Parenting Styles and Student Retention in Secondary School in Rubirizi

District Southwestern Uganda

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Declaration

I, Susan Ayesiga Vera Student Number 23/BSU/MEMPA/0585 hereby declare that this Dissertation entitled "parenting styles and students retention in secondary schools in Rubirizi district" is submitted in fulfillment of the requirements for the award for a master degree in Education Management planning and Administration of Bishop Stuart University and is my original work. And has not previously been submitted for a degree to any other institution of higher learning.

Signature: ..... Date: 7/8/2024.....

APPROVAL

We the undersigned supervisors do confirm here that this Dissertation has been done under our supervision and is now ready for further examination level of a master Degree in education management planning and administration.at Bishop Stuart University. This dissertation has been submitted to Postgraduate Studies and Research ethical with our approval as the candidate's Supervisors.

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Supervisor

Dedication

This work is dedicated to my family members especially my husband Mr. Sanyu Stephen and our children Asiimwe Doreen, Amutuhaire Dathan and Ayekundire Diana for supporting my studies. Your efforts towards the success of my studies represents the highest degree of love and care. May God reward you richly?

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DECLARATION..... II

APPROVAL III

CHAPTER ONE: INTRODUCTION 11.0 Introduction 1

1.1 Background of the Study 2

1.1.1 Historical Perspective..... **Error! Bookmark not defined.**

1.1.2 Theoretical Perspective 4

1.1.3 Conceptual Perspective 5

1.1.4 Contextual Perspective 9

1.2 Statement of the Problem 10

1.3. Purpose of the study 10

1.4. Objectives of the study 11

1)Examine prevalent parenting styles among parents in Rubirizi District 11

2)Assess student retention rates in rubirizi secondary schools in Rubirizi District 11

3)Explore the relationship between parenting styles and students retention rates in Secondary Schools in Rubirizi District. 11

1.5. Research Questions..... 11

1.6. Research hypothesis 11

1.7. Conceptual Frame Work 12

1.8. Significance of the study 13

1.10 Scope of the study..... **Error! Bookmark not defined.**

1.10.1 Content scope ..... **Error! Bookmark not defined.**

1.10.2. Geographical scope ..... **Error! Bookmark not defined.**

1.10.3 Time scope ..... **Error! Bookmark not defined.**

1.12. Definition of key operational terms ..... **Error! Bookmark not defined.**

CHAPTER TWO: LITERATURE REVIEW 15

2.0. Introduction 15

2.1. Theoretical review..... 15

2.2. Parenting styles 16

2.2.1. Authoritarian parenting 17

2.2.2. Authoritative. Parenting on Students Retention in Secondary Schools. 19

2.4. Permissive parenting on Students Retention in Secondary Schools..... 21

2.6. Student Retention at school 24

2.7. Summary and research gap..... 25

CHAPTER THREE: METHODOLOGY 26

3.0 Introduction 26

3.1. Research Design 26

3.2 Study Population 27

3.3 Sample size determination,..... 28

3.4 Sampling techniques and procedure 29

3.4.1. Purposive sampling 29

3.4.2. Simple random sampling..... 29

3.5 Data collection methods 30

3.5.1 Questionnaire survey 30

3.5.2 Interviews 30

3.6 Data collection instruments (tools) 31

3.6.1 Questionnaire 31

3.6.2 Interview guide 31

3.7 Pre-testing 31

3.7.1 Validity of the research instrument 32

3.7.2 Reliability of research instruments 33

3.8. Procedure of data collection 34

3.9 Data analysis 34

3.9.1 Qualitative data analysis 34

3.9.2 Quantitative data analysis 35

3.10 Ethical issues 35

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction 37

4.1 Response rate 37

4.2 Socio-Demographic Characteristics of the Respondents 38

4.2.1. Age of respondents 38

4.2.2. Gender of respondents 39

4.2.3. Level of education 39

4.2.4. Period spent working 40

4.3. Empirical results 42

4.3.1. The prevalent parenting styles among parents in Rubirizi district, southwestern Uganda. 42

4.3.2. Student retention rates in rubirizi secondary schools in Rubirizi District southwestern Uganda. 44

4.3.3. The relationship between parenting styles and students retention rates in Secondary Schools in Rubirizi District, southwestern Uganda 46

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction 51

5.1. Summary of findings 51

5.1.2. Student retention rates in rubirizi secondary schools in Rubirizi District southwestern Uganda. 52

5.1.3. The relationship between parenting styles and students retention rates in Secondary Schools in Rubirizi District, southwestern Uganda 52

5.1.4. Association between parenting styles and student retention in secondary schools in Rubirizi district, southwestern Uganda ..... **Error! Bookmark not defined.**

5.2 Discussion of findings 52

5.2.1. The prevalence of student retention in secondary schools in Rubirizi district, southwestern Uganda.52

5.2.2. Parenting styles experienced by students in secondary schools in Rubirizi district, southwestern Uganda. 53

5.2.3. Factors associated with student retention secondary schools in Rubirizi district, southwestern Uganda 54

5.2.4. Association between parenting styles and student retention in secondary schools in Rubirizi district, southwestern Uganda ..... **Error! Bookmark not defined.**

5.3 Conclusions 56

5.4 Recommendations. 56

5.4.1. The prevalence of student retention in secondary schools in Rubirizi district, southwestern Uganda56

5.4.2. Parenting styles experienced on students retention in secondary schools in Rubirizi District southwestern Uganda. 57

5.4.4. Association between parenting style and student retention in secondary schools in Rubirizi District in southwestern Uganda. 58

5.5. Areas for further study. 58

REFERENCES 58

APPENDIX: WORK PLAN 64

Appendix 1. Proposed Work plan 64

Appendix 2. Proposed Budget/ Financial plan 65

Appendix 3: Questionnaire for secondary school teachers 66

Appendix 4: Interview Guide 71

Abstract

The study was about the relationship between parenting styles and student retention in secondary schools in Rubirizi District, Southwestern Uganda. It was guided by the following objectives: Examine prevalent parenting styles among parents in Rubirizi District, to assess student retention rates in Rubirizi District and to determine the relationship between parenting styles and students retention rates in secondary. A total sample of 7 schools (four private secondary schools and three government aided secondary schools) .10 head teachers were selected using purposive sampling. Hundred, (100) parents and hundred (100) teachers were selected using simple random sampling. The researcher used questionnaires and interview methods of data collection. Quantitative data from the field was processed and analyzed using Statistical package for Social Scientists (SPSS) Qualitative data from interview was analyzed descriptively and information presented in the narrative form. The study findings found that uninvolved parenting style was high at a percentage of 47.0%. The study found that the correlation coefficient was 0.729 which indicate which indicates that there is a positive relationship between parenting style and student retention in many secondary schools in Rubirizi District. The p value 0.000 shows that there is statistically significant relationship between parenting styles and student retention in secondary schools of Rubirizi District. However, the study found that some schools in Rubirizi district don't allow parents in schools when it is not a visitation day. It was also concluded that there is a high level of parents uninvolvement where parent don't take fully charge in upbringing of their students in Rubirizi District and this has made a good number of students drop out of school looking for money at an early age and this is done through bricklaying, fishing and hunting. It was also concluded the due to student dropping out of school has affected the rate of student retention in secondary schools Rubirizi District this implies that if the situation continues like this there will be a high number of indiscipline ,use of drugs, theft and redundancy in Rubirizi District. It was further concluded that there was a statistically significant relationship between parenting styles and student retention in secondary schools

in Rubirizi District. Therefore change in parenting styles are associated with change in student retention. It was recommended that government should put a provision of a parent's day in schools once in a term majorly to address about the different parenting styles in secondary schools. This will enhance the adoption of proper student retention in schools.

Chapter One

Introduction

Introduction

This chapter is composed of the background of the study, theoretical back ground, conceptual back ground, contextual background, the statement of the problem, purpose of the study, research questions and objectives, study scope, significance of the study and the conceptual framework.

This study investigates the effect of parenting styles on student retention in secondary schools in Rubirizi District. Parenting styles serve as the independent variable, while student retention is the dependent variable. The study measures parenting through four styles: Authoritarian, Authoritative, Permissive, and Uninvolved. Student retention is assessed through school environment, enrollment levels, class attendance, and academic performance. This chapter covers the study's background, problem statement, objectives, research questions, hypotheses, conceptual framework, significance, and scope.

Background of the study According to a study conducted in West Africa in the Ilorin Emirate of Nigeria by Igbo and Ihejiene (2014), parenting styles used by various households had an impact on pupils' academic achievement. Furthermore, it was found that students with authoritative parenting performed better than those with alternative parenting styles. The current study is consistent with the previous research. Even though it focused on junior secondary school pupils studying a certain subject, it sheds light on the impact of parenting styles, which is what this study aims to determine. A study by Mekonnen (2017) in Ethiopia of parental involvement based on a model of children reading to parents found that children who read to their parents on a regular basis made greater gains than children receiving an equivalent amount of extra reading instruction 4 by reading specialists at school. Mekonnen (2017) also shows that "indirect factors including frequency of children's outings with adults, level of maternal outings, emotional climate of the home, amount of time spent interacting with adults, level of financial stress, enrichment activities and parental involvement with the school had the stronger effect on many aspects of reading and writing than did direct literacy activities, such as help with homework". Uganda is a nation beset with complex social and economic issues. Though the government currently bears the majority of the burden for addressing these complex issues, in the future, it will fall on the younger generation. This would be achievable if the young people receive excellent education that meets high standards and have a healthy cognitive development as children (Bradley, 2018). Research has indicated that parenting and parenting styles have an impact on students' academic success in addition to the inherent issues affecting quality education. This is because cognitive development is a feature of parenting style and depending on the type of parenting received; a child's cognition may develop (Bradley, 2018). Positively or negatively and affect educational attainment. Parenting and high standard quality education are crucial to

developing the right human resources who can take part in the development endeavors in order to help alleviate the problems that plaque the country. In Uganda, parental engagement in their children's education expanded with the introduction of formal education. Parents were now expected to assume additional tasks in addition to continuing to provide their children with informal education. For instance, in Uganda, formal education was initially free for a small group of people chiefs' sons and daughters but over time, Christian missionaries persuaded even the children of commoners to attend school, and parents were forced to pay tuition, buy scholastic materials for their children such as books, pens and pencils as well as to collaborate with teachers and school managers by for example attending meetings at school, parents were also urged to ensure that their children attended church services on Sundays or else they could be sent back home on Mondays (the Uganda National Education Review Commissioner, 2014)

Parenting styles may influence student retention. Serna and Martinez (2019) note that poverty directly impacts school access and participation, leading to low-quality education and high dropout rates (Olutope and Bede, 2019). Large families often face socioeconomic disadvantages, limiting parentinginvolvement in each child's education (Victoria et al., 2023). Poverty and lack of education access are prevalent in Arid and Semi-Arid Lands (ASAL) compared to more prosperous areas (UNESCO, 2022).

Indirect education costs, such as uniforms and school supplies, can prevent children from staying in school (Vincent and Peter, 2023). Studies in Malawi, Ghana, Zambia, Ethiopia, and Tanzania show that inability to pay these costs keeps children from effective school participation (Kelly, 2019). Wealth disparity impacts school attendance, with wealthier children attending more

frequently than poorer ones (Christopher et al., 2022). Low-income families often cannot afford education, leading to early school leaving (Kanyerere and Muhammed, 2023).

Children in low-income families may lack the resources to complete schoolwork, and home environments may be unsuitable for studying (Turyatemba et al., 2022). High academic achievement benefits nations, while low achievement leads to negative outcomes like stress and delinquency (Özgur, 2019). Addressing issues affecting academic performance can improve student retention. Parenting styles are significant among factors affecting retention. This study will explore how different parenting styles support student retention.

1.1.2 **Theoretical Perspective**

This study used Bronfenbrenner's Ecological Systems Theory (1979), which examines the interactions between individuals and their social and physical environments during development. The theory emphasizes the importance of multiple environmental layers in a child's development. Changes in any layer can affect other layers. The theory's strength lies in understanding the interdependence of individuals, groups, and organizations. A challenge is that effective interventions must address multiple levels of the social ecological model, which can be costly.

Family system theory is a conceptual framework that views the family as a dynamic, interconnected system developed by Murray Bowen, 2017) examines the relationships and interactions within the family unity, highlighting the interdependence of family members and the impact of their interactions on individual behavior and wellbeing the family is seen as a system with each member influencing and being influenced by others

This study uses the theory to examine the effect of parenting styles on student retention in Rubirizi District.

1.1.3 **Conceptual Background**

This study was about the relationship between parenting styles and student retention in secondary schools guided by the independent variable parenting style and dependent variable student retention. Parenting styles are characterized as a collection or system of behaviors' that reflect parent-child interactions in a variety of contexts and foster productive interaction environments, according to Ugwuanyi and Okeke (2020). The psychopathology and developmental trajectory of children are significantly influenced by the deciding and effective factor of parenting style. This study takes into account debatable aspects of parenting methods, parents' physical presence at home, or quality time spent with their kids, and family cultural spaces (Serna, and Martinez, 2019). Parenting style is the set or a system of behaviors that describes the parent and child interactions over a wide range of situations and creates an effective interaction atmosphere (Kretschmann, et al, 2019) Parenting style is a determining and effective factor that plays an important role in children's psychopathology and growth (Vafaeenejad, et al 2019) Authoritarian Parenting is being extremely strict, controlling, demanding, and unforgiving. If you think about our two basic parenting dimensions, authoritarian parents are high on control and low on warmth and support (Tian, et al, 2021) Authoritative. Parenting, will mean the second parenting style is called authoritative. Authoritative parents are high on control and rules but also high in warmth and support (Xia, et al, 2020) so, when we graph our two dimensions, authoritative parents fall here. Permissive Parenting allows the children to be free to do whatever they deem fit for themselves (McCulloh, 2022). The permissive parents set very few rules and boundaries and they are reluctant to enforce rules these parents are warm and indulgent but they do not like to say no or disappoint their children. Children of permissive parenting cannot follow rules, have worse self-control, possess egocentric tendencies and encounter more problems in relationships and social interactions (Martinez et al, 2020). Uninvolved Parenting is neglectful parenting of children means that the

children are not cared for and are left to do what they want (Kretschmann, et al, 2019). Children of neglectful parents are more impulsive, cannot self-regulate emotion, encounter more delinquency and addictions problems and have more mental issues for example suicidal behavior in adolescents (Valente et al, 2019) The percentage of students that re-enroll from year to year is how institutions calculate the student retention rate (McCulloh, 2022).

Student's retention was a Dependent variable. The term which refers to all of the actions taken by the institution to try and keep students from dropping out before earning their qualification document (Martinez et al, 2020). The phrase "school environment" describes the interactions that take place inside a school community and are influenced by the structural, individual, and functional elements of the learning environment that give schools their unique character (Dumon et al 2019) Being physically present in a scheduled class is referred to as class attendance. It has a significant role in setting learning objectives and academic achievement. Attending class consistently and on time is substantially connected with academic success, according to research. Academic performance (Kretschmann, et al, 2019). Good public policy will uphold democratic institutions and procedures, promote justice, foster compassionate and engaged citizenship, and effectively and politically bridge difficulties ((McCulloh, 2022). 1.12. Definition of key operational terms

Parenting style is a set or a system of behaviors that describes the parent and child interactions over a wide range of situations and creates an effective interaction atmosphere. Parenting style is a determining and effective factor that plays an important role in children's psychopathology and growth.

Authoritarian Parenting means extremely strict, controlling, demanding, and unforgiving. If you think about our two basic parenting dimensions, authoritarian parents are high on control and low on warmth and support.

Authoritative Parenting is, Authoritative parents are high on control and rules but also high in warmth and support. So, when we graph our two dimensions, authoritative parents fall here.

Permissive Parenting is where parents allows the children to be free to do whatever they deem fit for themselves. The permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These parents are warm and indulgent but they do not like to say no or disappoint their children. Children of permissive parenting cannot follow rules, have worse self-control, possess egocentric tendencies and encounter more problems in relationships and social interactions.

Uninvolved Parenting means neglectful parenting of children means that the children are not cared for and are left to do what they want. Children of neglectful parents are more impulsive, cannot self-regulate emotion, encounter more delinquency and addictions problems and have more mental issues for example suicidal behavior in adolescents

Students' retention means, retention rate as the number of students who re-enroll from one year to the next. The practice of student retention encompasses all the things the school does to influence this rate, working to prevent students from leaving school before completing their degree

Student completion means the successful fulfillment of a student's educational program or course requirements, resulting in the awarding of a certificate diploma or degree. Student completion is an important indicator of a school or education systems effectiveness in supporting students to achieve their academic goals.

Student continuity means the degree to which students remain enrolled and engaged in their educational program from one year to the next, or fro from one educational level to the next the act of physically attending and being present in a scheduled class or lecture. It is an important factor in determining academic performance and learning outcomes.

Student Sustainability means the ability of students to maintain and support their own educational journey, both academically and personally, over time.it encompasses the skills, habits and mindset necessary for student to stay engaged and motivated in their learning, despite challenges or setbacks.

1.1.4 Contextual Perspective

According to Tumusiime etal (2007) the government of uganda through the ministry of education initiated universal secondary education USE to encourage student to keep in schools The ministry of education and sports initiated the project to equip all schools with scholastic materials like textbooks computers and many others. (Hernandez, 2019). Social and political cohesion are fostered by education. Values like timeliness, respect, tenacity, obedience, and discipline are taught through education (Tumusiime et al., 2022). Schools foster virtue and law-abiding behaviour while also instilling a sense of conformity. By 2040, 91% of Ugandan children should be able to complete school, per Millennium Development Goal A. (Wong, et al, 2021). In every particular educational institution, parenting approaches have always been crucial to student accomplishment and retention (Tumusabe Ezera et al., 2022). In a similar vein, the Ugandan government acknowledges the critical role that family participation plays in ensuring that kids stay in school by attending to their educational requirements (Christopher et al., 2022).

Twenge (2020) states that rate of student's retention in Rubirizi District's school is alarming. According to the report of district education officer of 2023, 67% of learners spend most of their time doing manual work such as fishing and brick lying instead of being at school. More so, in the same report, the rate of retention of these learners in schools is alarming.40%. This is evidenced by low enrollment, low completion of Ordinary level (Walker, 2021). The low rates of student retention in Rubirizi district secondary schools are expected to result in uneducated individuals, moral degradation (drug misuse, for example), a rise in poverty, a lack of specialized skills, teenage marriages, unemployment, and theft (Rashmi et al, 2019) Whereas education is meant to enable learners access gainful employment opportunities, empower boys and girls to participate in decision-making and build a better future for themselves and their communities, Education is not

given desirable attention in Rubirizi District. It is therefore very important to conduct a study to establish how to keep learners in school in Rubirizi district. It is from this background that motivates the researcher to investigate the parenting style on student's retention in selected secondary schools in Rubirizi District south western Uganda

1.2 Statement of the Problem

The purpose of education is to gain knowledge and skills that will prepare Individuals to lead productive and full filling lives (Creswell and Creswell 2010)To reach this educational goal, students must be retained in schools and complete their studies. However, student retention rate in secondary schools in Rubirizi district has remained a critical concern for educators and policy makers (DEO Rubirizi, 2023)

A report by Rubirizi District Education officer (2023), indicates that the retention rate of learners is at 40%. Most learners 67% spend most of their time doing manual work such as fishing, hunting and brick laying instead of being at school. This has hindered students' academic success, personal development, limited future career opportunities and has negatively impacted on the development of Rubirizi district as a whole.

While various factors may be contributing to student's retention in secondary schools there is no particular study that has examined how parenting styles influence the learner's decision to keep in school in Rubirizi district. Understanding this relationship is critical in identifying at risk learners and developing targeted interventions to enhance retention rates of learners in Rubirizi district.

1.3. Purpose of the study

The purpose of the study is to examine how parenting styles influence student's retention rates in secondary schools in Rubirizi District.

1.4. Objectives of the study

1) Examine prevalent parenting styles among parents in Rubirizi District
2) Assess student retention rates in Rubirizi District secondary schools in Rubirizi District
3) To determine the relationship between parenting styles and students retention rates in Secondary Schools in Rubirizi District

1.5. Research Questions

1) What are the most common parenting styles among parents in Rubirizi District?
2) What is the rate of student's retention in Rubirizi District secondary schools?

1.6. Research hypothesis

H_{o1} There is no statistically significant relationship between parenting styles and students retention rates in Secondary Schools in Rubirizi District. 1.12. Definition of key operational terms1.10 Scope of the study

1.10.1 Content scope

This study was limited to the effect of Parenting Styles and Students Retention in Secondary Schools in Rubirizi District. Parenting Styles was independent variable while Students Retention was dependent variable. Parenting was measured with Authoritarian Parenting, Authoritative Parenting, Permissive Parenting and Uninvolved Parenting. Students Retention was measured by student completion, continuity and sustainability.

1.10.2. Geographical scope

The study was limited in Rubirizi District. Rubirizi District is one of the districts in Western Uganda, in the Ankore region, with its headquarters in Nyakasharu town council. It was carved out of Bushenyi District in July 2010. The district shares boundaries with Kasese District to the northwest, Kamwenge District to the north, Kitagwenda District to the east, the international boundary with the Democratic Republic of Congo (DRC) lies to the west of Rubirizi District.

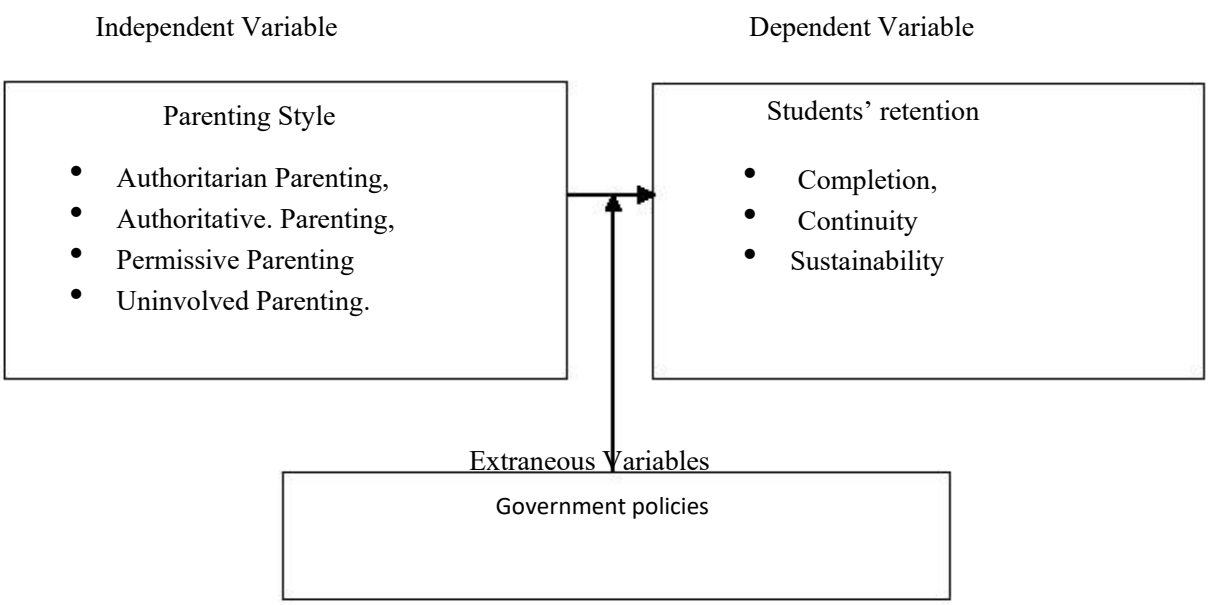
1.10.3 Time scope

This study will cover a period of 3 years. 2022-2026This is the period of which Rubirizi District has been facing issues of student retention.

1.11. Population Scope

The target population of this study was the parents, teachers, Head teachers and District education officer from the selected secondary schools in Rubirizi district.

1.7. Conceptual Frame Work



Adopted from Hernandez, (2019) modified by the researcher 2024

Parenting Styles was the independent variable while Students Retention was dependent variable. Parenting was measured by Authoritarian Parenting, Authoritative Parenting, Permissive Parenting and Uninvolved Parenting.

Students Retention was measured by student completion, continuity and sustainability.

1.8. Significance of the study

Given the declining standards in the nation's educational system and the necessity to identify ways to address the issues in order to ensure the promotion of high standards of quality education, the researcher is personally interested in this topic.

The results of this study may aid parents in realizing the crucial role that they must play in their children's education if they are to succeed. They will also benefit from knowing which parenting approach is best and how to immerse themselves in ensuring their children's success by being demanding and responsive.

Numerous studies have demonstrated the critical impact parents play in their children's academic success and the positive growth their involvement at home and at school brings. Nonetheless, there aren't many researches of this kind conducted in Uganda, thus this one will significantly add to and close gaps in the body of knowledge regarding parenting practices and student retention achievement in general.

It is crucial to consider each of the four parenting philosophies, ascertain the nature of the partnership, and investigate the impact this relationship has on students' retention research must be conducted to see if the results may confirm the opinions that have been found in the majority

of research linking low performance to a neglectful parenting style, given that Uganda's cultural background differs from that of the West.

The study conclusions have theoretical, parenting, and educational ramifications because they will aid in the formulation of policies that will raise parents' awareness of the effects of their parenting methods on their kids' academic performance and the necessity of getting them to support their

Students' education in order to improve students' educational outcomes and the nation's educational standards.

Chapter Two

Literature Review

2.0. Introduction

This chapter covered the literature on parenting style and student retention in secondary schools authored by other scholars and decision-makers and discusses the traits of parenting styles and student retention. The gap between parenting styles and student retention in secondary schools. In this chapter's theoretical, conceptual, and empirical assessment of pertinent studies, followed by a review of the literature will be reviewed. This will be done objective per objective.

2.1. Theoretical review

This study was guided by the Ecological Systems Theory propounded by Bronfenbrenner of 1979. The theory examines the complex interactions and relationships between an individual and his/her multiple social and physical surroundings during adolescent development. This theory also looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. This theory has recently been renamed bio-ecological systems theory" to emphasize that a child's own biology is a primary environment fueling her development. The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers. The theory strength is that, the ecological system theory provides a framework for understanding the interdependence of individuals, groups, and organizations, while strength-based practice focuses on developing and leveraging existing strengths within an organization. A major challenge is that, in order to develop the most effective

interventions, multiple levels of the Social Ecological Model must be addressed. Interventions, especially those which involve multiple levels, can be costly. Time and money are needed for each intervention level utilized. This study will base on the strengths of the theory to examine the effect of parenting styles and student's retention in secondary schools in Rubirizi District

2.2. Parenting styles

Barbera and Berkshire (2020) demonstrated the influence of parenting styles, decision-making self-efficacy, and emotional intelligence on adolescents' career decision-making. It is noteworthy that parents and counsellors play a crucial role in ensuring that students remain in school to complete their education. Emotional intelligence is the mix of parenting experience and information about emotional intelligence and empathy, wisdom, and self-direction. It is the significance of ideas like empathy, understanding, and managing emotions (Branjerdporn, et al 2019). It's unclear, though, whatever parenting philosophies the parent is modelling for their kids to follow in school. By analyzing the optimal parenting approach that would support secondary school student retention, this study will close the achievement gap.

Diana Baumrind, a developmental psychologist, is the source of the parenting style construct that is widely employed in psychology today, according to Barbera and Berkshire (2020). Baumrind observed three distinct behavioural kinds in preschoolers. Every behaviour category showed a strong correlation with a particular parenting style. Baumrind distinguished three primary parenting philosophies: permissive parenting, authoritarian parenting, and authoritative parenting. These philosophies were based on in-depth observation, interviews, and analysis. Using a two-dimensional framework, Bergman and Chan (2021) extended this parenting style model even further. By dividing Baumrind's permissive parenting into two categories—indulgent (permissive) parenting and negligent (uninvolved) parenting—they were able to draw further distinctions.

However, the researchers did not offer guidance on what kind of parenting would be most effective for parents to use with their kids in order to ensure that they stay in school and graduate.

While some psychologists have named and developed theories for various parenting philosophies, child psychologists have been studying parenting styles for a long time, but they really gained traction in the 1970s and 80s, according to Berlinski et al. (2022). Generally speaking, psychologists have identified four basic parenting styles, which we can plot along two basic dimensions: the parents' level of warmth and support (either high or low) and their degree of control (either high or low). This study will deeply examine whether they are applicable to justify student's retention in secondary school.

2.2.1. Authoritarian parenting

Authoritarian parents are very severe, controlling, demanding, and unforgiving, according to Calders et al (2020). Thinking about our two fundamental parenting facets, controlling parents score highly on control and poorly on warmth and support. Let's consider an illustration. Let's say John once violates a basic household rule by returning home thirty minutes past curfew. Parents that are authoritarians will punish their child harshly and quickly without even considering John's justification for being late. One word that may best characterize parents who are authoritarians is obedience. Authoritarian parents may even turn violent in extreme circumstances. Children raised by authoritarian parents typically have low self-esteem and depend their moral judgments on regulations rather than internalizetions of good and wrong. It's unclear, though, if authoritarian parenting is the greatest way to keep kids in school until they complete their education. When a parent places severe restriction on their child, it may not inspire them to attend school. This research will fill the void following data collection; analysis will reveal.

Although authoritarian and authoritative parenting styles share names, Keezhatta and Omar (2019) contend that despite these names, there are a number of significant differences in the parenting philosophies of the two. Authoritarian parents demand blind obedience, citing reasons such as "because I said so." They use strict discipline and frequently use punishment to control their children's behavior. In general, authoritarian parents are not nurturing and do not respond to their children's needs. Children raised by authoritarian parents typically have negative attitudes, lack of independence, seem insecure, have low self-esteem, show more behavioral issues, do poorly in school, have poorer social skills, and are more vulnerable to mental health problems.Ugwuanyi, andOkeke, (2020) conducted a study on parenting style and parenting support on learners' academic achievement in South Africa. This research sought to determine the role of parenting style and parenting support in learners' academic achievement in Physics within the theoretical framework of Coleman's Social Capital Theory. A correlational research design was adopted and a sample of 335 senior secondary two learners was selected. Data were collected using a questionnaire on parenting support and parenting style. A regression analysis was used to analyze the data. Results showed that parenting support ($r2 = 0.41$) and parenting style ($r2 = 0.16$) play significant roles in learner performance in Physics. One of the implications of the findings is that poor parenting style and parenting support will result in poor learner performance in Physics. It is recommended that adequate parenting support should be provided to learners. To fulfil their objectives, the scholar did not, however, take student retention into account. The purpose of this study is to investigate how parenting style affects students' retention in Rubirizi District secondary schools. This study focused on a single subject, physics, but it is not the only subject that helps students meet their academic goals. This research will reduce the disparity.

Serna, and Martinez, (2019) conducted a study on parenting involvement as a protective factor in school adjustment among retained and promoted secondary students. This study analyzes the

relationship of parenting involvement and school adjustment among secondary students considering their school integration, school satisfaction, and prosaically disposition. The analysis also considers academic performance through the grade retention. Study sample was 1043 Spanish adolescents aged between 12 and 17 years (51.5% girls, M = 14.21, SD = 1.38). A factorial (3x2x2x2) multivariate analysis of variance (MANOVA) was applied for the outcome variables of school integration, school satisfaction, and prosaically behavior, with parenting educational involvement, grade retention, sex, and age as independent variables. The results show that both parenting involvement and academic performance are positively related to school adjustment. In addition, parenting involvement influences adolescents' school adjustment, regardless of academic performance, being a protective factor in that adjustment. Nevertheless Serna, and Martinez, (2019) did not consider the parenting styles that vital for students' retention in secondary school. This study will bridge this gap.

The majority of Ugandan parents, according to Byamugisha et al. (2021), practice authoritarian parenting to affect their students' retention. Byamugisha et al. claim that while this kind of parenting has resulted in 25% of students remaining in school, 75% of those who employ this approach ultimately quit because of the limitations their parents placed on them while they were in school. This has had a significant impact on students' motivation to complete their education. This disparity is too great unless the study is completed and the results are shared. Retention of students is still a problem in Uganda, Rubirizi district in particular will face problems.

2.2.2. Authoritative. Parenting on Students Retention in Secondary Schools.

As stated by Özgur (2019) in addition to being strict and controlling, authoritative parents are also very loving and supportive. In this graph of our two dimensions, parents who are authoritative fall in this area. Authoritative parents would be waiting up, prepared to discipline. However, Mathys,

and Véronneau, (2019) noted that, children would also be willing to listen to an explanation and be understanding if there was a good reason for being late, such as a flat tire in the car. While authoritarian parents (the first style we covered) might display mostly anger when a child breaks the rules, authoritative parents might instead display concern or disappointment. Most psychologists believe that the children of authoritative parents have the highest self-esteem, success with peers, and do well in academic and professional settings. So, basically, many psychologists believe that authoritative parenting is the best style for most kids. Nevertheless, it is not clear which parenting approach is good for student's retention in schools. This study will establish which approach will be responsible for this causes.

Roche et al., (2007) revealed that authoritative parents have high expectations for achievement and maturity, but they are also warm and responsive. These parents set rules and enforce boundaries by having open discussion and using reasoning (Stavrulaki, and Gupta,2021). They are affectionate and supportive and encourage independence. This parenting style is also known as Democratic Parenting Style. Based on Baumrind's research, children of authoritative parents are appearing happy and contented, are more independent, achieve higher academic success, develop good self-esteem, interact with peers using competent social skills, have better mental health less depression, anxiety, suicide attempts, delinquency, alcohol and drug use and exhibit less violent tendencies.

Mathys, and Véronneau, (2019) conducted a study on grade retention at the transition to secondary schools: Using propensity score matching to identify consequences on psychosocial adjustment. This study tested whether grade retention at the transition into secondary schools had a significant impact on adolescent psychosocial adjustment. A quasi-experimental design was used in which propensity score matching was implemented. Univariate ANCOVAs were subsequently run on a subsample of 181 students enrolled in one typical secondary school in the French-speaking region

of Belgium (M = 12.91 years, 55.8% girls). These analyses revealed that retained students experienced decreases in self-esteem, perceived parenting support for competence and involvement in the relationships with their parents, and intrinsic and extrinsic motivation variables. Retained students also failed to show the decrease in delinquent and aggressive behaviors and social withdrawal that was observed in matched promoted students. In sum, grade retention appears to be detrimental to early-adolescence psychosocial adjustment. To decrease rates of grade retention among adolescents, change is needed in parents', school staff's, and policymakers' preconceptions that the practice has overall positive outcomes. However, the student did not demonstrate whether or not a strict parenting approach works best for secondary school student retention. This study will close this gap by collecting data from both parents and teachers as well.

Olutope, and Bede, (2019) done a study on parenting style, emotional intelligence and psychological health of Nigerian children. Emotional Intelligence (EI) has been defined as the ability to perceive, understand, regulate, and connect emotions to oneself and in relation to others. Research findings show that parenting style could potentially contribute to or hinder the lifetime success of a child well into adulthood including leadership roles. The influence of parenting style on the emotional intelligence and psychological health of the Nigerian child has not being given adequate research attention. However, this study did not talk about student retention in secondary schools. This study will establish parenting style on student retention in secondary schools in Rubirizi District.

2.4. Permissive parenting on Students Retention in Secondary Schools.

The childrearing practices of these mothers and fathers exemplify what Baumrind (1971) called permissive-indulgent parenting. They are affectionate, caring and involved, but tend to be extremely tolerant and to exert little or no control or discipline. Baumrind contrasted permissive-

indulgent parents with three other types: permissive-neglectful (also known as uninvolved) parents, who show virtually no interest in their children; authoritarian parents, who tend to be harsh, demanding, intolerant, autocratic and punitive; and authoritative parents, who tend to be firm but fair, making demands and imposing discipline in a caring atmosphere (Baumrind, 1971; Maccobyand Martin, 1983). Permissive-indulgent, permissive-neglectful and authoritarian parenting have all been associated with a variety of problematic personal, social and emotional characteristics that can play out in academic settings in the form of anxiety and low achievement, but also in irresponsibility, impulsivity, dependency, lack of persistence, unreasonable expectations and demands and dishonesty. Authoritative parenting tends to be associated with the most adaptive social, emotional and moral development and with the fullest expression of children's intellectual capabilities.

Tumusabe et al, (2022) conducted a study on parenting Styles and Children Behavior among Adolescents in Kisoro Municipality, Kisoro District, Uganda. It was guided by objectives which were; to establish the effect of authoritarian parenting style on children behavior among adolescents in Kisoro Municipality, to assess the effect of permissive parenting style on children behavior among adolescents in Kisoro Municipality and to identify the effect of authoritative parenting on children behavior among adolescents in Kisoro Municipality. The study advocated using a cross-sectional research design, which was supported by mixed methods approach. A sample size of 379 participants who were chosen using simple random and purposive sampling was used in the study. Questionnaires and interviews were used to collect data and Statistical Package for Social Sciences version 22.0 was used to conduct the descriptive and inferential statistics during data analysis. The results showed a correlation coefficient of r=.994**, indicating a positive but statistically significant relationship between authoritarian parenting style and adolescents' behavior. The correlation findings showed that permissive parenting has a high

positive significant relationship with adolescent children's behavior (.905**). Results showed that there was a statistically significant association between authoritative parenting and adolescents' behavior in Kisoro Municipality, as indicated by the Pearson correlation coefficient r of .934**. The study came to the conclusion that adolescents' behavior in Kisoro Municipality had a substantial favorable association with an authoritarian parenting style. In Kisoro Municipality, children's behavior during adolescence had a substantial favorable link with permissive parenting. According to the study findings, authoritative parenting and adolescent behavior in Kisoro Municipality have a significant relationship. The study recommended that parents in Kisoro Municipality should encourage their children to talk about their feelings and problems, explain their expectations to their children, and consider their children's preferences. They should practice authoritative parenting style alongside other strategies in order to promote positive parenting of children. The study recommended that the stakeholders should work towards mitigating the negative effects of permissive parenting style taking it in mind that permissive parenting style makes children do what they are not supposed to do due to too much freedom. The study also recommended that parents should always urge their children to attend church, learn Christian values from religious authorities and take those authorities' opinions into consideration when making decisions. Parents shouldn't physically abuse their kids because doing so would teach them negative behavior. To stop children from committing crimes and identifying themselves with illegal behavior, there should be a decrease in physical punishment and constant parenting involvement with children. Nevertheless, the study did not talk about student retention in terms of school environment, Enrolment levels, class attendance and academic performance that would help. This study will establish whether this parenting approach is good or bad for student retention in secondary schools.

2.6. Student Retention at school

McCulloh, (2022) conducted a study on an exploration of parenting support in the retention of rural first-generation college students. This study explored the parenting support that promoted retention of rural FGCSs attending a small, private university, where withdrawal rates of this population are higher than that of continuing-generation students. A case study design facilitated the exploration of 12 rural FGCSs' perceptions of their parenting support. Data collection consisted of semi structured individual interviews. The emergent themes included in this article are (a) parenting support, (b) extended family support, and (c) community support. The results revealed that parenting support reflected a spectrum of types, and the social capital provided by parents, family, and community support systems made possible rural FGCS retention. Nevertheless, the researcher did not talk about how student retention is vital for student's academic excellence. This study will bridge the gap.

Agaba (2024) conducted a study on parenting Level of Income and Learner Retention in Primary Schools of Rwamucucu Sub County, Rukiga District, Uganda. The study aimed at establishing the relationship between the role of parenting level of income and learner retention in primary schools in Rwamucucu Sub County, Rukiga district, Uganda. A case study research design adopting quantitative and qualitative approaches was used. Data from a sample of 504 respondents was obtained using questionnaires and interview guides which were analyzed descriptively and inferentially. The results of the study showed that parents' level of income needs had a positive and significant relationship with pupils' retention rate (r=0.574**, Sig=0.01). The study concluded that parenting level of income plays a vital role in pupils' retention in UPE schools of Rwamucucu Sub-County. The study recommended that since poverty highly affects pupils' retention, parents should be sensitized to engage in income generating activities so that they can meet the basic needs

as well as the vital costs for their children's education, school administrations should also involve parents and all the stakeholders in the planning process including engaging them in all the meetings. However, poverty affects pupil's retention, the scholar has remained silent on school environment, Enrolment levels, Class attendance and Academic performance of which the study will examine and disseminate the findings.

2.7. Summary and research gap

This chapter discussed how the study was related to earlier research in relevant fields. The bulk of earlier research shows that school retention is impacted by the parenting style. Parenting styles like Authoritarian parenting Authoritative and permissive parenting were examined in specific literature. Even though some research suggests that student retention plays a role, the findings are nonetheless consistent. The majority of these studies discuss the parenting style without placing much attention on parenting styles like Authoritarian parenting Authoritative and permissive parenting; these gaps have been highlighted and will direct the current investigation. An empirical study on the study effects of parenting styles and student retention will be conducted in an effort to close the gaps.

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Chapter Three

Methodology

3.0 Introduction

This section presents the methodology that was used in the study. It covers a description of the research design, target population, sampling design, data collection procedures, data collection tools, validity and reliability of the research instruments and data analysis methods as well as limitations of the study and ethical considerations.

3.1. Research Design

According to Kombo and Tromp (2009) a research design is the glue that holds all the elements in a research together. A cross sectional survey design was used in the study based on both quantitative and qualitative research approaches, because according to Kotharin (2004) cross sectional research describes an existing relationship between variables. It is also encouraged by Amin (2005) for studies that involve collecting data from a large population.

This design is appropriate because it involves analysis of respondents across a wide spectrum; a cross-sectional survey design acts as the best design to decipher the required study findings and also use of qualitative methods helps one yield more information(Afkar,2017).

Both primary and secondary data was used. Primary data was obtained using questionnaires and interview guides. On the other hand, secondary data was obtained using internet, journals, books, reports and newspapers. The study had to flow sequentially, beginning with questionnaires that was backed up by interviews. Quantitative approach was used because of the variables that was measured by numbers and analyzed with statistical procedures (Amin, 2005; Airat, 2014).

The use of qualitative and quantitative methods neutralizes bias that would arise from the use of

one method (Amin, 2005). The qualitative approach was used in interviewing key informants and the quantitative approach was applied in questionnaire surveys

3.2 Study Population

Population refers to the entire group of people, events subject or things of interest that the researcher wishes to investigate, (Mugambi, 2016). The study targeted a population of 12 selected secondary schools in Rubirizi District from 10 head teacher, 100 teachers 100 parents which totals up to 210 subjects. The targeted groups were chosen because they are appropriate for providing reliable information on the various dimensions of the study. From the population of about 210 a sample size of 159 members will be selected (as adopted from Krejcie and Morgan (1970) table and cited by Amin, 2005).

Sample size: simply refers to the part of the population which is deliberately selected for the purpose of investigating the properties of the parent. Population refers to the entire group of people; events or things of interest that the researcher wishes to investigate.(Afkar, 2017). Also argues that as a general rule when there is a larger sample size, the findings will be more accurate. However, he also argued that if all the elements in a population are identical then the selection of an even smaller one will provide an absolutely accurate information since the population of study is homogenous. Consequently, with similarity in respect to the characteristics to the study area, it is advised that a small sample would provide a reasonably good estimate during research process. The study population was selected based on easy accessibility and knowledge on the subject of the study. The study targeted a population of respondents namely: Head teachers, teachers' and parents.

3.3 Sample size determination,

Sample Size is the process of calculating the number of observations on or participants required for a study to achieve its research objectives and ensure reliable, accurate and generalizable results.

Schouten and Moriarty, (2013) explains that, sample is a collection of some elements of a population. Each member in the sample is referred to as a subject.

Population refers to the entire group of people, events subject or things of interest that the researcher wishes to investigate, (Mugambi, 2016). The study targeted a population of 3 selected secondary schools in Rubirizi District from 10 head teacher, 100 teachers 100 parents which totals up to 210 subjects. The targeted groups were chosen because they are appropriate for providing reliable information on the various dimensions of the study. From the sampled population of about 210, a sample size of 200 members were selected (as adopted from Krejcie and Morgan (1970) table and cited by Amin, 2005).

Table: 1 Categories of study population, population sample size

Study population/ category	Total population	Sample size to be selected	Sampling technique
Teachers	100	90	Simple random
Parents	100	70	purposive
Total	200	160	

Source: Krejcie and Morgan (1970). Modified by the Researcher 2024

3.4 Sampling techniques and procedure

According to Okungu (2018) a sampling technique refers to the method by which the researcher selects representative elements/ subjects from the population. Sampling techniques are methods of selecting samples from the population. Sampling allows an in-depth study of objects in the population; it is also cheaper in terms of time, cost and effort to collect data from a sample than entire population (Okungu, 2018) the researcher used both purposive and simple random sampling. This is because the chances of an element, person and object being included in the sample are not the same. This method was applied on 100 teachers and 100 parents. The researcher used these methods of sampling to avoid high sampling error and bias about the study.

3.4.1. Purposive sampling

According to Naiga, (2015). Purposive sampling method, involves non-random selection of the sample based on the researcher‘s judgment and knowledge about the population. The researcher used this method because it enables selection of participants based on resource availability on teacher’s productivity in selected secondary schools. The researcher also considered this method of sampling because it is economical since only a part of the population that has vital knowledge to the area of study was sampled. Using this technique, the researcher selected the 10 head teachers, this method is justified for the study because it acquired specific data and information from respondents believed to be more knowledgeable and skilled with the content of the study.

3.4.2. Simple random sampling

This sampling technique required a probability sampling method where all elements had an equal chance of being selected in the study area. The simple random sampling method selects a sample without bias from target and accessible population. The method was used to select random samples

from teachers and parents this method is justified for the study because it ensures that all respondents are given equal chance of being selected. It also minimizes bias and simplifies analysis of results.

3.5 Data collection methods

Naiga, (2015) defined data collection as the general strategies or a plan of work that must be followed in gathering information. To collect data, on parenting styles on student's retention in Rubirizi District, the researcher used, questionnaires and interviews, these methods used to ensure that relevant information in the study area is obtained.

3.5.1 Questionnaire survey

A questionnaire is a research instrument that gathers data over a large sample (Neil, (2017) Questionnaires was provided to support the questionnaire method of data collection. The sample questions administered 100 teacher, and 100 parents, from selected secondary schools in Rubirizi District. This constitute both open ended and closed ended questions to ease data collection in an area.

3.5.2 Interviews

An interview is a person-to-person verbal communication in which an interviewer or a group of persons asks the other questions intended to elicit information or opinions (Neil, (2017). The researcher used unstructured interviews in face-to-face interaction to control the flow of the questions given to the respondents. The method was based on personal contact whereby the researcher was engaged in question-answer talk with the respondents. This method was administered to 10 head teachers.

3.6 Data collection instruments (tools)

3.6.1 Questionnaire

A questionnaire is a carefully designed instrument consisting of questions and statements for collecting data directly from people (Mugenda and Mugenda, 2003). It is an essential instrument in research that gathers adequate data over a large sample of respondents in a short time. A closed ended questionnaire with sections covering demographic (background) information, sections on study variables was constructed and delivered to respondents to ensure an acceptable response rate for the study. It was based on a five-category response continuum of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). The Likert scale is very flexible and can be constructed more easily than most other types of attitude scales (Amin, 2005). It enables the examinee to select a response that best describes his or her reaction to each statement. The responses are weighed from 1 to 5 and averaged for all the items (Sekaran, 2003; Amin 2005). The questionnaire was used to collect data from 200 participants 100 teachers and 100 parents.

3.6.2 Interview guide

An interview guide is a set of topics and/ or questions on which the interview was conducted (Howsam, 2018). An interview guide was used to facilitate the interview method of data collection. This contained the structure of the questions that gave direction to the study when the researcher was conducting interviews. Data was collected from 10 head teachers

3.7 Pre-testing

Validity and reliability of research instruments

Validity and reliability are concepts in the acceptability of the use of any instrument for research purposes. Validity refers to the appropriateness of the instrument. It is the ability of the instrument

to accurate results and to measure what it is supposed to measure. Reliability refers to the consistency of the instrument in measuring whatever it is intended to measure. (Amin, 2005)

3.7.1 Validity of the research instrument

Validity of research instrument is the degree to which the tools measures what is intended to measure .content related evidence of validity method was used to determine the degree to which the instruments measure what they are intended to measure. A List of objectives which guide the construction of the instrument, and the separate list of items designed specifically to answer the research questions were given to the two knowledgeable persons about the study topic.

These knowledgeable persons were independently asked to have a thorough inspection of the items and link each objective with the respective item, assessing the relevancy of the items to the content addressed to the objective. The two knowledge persons were asked to rate each item on a 4-point scale namely: not relevant (NR), somewhat relevant (SR) quite relevant (QR), and very relevant (VR) The researcher computed the level of agreement on the items between the two knowledgeable persons as inter-rater agreement (to what extent do these knowledgeable persons agree)

$$CVI = \frac{\text{Number of Questions rated relevant}}{\text{Total number of questions}}$$

$$CVI = \frac{14}{15}$$

$$= 0.93$$

3.7.2 Reliability of research instruments

Reliability of an instrument is the degree to which the instrument consistently measures whatever is to measure, (Amin, 2005). Cronbach alpha (Cronbach, 1951) reliability coefficient of 0.7 points and above, is used to measure the internal consistency or average correlation of items in a survey instrument to gauge its reliability. The higher the score, the more reliable the generated scale is. For instance, Schrepp, (2020) argues that a 0.7 alpha coefficient is an acceptable reliability coefficient. In this study therefore, the researcher ensured reliability by applying the same instruments to the related respondents three times to see whether they yield the same responses. The researcher conducted a pilot study on the effects of parenting styles on students retention in selected secondary school in Rubirizi District The following Cronbach Alpha formula will be applied:

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\square\ SD^{2}i}{SD^{2}t}\right)$$

Whereby;

K = Number of items in the instrument

$SD^{2}i$ = Variance of total instruments

$SD^{2}t$= Variance of a single individual item

α = Alpha

The scores found at 0.7 and above alpha values indicated good credits hence better for use (Amin, 2005).

3.8. Procedure of data collection

Upon successful defense and approval of the proposal, the researcher obtained an introductory **letter** from the Director Graduate chool Bishop Stuart University. Dean faculty of Education, Arts and Media Studies BSU, the researcher also obtained permission from BSU Research Ethics Committee to commence fieldwork. The researcher further got permission from Rubirizi District Local Government, to carry out his research from respondents. Head teachers/ directors/ participants – consent the researcher then piloted the instruments, and later refined them, prepared the instruments and proceeded to the field to carry out research. In a period of two months, the researcher collected the data from respondents. Data collected was analyzed and interpreted in order to come up with a report.

3.9 Data analysis

The term analysis (processing for some researchers) involves a number of closely related operations, which are performed with the purpose of summarizing the data and organizing these in such a manner that they answer the research question(s) or hypotheses if they exist (Amin, 2005). Thus in the process of analysis, relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significance to determine if real differences exist.

3.9.1 Qualitative data analysis

The resercher has organised all the collected qualitative data from the interviews with key informants and document analysis and there after, it was coded and analyzed and key themes will be generated to build understanding of the phenomenon under study.

3.9.2 Quantitative data analysis

Quantitative data analysis was carried out using both descriptive and inferential statsistics. The data was first be analyzed by computing frequencies which will include the means and percentages so as to get the perception of respondents on the effect of parent styles on students retention in selected secondary schools in Rubirizi District. The correlation technique was based on Pearson's coefficient (+ or – to show the direction of the relationship between the variables) and significance was tested at 99% and 95% confidence levels; based on two tailed correlations and significant more than or equals to 0.05. A positive correlation indicates a direct positive relationship between the variables while a negative correlation indicates an inverse relationship between the two variables. The regression analysis used the adjusted R2 values and significance values to determine the magnitude of the influence of the independent variables on the dependent variable (Amin, 2005). The main purpose of Pearson's coefficient in this study was to measure the correlation between student retention rates and various parenting philosophies (e.g., permissive, authoritative, authoritarian, and uninvolved). Through the use of surveys or questionnaires to gather information on parenting methods and school records to measure student retention, researchers can compute in order to ascertain whether there is a meaningful association.

3.10 Ethical issues

The researcher ensured all ethical issues are put into consideration so as not to compromise the quality of the research. The researcher ensured confidentiality by seeking of informed consent from respondents before collecting data from them, ensure privacy while collecting data from the selected and key informants as well as strive to minimize issues of plagiarism by acknowleding authors.

The researcher carefully considered the potential risks of harm to participants and take steps to minimize those risks.This includes ensuring that the participants are not exposed to physical or psychological harm, and that any potential risks are outweighed by the potential benefits of the research

COVID 19 mitigation according to the ministy of health on covid 19 mitigation measures to privent the sprad of the virus and on the who proect respondants on health issues and these measures include continuosilly accesing the ricks of covid 19 trasmissition and digning mitigation to reduce the risks.

The researcher also educated the respondents on how to handle themselves to avoid the spread of covid 19 like washing hands putting on masks, creating social distance during data collection process.

Chapter Four

Presentation, Analysis and Interpretation of Results

4.0 Introduction

The study's general objective was to examine the effect of Parenting Styles and Students Retention in Secondary Schools in Rubirizi District. This chapter presents the findings in accordance with the study's objectives, namely; to examine the prevalent parenting styles among parents in Rubirizi District, southwestern Uganda, to assess students' retention rates in Rubirizi secondary school in Rubirizi District, Southwestern Uganda, to explore the relationship between parenting styles and student retention in secondary schools in Rubirizi District, Southwestern Uganda. The response rate and conclusions on the respondents' demographic characteristics are presented before the analysis and presentation of findings in accordance with the study's objectives

4.1 Response rate.

Response rate is the ratio of the actual number of respondents, vis-à-vis the targeted. The researcher had targeted to get information from the various respondents and got the following.

Table 4. 1: Sample Size Determination and Respondents rate

Study population/ category	Sample size to be selected	Actual sample	Percentage	Sampling technique
Teachers	100	90	56.2%	Simple random
Parents	100	70	43.7%	Simple random
Total	200	160	99.9%	

Source: Field data 2024

A very good 99.9% response rate for the study across all respondent categories is seen in table 4.1. According to Amin (2005), a minimum of 70% is sufficient for legitimate study. This suggests that the instruments used to collect the data for this investigation were trustworthy and valid.

4.2 Socio-Demographic Characteristics of the Respondents

The results about the respondents' age, gender, level of education, and number of years in the workforce are presented in this section. Working in Rubirizi District, all of whom were regarded as crucial to the study.

4.2.1. Age of respondents

Age-related categories were used to group respondents. The distribution of respondents by age is shown in the frequency table (Table 4.1).

Table 4. 1: Age of respondents

		Frequency	Percent
Valid	25-30	30	18.7
	31-40	41	25.6
	41andabove	89	55.7
	Total	160	100.0

Source: Field Data 2024

The majority of respondents (55.7%) were over the age of 41 and above, followed by those between the ages of 31 and 40 (25.6%) and those between the ages of 25 and 30 (18.7%). All respondents were mature to comprehend how parenting styles and student retention in secondary schools in Rubirizi District

4.2.2. Gender of respondents

Table 4. 1: Showing gender of respondents

		Frequency	Percent
Valid	males	50	31.3
	females	110	68.7
	Total	**200**	100.0

Source: Field data 2024

The data from Table 2 indicates that women constituted a larger proportion of the respondents, accounting for 68.7%, while men made up 31.3%. This suggests that female respondents were more represented in the study on parenting styles and student retention in secondary schools within Rubirizi District

4.2.3. Level of education

Respondents were categorized according to their level of education. The frequency table (table 4.2.3) was used to show the distribution of the respondents by level of education.

Table 4.3: Level of education

		Frequency	Percent
Valid	Diploma	30	18.7
	Degree	110	68.7
	Postgraduate	20	12.6
	Total	160	100.0

Source. Data from the field 2024

The majority of respondents (68.7%) held a degree, followed by a diploma (18.7%) and a postgraduate degree (12.6%), as shown in Table 4.2.3. This suggests that all study participants are sufficiently literated to comprehend the study's value.

4.2.4. Period spent working

Respondents were divided into groups based on how long they had been working in secondary schools. The frequency table (table 4.4) was utilized to display the respondents' distribution according to the length of time they had working in secondary schools in Rubirizi District.

Table 4.4: Years of service of respondents

		Frequency	Percent
Valid	1- 5 Years	12	8.0
	6-10Years	38	23.9
	11andabove	110	68.7
	Total	160	100.0

Source: Field Data 2024

Over half of the respondents (68.7%) have been working in Rubirizi District for more than 11 years. This indicates that a significant portion of the workforce involved in the study has extensive experience within the district, which could provide valuable insights into long-term trends and patterns related to parenting styles and their impact on student retention. A substantial proportion, 23.9%, of respondents have been employed in Rubirizi District for a period ranging from 6 to 10 years. This group represents individuals with moderate experience who may have witnessed changes or developments over a medium-term timeframe, contributing additional perspectives to the study. A smaller percentage, 8.0%, of respondents have been working in the district for one to five years. These individuals are relatively new to their roles compared to others but can still provide fresh observations or insights into recent developments regarding parenting styles and student retention.

4.3. Empirical results

The purpose of the study was to examine the parenting styles and students retention in Secondary Schools in Rubirizi District. This chapter presents the findings in accordance with the study's objectives, namely; to determine the prevalent parenting styles among parents in Rubirizi district, southwestern Uganda, to assess student retention rate in rubirizi secondary schools in Rubirizi district, southwestern Uganda, to explore the relationship between parenting styles and student retention rates in secondary schools in Rubirizi district, southwestern Uganda. This section presents descriptive statistics, correlations, and regression based on questionnaire responses and qualitative insights from the conducted interviews as thematically examined.

4.3.1. The prevalent parenting styles among parents in Rubirizi District, Southwestern Uganda.

Determining the prevalent parenting styles among the parents in rubirizi district southwestern Uganda. The primary and secondary sources provided the data needed to accomplish this. This was done using a five-scale questionnaire of strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). A summary of the responses is presented in the table below.

Table 4. 2: Analysis on the four statements that were subjected to the respondents.

Key: Strongly Agree =SA, Agree =A, Undecided =UD, Disagree =D Strongly Disagree =SD.

Variables	SA	A	UD	D	SD
Authoritarian	6(3.7%)	12(7.5%)	14(8.7%)	55(34.3%)	73(45.6%)
Authoritative	6(3.7%)	13(8.1%)	15(9.3%)	56(35.0%)	70(43.7%)
Permissive	8(5.0%)	14(8.7%)	10(6.2%)	53(33.1%)	75(47.0%)
Uninvolved	78(48.7%)	57(35.6%)	11(6.8%)	9(5.6%)	5(3.1%)

Source: Field data 2024

Table 4.5 above provides analysis of the four statements given to respondents to gauge the prevalent parenting styles among parents in Rubirizi district, southwestern Uganda.

When respondents were asked if Authoritarian parenting indicates the level of parenting styles in Rubirizi district, 6(3.7%) of the respondents strongly agreed followed by 12(7.5%) who mentioned Agree then 14(8.7%) Undecided, 55(34.3%) disagree and 73(45.6%) majority strongly disagreed. Respondents were asked if Authoritative parenting is the best parenting styles in Rubirizi district, 6(3,7%) of the respondents strongly agreed followed by 13(8.1%) agree ,then15(9.3%) undecided 56(35.0%) and most of the respondents mentioned strongly disagree, this implied that most of the parents in rubirizi district use uninvolved parenting style to bring up their children, respondents were asked if permissive parenting is vital for measuring the parenting styles in Rubirizi district, 8(5.0%)of the respondents strongly agreed with the statement followed by 14(8.7%) indicated agree then 10(6.2%) indicated undecided , followed by 53(33.1) indicated disagree and 78(47%)

the majority indicated strongly disagree. Lastly When asked if uninvolved parenting indicates better parenting style in Rubirizi district, majority of the respondents strongly agreed with the statement (48.7 %.) Followed by 57(35.6%) agreed,then 11(6.8%) undecided, 9(5.6%) disagree, lastly 5(3.1%) strongly disagreed.This is an indication that, .examination of the quantitative data, key informant interview-generated qualitative data were subjected to qualitative analyses.

The above findings agreed with responses from interviews where one of the head teacher was quoted that……

Responses from the head teachers

He said that there is a need for parents to adopt supportive and involved parenting styles to improve on student retention. He also said that some parents are sometimes called at school to discuss on the students' behavior the parents' shows that they don't mind.'

Another head teacher said that parents don't give their children materials to use at school like scholastic materials and other personal things to use so this leads to students not staying in school.

The above study findings implied that there was a high level of uninvolved parenting style and student retention in secondary schools in Rubirizi district southwestern Uganda .The study confirmed that there was a relationship between quantitative and qualitative findings after doing a qualitative data analysis. The two data sets agreed, and it was obvious that qualitative data supported quantitative data.

4.3.2. Student retention rates in rubirizi secondary schools in Rubirizi District Southwestern Uganda.

The second objective was aimed at establishing the retention rates in secondary schools in Rubirizi district, southwestern Uganda. The data to achieve this was obtained from the primary sources

(staff) and by secondary data (documented work). A summary of the responses is presented in the Table 4.9 below.

Table 4. 3: A summary of student retention rates in rubirizi secondary schools in Rubirizi District

Key: Strongly Agree =SA, Agree =A, Undecided =UD, Disagree =D Strongly Disagree

Variables	SA	A	UD	D	SD
completion Do students who start in school complete O and A level	6(3.0%)	13(6.5%)	18(9.0%)	70(35.0%)	93(46.5%)
Continuity School culture and environment facilitates student continuity	3(1.5%)	9(4,5%)	24(12.0%)	76(38.0%)	88(44.0%)
Sustainability Access to technology and digital resources contributes to student sustainability	5(2.5%)	12(6.0%)	15(7.5%)	72(36,0%)	96(48.0%)

Source: Primary data 2024

The four assertions in Table 4.9 above were used to gauge student's retention in secondary schools in Rubirizi district, when asked whether students complete their studies at O and A level 6(3.0%) of the respondents strongly agreed followed by 13(6.5%) agreed then 18(9.0%) undecided ,70(35.0%) disagree and lastly 93(46.5%) strongly disagreed . When asked if school culture and environment facilitates students continuity, 3(1.5%) of the respondents strongly agreed, followed by 9(4.5%) agree, 24(12.0%) undecided then 76(38.0%) disagree, lastly 88(44.0%) srongly disagreed. When asked if access to technology and digital resources contributes to student

sustainability 5(2.5%) of the respondents strongly agreed followed by 12(6.0%) agree, 15(7.5%) undecided then 72 (36.0%) disagree, lastly 96(48.0%) strongly disagreed. This is an indication that, all respondents show that there is low student retention in secondary schools in Rubirizi district, southwestern Uganda

One head teacher said that; “Students don’t complete because they attend school when they want, because they spend most of their time doing other activities that gives them quick cash like fishing, hunting and brick laying and they miss out some lessons”. Hence dropping from school

After analyzing the qualitative data, this study verified that the quantitative and qualitative conclusions were related. There was clear support for the quantitative data by the qualitative data, since the two data sets agreed.

4.3.3. The relationship between parenting styles and students retention rates in Secondary Schools in Rubirizi District, Southwestern Uganda

The third objective was aimed at exploring the relationship between parenting styles and student retention in secondary schools in Rubirizi district, southwestern Uganda. The data to achieve this was obtained from the primary sources and secondary data. A summary of the responses is presented in the table below.

Hypothesis Testing;

The Pearson's product moment correlation coefficient was therefore used to ascertain the magnitude of the relationship in order to verify the alternative hypothesis, which states that there is a strong relationship between parenting styles and students retention in secondary schools in Rubirizi district. The results are displayed in the table below:

Table 4. 14: Correlation analysis on parenting styles and students' retention

Correlations

		Students' retention	Parenting styles
Students retention	Pearson Correlation	1	.729**
	Sig. (2-tailed)	.000	.000
	N	296	296
Parenting Styles	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	.000
	N	296	296

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

Source: Field Data 2024.

It is evident from Table 4.6 that there is a positive significant correlation parenting styles and students retention ($r = .729$, $p < 0.01$). This finding means that parenting styles are related to students' retention. The Pearson's product moment correlation coefficient was therefore used to ascertain the magnitude of the relationship in order to verify the alternative hypothesis, which states that there is a strong relationship between parenting styles and students' retention in secondary schools in Rubirizi District. The results are displayed in the table below:

Table 4. 4:Summary of the parenting styles and students' retention Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1				
1	.729[a]	.659	.654	.14749

a. Predictors: (Constant), Factors associated

Source: Field data 2024

The coefficient of determination .659 implies that their factors associated with students' retention in secondary schools in Rubirizi District. The Pearson's product moment correlation coefficient was therefore used to ascertain the magnitude of the relationship in order to verify the alternative hypothesis, which states that there is a strong relationship between parenting styles factors and students' retention in secondary schools in Rubirizi District. Thus, there is a significant relationship

Table 4. 5: Regression output summary on factors associated with students' retention

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.941	.219		13.460	.000
Factors Associated	.299	.054	.659	5.593	.000

a. Dependent Variable: student's retention

Source: Field data 2024

The results showed a significant link with a regression coefficient of 0.659 at the 0.01 significant level. Findings support the idea that factors associated has an impact on students' retention. Therefore, in order to verify the alternative hypothesis—which holds that there is a strong relationship between factors associated with students' retention in secondary schools in Rubirizi District. Pearson's product moment correlation coefficient was used to determine the magnitude of the relationship. With a 99% confidence level and a beta of 0.659.

One of the head teacher said that…. “For our schools to perform well, and keep stable there must be a relationship between parent styling and student’s retention. Which is note the case in Rubirizi secondary schools where parents are don’t mind about the students where about weather is in school or not because the type of parenting style of uninvolved may not allow student to remain in school.

Another Head teacher said that…“There are many factors in Rubirizi District that affect students’ retention in secondary schools. They are very many however categorized differently which involves poverty, child labor, teacher absenteeism, lack of scholastic materials, low academic performance and which is brought about by uninvolved parenting style and all these can affect students’ retention in secondary schools Rubirizi District.”

The above study findings implied that authoritative parenting style is necessary in regarding student retention in secondary schools in Rubirizi District.

Chapter Five

Discussions, Conclusions, And Recommendations

5.0 Introduction

This chapter presents the study summary, discussion of findings, conclusions and recommendations made and proposed areas for further studies. The discussion, conclusions and recommendations are presented according to themes based on the study objectives.

5.1. Summary of findings

5.1.1. The prevalent parenting styles among parents in Rubirizi district, southwestern Uganda

Respondents generally agreed on uninvolved parenting style with 48.7%, the above study findings are in agreement with. Baumrind (1971) who noted that uninvolved parents, who show virtually no interest in their children since parents don't provide guidance on career choices or educational goals leading to students making uniformed decision that may not align with their interest. Parents, who tend to be firm but fair, making demands and imposing discipline in a caring atmosphere in Rubirizi district, southwestern Uganda. The qualitative data from the key informants suggested that uninvolved parenting style in secondary schools in Rubirizi district, southwestern Uganda is high. The study's results demonstrated that high uninvolved parenting had an impact on the student retention in secondary schools in Rubirizi district, which was the study's primary goal based on descriptive and qualitative statistical analyses.

5.1.2. Student retention rates in rubirizi secondary schools in Rubirizi District southwestern Uganda.

The study's second objective was to examine the student retention in Rubirizi district, southwestern Uganda. From the responses for completion were at 6(3.0%) for continuity it was at 3(1.5%) and sustainability was at5 (2.5%). The key informant qualitative data provided additional support for this claim by demonstrating how completion, continuity, and sustainability affects students' retention in secondary schools in Rubirizi District.

5.1.3. The relationship between parenting styles and students retention rates in Secondary Schools in Rubirizi District, Southwestern Uganda

Determining the relationship between parenting styles and student retention in secondary schools in Rubirizi district, southwestern Uganda was the third objective. According to the descriptive statistics, 90% of respondents were in favor of using the R. 729.

5.2 Discussion of findings

The purpose of this study is to examine the effect of parenting styles on students' retention in secondary schools in Rubirizi District in southwestern Uganda. This discussion is structured in accordance with the study's objectives and gives special focus to the important discoveries made during the analysis of the data.

5.2.1. The prevalent parenting styles among parents in Rubirizi district, southwestern Uganda.

The first objective was to determine the prevalence of parenting styles in Rubirizi District, Southwestern Uganda. The results of the data collection and analysis revealed that the two

variables had a significant and favorable connection. Qualitative findings showed how the prevalence parenting styles in Rubirizi District, Southwestern Uganda. This is in agreement Ugwuanyi, et al (2020). Understanding the prevalence of student retention involves analyzing how many students remain enrolled until they complete their secondary education compared to those who drop out or repeat grades (Serna, and Martinez, 2019). This requires examining statistical data, identifying trends over time, and understanding the underlying causes. According to recent studies and reports from Uganda's Ministry of Education and Sports (MoES), secondary school retention rates across rural districts like Rubirizi are relatively low compared to urban areas. Nationally, Uganda has struggled with high dropout rates at the secondary level due to challenges such as poverty, early marriages, child labor, and lack of parental support for education. In Rubirizi specifically: Retention rates are estimated at around 50-60% for lower secondary levels (senior 1-Senior 4).For upper secondary levels (senior 5-Senior 6), retention drops significantly to approximately 30-40%. Gender plays a significant role in student retention. Girls face unique challenges that contribute to higher dropout rates: Early pregnancies and child marriages are prevalent in rural areas like Rubirizi. Menstrual hygiene management issues due to lack of facilities often lead girls to miss school or drop out entirely. Cultural norms sometimes prioritize boys' education over girls', further reducing female retention rates.

5.2.2. Assessing student retention in secondary schools in Rubirizi District, Southwestern Uganda.

The second objective of this study was to assess student retention in secondary schools in Rubirizi District, Southwestern Uganda. The results of the data collection and analysis revealed that the two variables had a significant and favorable connection. Qualitative findings showed how-

parenting style affects students retention in secondary schools in Rubirizi District Southwestern Uganda.

This is in agreement with Ugwuanyi, andOkeke, (2020) conducted a study on parenting style and parental support on learners' academic achievement in South Africa. This research sought to determine the role of parenting style and parental support in learners ‘academic achievement in Physics within the theoretical framework of Coleman‘s Social Capital Theory. A correlational research design was adopted and a sample of 335 senior secondary two learners was selected. Data were collected using a questionnaire on parental support and parenting style. A regression analysis was used to analyze the data. Results showed that parental support (r2 = 0.41) and parenting style (r2 = 0.16) play significant roles in learner performance in Physics. One of the implications of the findings is that poor parenting style and parental support will result in poor learner performance in Physics. It is recommended that adequate parental support should be provided to learners. To fulfil their objectives, the scholar did not, however, take student retention into account. The purpose of this study is to investigate how parental style affects students' retention in secondary schools in Rubirizi District.

5.2.3. Determining the relationship between parenting styles and student retention in secondary schools in Rubirizi District, Southwestern Uganda

The third objective was to explore the relationship between parenting styles and student retention in secondary schools in Rubirizi District, Southwestern Uganda. Key informant interview qualitative findings supported and validated quantitative findings. This is in agreement with Mathys, et al, (2019).Individual characteristics and circumstances play a significant role in determining whether students remain enrolled in secondary school or drop out. Poor academic achievement is one of the strongest predictors of dropout rates. Students who struggle to meet

academic standards often feel disengaged and are more likely to leave school. Chronic absenteeism is closely linked to dropout rates. Students who miss substantial amounts of school are at higher risk of falling behind academically and socially. Disruptive behavior, disciplinary actions, or suspensions can alienate students from the school environment, increasing their likelihood of dropping out. A lack of motivation or interest in education can lead to disengagement. Students who do not see the relevance of education to their future goals may be less likely to stay in school. Mental health challenges such as anxiety, depression, or stress can negatively impact a student's ability to focus on academics and maintain attendance. Over-age students (those who are older than their peers due to grade repetition) are more likely to drop out because they may feel out of place socially.

Olutope, and Bede, (2019) explains that, the family environment significantly influences a student's decision to stay in school. Active parental engagement in a child's education—such as attending parent-teacher meetings or helping with homework—is associated with higher retention rates. Students from low-income families face greater barriers to staying in school due to financial pressures, lack of resources (e.g., books, internet access), or the need to work part-time jobs.

Parents with higher levels of education are more likely to emphasize the importance of schooling and provide support for academic success. Family disruptions such as divorce, separation, or frequent relocations can destabilize a student's educational experience and increase dropout risks.

In some communities, cultural norms may prioritize early marriage or employment over continued education for adolescents.

5.3 Conclusions

It was concluded that there is a high level of parents involvement where parent don't take fully charge in upbringing of their students in Rubirizi District and this has made a good number of students drop out of school looking for money at early age and this is done through bricklaying, fishing and hunting.

It was also concluded the due to student dropping out of school has affected the rate of student retention in secondary schools Rubirizi District this implies that if the situation continues like this there will be a high number of indiscipline ,use of drugs, theft and redundancy in Rubirizi District.

It was further concluded that there was a statistically significant relationship between parenting styles and student retention in secondary schools in Rubirizi District. Therefore change in parenting styles are associated with change in student retention

5.4 Recommendations.

In relation to the analysis, findings, and conclusion, guided by the study objectives, the following recommendations have been proposed.

5.4.1. The prevalent parenting styles among parents in secondary schools in Rubirizi district, southwestern Uganda.

It can be inferred from the facts and discussion above those parenting styles experienced by students in secondary schools in Rubirizi district, southwestern Uganda. The results and discussion lead to the conclusion that the students in secondary schools in Rubirizi district, southwestern Uganda is affected by parenting styles experienced. This concurs with the following research

findings: When asked whether they have I have experienced authoritarian parenting, 91.6% of the respondents agreed compared to 8.4% who disagreed. When asked if they experienced authoritative parenting, 93.2% of the respondents agreed leaving 6.8% of the respondents in disagreement. When asked if have experienced permissive parenting 92.6% of the respondents were in agreement compared to7.4% in disagreement. Lastly when asked if have experienced uninvolved parenting, 92.2% of the respondents agreed leaving 7.8% in disagreement. This is an indication that, all respondents have experienced parenting styles experienced by students in secondary schools in Rubirizi district, southwestern Uganda

This paper makes the recommendation that determining the rate of student retention across different grades should be a priority among secondary schools in Rubirizi district southwestern Uganda. This study also recommends that, there is need of assessing gender disparities in retention rates and exploring interventions already implemented to improve retention.

5.4.2. Parenting styles experienced on students retention in secondary schools in Rubirizi District southwestern Uganda.

To improve student outcomes in secondary schools within Rubirizi district, this study recommends that, there is need of promoting Authoritative Parenting through Community Education, Encourage Parental Involvement in Education, and Provide Support for Economically Stressed Families, address Cultural Norms That Favor Authoritarian Practices and Train Teachers on Identifying At-Risk Students

5.4.3. Association between parenting style and student retention in secondary schools in Rubirizi District in southwestern Uganda.

To address the association between parenting styles and student retention in Rubirizi District secondary schools effectively this study recommends that, there is need to promote Awareness Among Parents About Effective Parenting Styles,, Strengthen Parent-School Collaboration, Provide Counselling Services for Families, Implement School-Based Interventions for At-Risk Students and encourage Positive Role Modelling Within Communities:

5.5. Areas for further study.

The study's general objective was to examine the effect of Parenting Styles and Students Retention in Secondary Schools in Rubirizi District. However, future researchers should

- Investigating the Relationship Between Specific Parenting Styles and Academic Performance
- Examine socioeconomic factors influencing parenting styles
- Exploring Gender-Specific Impacts of Parenting Styles

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APPENDIX: WORK PLAN

Appendix 1. Proposed Work plan

Item	Year one			
	Quarters			
	1	2	3	4
Synopsis finalization				
Developing Proposal				
Proposal finalization and defense				
Submission of the proposal to Ministry of science and technology				
Data collection				
Data analysis, presentation				
Data interpretation				
Presentation of draft thesis				
Final thesis				
Viva of the thesis				
Submission of the final thesis.				

Appendix 2. Proposed Budget/ Financial plan

Item	Rate	Quantity	Total
Transport from Kabale –to Nkumba University	80,000	50	1,000,000
Proposal development	-	-	1,000,000
Stationary			500,000
Data collection	200,000	200,000	200,000
Air time	60000	60000	60000
Ground total			2,760,000

Appendix 3: Questionnaire for secondary school teachers

Dear respondent,

My name is Susan Ayesiga Vera **23/BSU/MEMPA/0585 a student of Bishop Stuart University.**

I'm carrying a study titled: "Parenting **styles and students' retention in secondary schools in Rubirizi district".** This is a research leading to the award of Master's Degree of education secondary of Bishop Stuart University. The purpose of this study is purely academic. You are humbly requested to freely express your opinion on each of the issues raised as objectively as possible. The information that you provide will be treated with utmost confidentiality. The basic research ethics are to be observed and adhered to while administering this questionnaire. Your positive and quick response will be highly appreciated.

Thank you for your cooperation

Yours truly, Susan Ayesiga Vera **23/BSU/MEMPA/0585**

Section A: Demographic Data

In this part of the questionnaire, you are requested tick inside the box against the answer of your choice that suits your choice.

1. Age

☐ 25-30 years ☐ 31-40 years

☐ 41-50 years ☐ 51 and above

2. Sex

☐ Male ☐ Female

3. Highest Level of education

☐ Primary ☐ Secondary

☐ Tertiary ☐ University

4. Duration of service in the teaching position

☐ Less than two years ☐ Between two and five years

☐ Between five to ten years ☐ More than ten years

In the remaining part of the questionnaire, you are requested to express your opinion by ticking an option which you think is the most appropriate

Thematic areas are being considered, please simply tick the most appropriate alternative

Scale: 1=Strongly Agree, 2=Agree, 3= Undecided, 4=Disagree, 5=Strongly disagree

Section B: Authoritarian Parenting	**1**	**2**	**3**	**4**	**5**
I have high expectations from my children					
I provide emotional support to my children					
I employ punitive measures as a form of discipline rather than using reasoning or discussion to my children					
Children raised in authoritarian households typically have little room for independence or self-expression					
Parents often prioritize conformity over individuality, emphasizing adherence to rules and authority figures.					
SECTION C: Authoritative. Parenting,					
While being nurturing, authoritative parents also set clear expectations and standards for their children's behavior.					

Authoritative parents engage in open dialogue with their children.					
Authoritative parents promote autonomy by allowing their children to make choices within established boundaries					
Discipline in authoritative parenting is consistent but flexible.					
Authoritative parents' model emotional regulation themselves, teaching children how to manage their emotions effectively					
SECTION D: Permissive Parenting					
Permissive parents are typically very responsive to their children's emotional needs					
Permissive parents tend to avoid imposing strict rules or guidelines.					
Permissive parents often indulge their children's desires, allowing them to engage in behaviors that may not be appropriate or beneficial for their development					
Uninvolved					
SECTION E: COMPLETION					

Do students who start in school complete O and A level					
Teacher student relationship impacts on student Completion					
Students welfare improves their completion at school					
SECTION :F CONTINUITY					
School culture and environment facilitates student continuity					
Parental involvement and support contributes to student continuity in schools					
SECTION:G SUSTAINABILTY					
Relevance and interest of curriculum improves sustainability of students					
Access to technology and digital resources contributes to student sustainability					

Appendix 4: Interview Guide

My name is SUSAN AYESIGA VERA **23/BSU/MEMPA/0585 a student of Bishop Stuart University.**

I'm carrying a study titled: "Parenting **styles and students' retention in secondary schools in Rubirizi district".** This is a research leading to the award of Master's Degree of education secondary of Bishop Stuart University. The purpose of this study is purely academic. You are humbly requested to freely express your opinion on each of the issues raised as objectively as possible. The information that you provide will be treated with utmost confidentiality. The basic research ethics are to be observed and adhered to while administering this questionnaire.

Your positive and quick response will be highly appreciated.

Thank you for your cooperation

Yours truly, SUSAN AYESIGA VERA **23/BSU/MEMPA/0585**

1.Are you an authoritarian parent Yes No

If yes how are you parenting your children

How do Authoritative parents prepare their children?

Are you a permissive parent Yes No

If yes explain how they handle their children

Have you ever seen uninvolved parents in your area Yes No

If yes explain how they behave

Is it possible to increase students retention at school Yes No.

If yes explain in details on how the school can increase retention at school