2002) who argues that, the irony of school dropout is that, the richest and poorest countries experience the problem in equal measure. The findings also imply that the teachers especially the guidance and counseling teachers spend much time solving issues in the school and meeting with parents of the affected child instead of teaching. The findings also imply that many students may fail to complete school or spend much time out of class, thus missing time missing time to concentrate in their studies

1.6.4 Linear Regressions for Parenting Style and School Drop-out Rate

The fifth objective of the study was to investigate whether parenting styles significantly predict dropout rate behaviors among secondary school students. To achieve this objective the study sought to test the hypothesis, Ho, that, there is no statistically significant prediction of dropout rate by parenting styles among secondary school students. Multiple regression analysis was used to test the hypothesis. The model summary results were presented in Table 1.7 below.

Table 1.7: Model Summary on Parenting style and Dropout Rate

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.936(a)	.876	.862	4.173

Note: a: Predictors: (Constant), Authoritative, Authoritarian, Permissive indulgent and permissive neglectful.

Table 1.7 shows that 86.2% of variation in the dropout rate is explained by the parenting styles (authoritative, authoritarian, permissive indulgent and permissive neglectful). The remaining 13.8% is accounted for by other factors not related to parenting styles. The findings show that parents, through their parenting styles, are the most important behaviour transforming agents among the secondary school students in relations to school dropout. The implication of the findings is that other agents that the child interacts with play a minor role in influencing children dropping from school compared to parents' parenting styles. The findings concur with a study by Chirteş (2010) which found that among the factors which lead to school dropout are family factors such as parental permissiveness. Test the fitness of the model ANOVA was used. The results were presented in Table 1.8 below.

Table 1.8: ANOVA (a) Parenting Style; (b) Dropout Rate

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	143.003	4	10.751	8.433	.000(a)
	Residual	60.971	48	.174		
	Total	743.0974	52			

Note: a: Predictors: (Constant), Authoritative, Authoritarian, Permissive indulgence, and Permissive neglectful
b Dependent Variable: Drop-out rate

Analysis of variance (ANOVA) was conducted to establish the fitness of the model used. The ANOVA table: 1.8 shows that the $F_{(4, 26)}$ statistic was 8.433 with a p-value of 0.000 indicating that the model was statistically significant in explaining the effect of parenting styles on dropping out of school because the significance level was less than p-value of 0.05. This means that the model used, was appropriate and the relationship of the variables shown could not have occurred by chance. This means that the model is fit to explain to what extent parenting styles can be blamed for secondary school dropout rate Regression coefficients were presented in table 1.9 below.

Table 1.9: Multiple Regression Coefficients (a) on Dropout Rate

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	.298	.485		.616	.000
	Authoritative (X ₁)	.087	.102	.111	.850	.001
	Authoritarian (X ₂)	1.266	.393	1.039	3.224	.003
	Permissive indulgence(X ₃)	.468	.454	.092	1.029	.001
	Permissive neglectful(X ₄)	1.798	.316	1.769	5.693	.000

Note: a Dependent Variable: Drop-out Rate

Table 1.9 shows that all the independent variables (Authoritative, Authoritarian, Permissive indulgence, and Permissive neglectful) significantly ($P < 0.05$) predict the change in dropout rate, hence hypothesis H₀₅ was rejected.

The regression model is;

$$Y = 0.298 + 0.087X_1 + 1.266X_2 + 0.468X_3 + 1.798X_4$$

This model shows that the Permissive neglectful parenting style has the greatest contribution to the model (1.798, $p < 0.05$). This means that a unit change in permissive neglectful parenting style causes a change in dropout rate by a factor of 1.798 at 5% significant level. This is followed by authoritarian parenting (1.266, $p < 0.05$), permissive indulgence (0.468, $p < 0.05$) and authoritative parenting (0.087, $p < 0.05$). The findings concur with a study conducted by Chirteş (2010) who argued that among the factors which lead to high school dropout rate are familial factors such as parental permissiveness. The family is environments for the children in which the children acquire society standards of behaviors which help them to be function members of the society. These findings concur with a study findings of Ogiri, (2016) which showed that family factors are important in influencing secondary school students' dropout rate.

The study shows that neglectful parenting style accounts for the highest dropout rate. The findings concur with the findings Valerie (2007) who found that students' dropout rate is related to parental neglectfulness. Neglectful parents are usually disengaged from the child's activities, the parent does neither provides supervision to the child nor does he provide emotional support. The child regulates his/her own behaviours. This includes deciding whether to attend school or not, which raises the chance of such children to drop out of school. The findings of the study concurs with the findings of Kato (2015), Sigei and Tikoko (2014) and Chirteş (2010) which showed that among the factors which lead to school dropout are family factors such as parental neglectful parenting tendencies. Children from neglectful parents may also fail to get material support from their parent to enable them undertake their education programmes smoothly.

The study findings show that authoritarian parenting style accounts for a high increase of dropout rate only second to neglectful parenting style. This study found authoritarian parenting style characterized with high monitoring to predict high secondary school students' dropout rate as compared to permissive parenting style. These findings are interesting because it would be

expected that children subjected to high monitoring and control would have less probability to drop out of school. The developmental tasks of adolescents outlined by Erickson in the psychosocial theory include identity search, development of autonomy and establishing a niche for oneself in the society (Zarrett & Eccles, 2006). These may cause conflict and frustration which may result to rebellion due to the hostile conditions at home which may result to some students opting out of school and even at times running away from home. The findings of this study contrasts with the findings of Blondal and Adalbjarnardottir (2009) who found that children from authoritarian parents are less likely to drop out of school.

On parental indulgence and authoritative style there is a comparatively marked low contribution to dropout rate. Both these parenting styles have responsiveness as a common denominator (Maccoby and Martins, 2003). The study shows that authoritative parenting style emerges as the one accounting for the lowest dropout rate. These findings concur with the findings of Blondal and Adalbjarnardottir (2009) which showed that children from authoritative parenting style are less likely to drop out of school. The combination of supervision and parental warmth helps the child to be and have more optimum behavior compared to those from permissive indulgent parents. This concurs with the Garcia and Gracia, (2009) who show found that teens of both authoritative have optimum adolescent outcomes compared to authoritarian and permissive parenting.

1.6 Conclusions

The study concludes that parenting styles plays the major role in predicting of secondary school students' dropout rate while other factors play a minor role to predetermine whether a student will drop out school. Parenting styles provide a microclimate for the child that enable the child to understand the future the eye of academic success, or frustrate such perception.

1.8 Recommendations

The study revealed that parenting styles significantly predict dropout rate of secondary school students. The study therefore recommends that, the school board of management and parents'/ teachers association should involve other stake holders in educational sector such as community based organizations to make follow-up programs for school dropouts aimed at reinstating them back to school. Religious based organizations, private professional counselors should work together to promote good parenting which emphasize effective parent-child communication. The study also recommends that the provincial administration to mount programs for indentifying neglectful parents whose children have dropped out of school and take legal action against them in order to enforce responsible parenting.

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