Authoritative Parenting Style and Social-Emotional Development of Pre-Primary Learners: A Case of Lurambi Sub-Kakamega County, Kenya

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ABSTRACT

Parenting is crucial to a child's growth and development since so much of what they learn in their formative years hinges on the strength of their relationships with their parents. The purpose of the study was to determine the effects of authoritative parenting styles on social emotional development of pre-primary learners. The study adopted Baumrind's theory on parenting styles and used descriptive survey research design. The target population was 6,848 pre-primary learners, 264 ECD teachers, and 6,526 parents in Lurambi Sub-County-Kenya. Simple random and purposive sampling techniques helped to obtain sample size of 400 pre-primary learners, 26 ECD teachers and 20 ECD parents from 19 pre-schools. The interview schedule, questionnaire and focus group discussions were used to generate data for the study. The regression analysis indicated that authoritative parenting style had a statistically significant effect in predicting social emotional development of pre-primary learners as indicated by R^2 =.206 (20.6%); F(1,18), = 4.661, B= .541, t=2.159, p<0.045. The study concluded that most children had active conversation with their parents, the study also concluded that most children were given token by their parents before doing task, the study also most parents made demands from their children. The study recommends that parents should use authoritative parenting to enhance children's social emotional development.

Key words: Authoritative Parenting, Development, Parenting Styles, Pre-Primary Learners, Social Emotional
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I. INTRODUCTION

Parenting styles are the methods that parents employ to guide and direct their children as they mature (Baumrind, 2018). These styles include permissive, authoritative, and authoritarian (Baumrind, 2018).The social behavior that pre-primary learners exhibit while at school is associated with the type of parental styles, as per Oluwoduncye and Titus (2016). The social-emotional development of children during their first years of life is a robust foundation for their subsequent competencies, contingent upon the parental styles that are employed (Akinsola, 2015).

Pinquart and Kauser (2017) performed study in North America and found that children fared better in authoritative households in terms of their social and behavior development than they did in families where parents were more permissive and detached. Baumrind (2018) maintained that the authoritative parenting style is the best since it provides for acceptable control over the child as well as the explanation of rules and consequences.

Sorkhabi ana Pallerin (2015) in Arabia proposed the development of socialization theory based on Baumrind's parenting style and reached the conclusion that children are less likely to exhibit behavioral problems when their parents employ authoritative parenting style which is characterized by warmth, reasoning, and responsiveness. Maccoby and Martin (2014) asserts that parental warmth and responsiveness promotes uniqueness, self-control, and self-assertion by being alert to, supportive of, and accommodating of children's unique needs and desires.

Scholars from America, Europe and Asia Berg (2011) and Bibi (2013) found that authoritative parents reported significantly higher personal capability, lower levels of problem behavior, and high levels of social emotional development in children than those raised by other types of parenting styles. Seth and Ghormode (2019) found that authoritative parents nurture children in a way based on reasoning, independent thinking and portraying degree of creativity. They also acknowledge children's independence, promote verbal exchange, support children in joint decision-making, and emphasize that children progressively presume more responsibility for acting in response to wishes of other family members informed by the limits of their capabilities. There is a paucity of research in this area

in Kakamega County It is for this reason that the researcher intended to examine the impact of particular parenting styles on the social and emotional development of pre-primary students in Lurambi Sub-County, Kakamega County, Kenya.

1.1 Statement of the Problem

Child upbringing significantly influences their social emotional development and maturation and it is a pivotal determinant that exerts extensive influence on entirety of the child. Reports from stakeholders in Lurambi Sub-County have expressed apprehension regarding the emotional development of a significant number of pre-primary learners. Certain learners exhibit hyperactivity, others manifest emotional emotions, and still others display aggression (Bostic et al., 2021) This gives rise to inquiries regarding the potential influence of parenting style on social emotional development. Scholarly investigations have shown that learners develop self-reliance when their parents exhibit authority. Conversely, children raised by other parenting styles are more likely to engage in substance abuse, including alcohol and illicit drugs which can result in difficulties such as depression, anxiety, and disorders associated with drug abuse. Previous research has demonstrated that an authoritative parenting style has a positive effect on the social emotional development of children Kang and Guo (2022). Children residing in children's homes originate from diverse backgrounds and as a result, have undergone varying upbringings. Research has demonstrated that these children manifest a variety of social-emotional behaviors, including aggression, anger, difficulty forming profound attachments, and friendliness. The manifestation of various socio-emotional behaviors in children can be attributed to the influence of parenting style. Despite the recognized benefits of authoritative parenting style, there is limited research on its impact on the social emotional development of pre-primary learners in Lurambi Sub-County, Kakamega County.

1.2 Research Objective

To determine the effect of authoritative parenting style on social-emotional development of pre-primary learners in Lurambi Sub-County Kakamega County-Kenya

II. LITERATURE REVIEW

2.1 Theoretical Review

The study was based on the theory of parenting styles by Baumrind (1991) who asserts that parenting styles contributes and influences the behavior, personality, and socio emotional balance of the child at the pre-primary level. The theory is important in this study as it offers an understanding of how parenting styles affect pre-primary learners especially in Lurambi Sub-County. Developmental psychologists have shown a strong interest in investigating various aspects of parenting and how they affect a child's growth and development because of the complexity of the subject. Furthermore, the theory argues that parents' individual approaches have a significant impact on their children's development, growth, and well-being.

The goal of an authoritative approach to raising children is to help them learn to control their emotions and actions in productive ways. For example, parents that adopt a more authoritative stance toward raising their children adhere to a 'give and take' approach in which they treat their children with respect and strive to understand the reasoning behind any rules their children set for themselves.

2.2 Empirical Review

The concept of parental style refers to a specific methodology employed in the upbringing of children. The psychological and interpersonal development of a kid can be significantly influenced by the parenting style adopted by an individual. Baumrind (2013), discovered that parental attentiveness and parental demandingness emerged as two essential factors in the formation of effective parenting practices. Through her research, Baumrind identified three main parenting styles: authoritative, authoritarian, and permissive. Subsequently, Maccoby and Martin (2014) expanded upon Baumrind's initial categorization of parenting styles by introducing an additional kind characterized as uninvolved or neglectful, which exhibits the most extensive adverse consequences. Grolnick (2017) notes that while it is important to acknowledge that parents cannot be universally categorized, there exists a significant association between parenting styles and the disciplinary approaches utilized in child punishment. They further discovered that the best parenting approach for young children learning to read and write is authoritative parenting. Hoskins (2014) define authoritative parenting as a combination of high degrees of warmth and high demands from parents. Authoritative parents are characterized by their ability to offer their children with explicit directives, which are subsequently reinforced through the use of monitoring, empathy, reason, and flexibility (Fulton & Turner, 2018; Baharudin and Kordi, 2020).

An authoritative parenting style has been found to be associated with elevated levels of social competence, emotional regulation, social skills, and self-regulation (Baumrind, 2023). Piko and Balazs, (2012) notes that the developmental outcomes of children who are raised by authoritative parents include increased levels of maturity, initiative, perspective taking, and self-control upon entering primary school. The authoritative parenting style is characterized by a higher level of demandingness, when parents provide guidance to their children in a manner that is focused on addressing specific issues and is characterized by rationality. The presence of favorable interactions between parents and their children is frequently regarded as favorable (Piko & Balazs, 2012).

According to Baumrind (2013), authoritative parents employ a style of parenting characterized by a balanced and reasonable approach to exerting control over their children. Research suggests that children who are raised by parents who establish elevated expectations for them tend to develop into responsible people who possess robust social and emotional competencies. The assistance that children receive can facilitate the management of their issues, be it in relation to their developmental processes or their interactions with peers. The aforementioned studies have found that this phenomenon leads to a decrease in the child's tendency to internalize their emotions (Alizadeh et al., 2017), while simultaneously increasing their inclination to externalize their emotions (Yap et al., 2015). Authoritative parents create a secure and nurturing environment that facilitates the growth and development of their children.

Panquart and Kauser (2017), found that authoritative parenting represents the most efficacious approach in fostering the development of children into productive members of society. According to (Ishak et al., 2012), there is a positive correlation between the parenting style characterized by high demands and responsiveness with the development of enhanced social competence and motivation in children. Parents maintain vigilant supervision over their children to ensure their safety, while concurrently granting them opportunities to explore novel experiences. This practice is highly beneficial for the social and emotional growth of the children, as it cultivates a sense of autonomy.

According to Griffith-Ross (2010), parents who exhibit authoritative parenting style demonstrate sensitivity towards their children's emotional needs, facilitate the development of self-regulation skills, and guide them towards personal growth through experiences of failure. Parents that possess this level of understanding are able to effectively direct their children in a positive manner and assist them in overcoming obstacles (Marsiglia et al., 2010). According to Amirabadi (2018), parents demonstrate their concern for their children by displaying attentiveness and emotional availability. Additionally, Baharudin and Kordi (2020 assert that fostering open channels of communication within the family setting is advantageous for all parties involved.

According to Akinsola's (2013) study, it was seen that parents with authoritative parenting styles in Cameroon and Nigeria had a decreased susceptibility to manipulation by their children, while also displaying a higher inclination to engage in verbal reasoning and exchanges. This active involvement in communication was found to contribute to the promotion of stable socio emotional development in their children. According to Kuppens and Ceulemans (2019), children residing in authoritative households are provided with opportunities to express their viewpoints; yet, parents retain the ultimate decision-making authority due to their genuine belief that they possess the children's best interests. As per the findings of Kuppens and Ceulemans (2019), parents who use an authoritative parenting style saw themselves as exemplars for their children, demonstrating a willingness to own their imperfections and provide apologies to their children.

Akinsola (2015) says that strong parents want their kids to be independent as long as they stay in a clear-cut family system. To effectively manage their children's conduct, parents commonly utilize a diverse array of tactics pertaining to behavior regulation and supervision. According to Akinsola (2015), parents commonly utilize various tactics such as monitoring their children's locations, activities, and social circles. Individuals that employ an authoritative parenting style elucidate the reasons behind denying their children access to specific items or privileges. Authoritative parents are known for setting high expectations for their children's conduct. These children commonly exhibit a high level of deference, not only towards their parents but also towards any adults who hold positions of authority. According to Oloduncye and Titus (2016), parents that exhibit authoritative parenting styles are more inclined to provide their children with explanations when administering discipline, particularly in cases where the children have engaged in inappropriate behavior.

Nderitu (2018) surveyed 375 ECD kids, 75 parents, and 11 ECD teachers in the Kenyan county of Laikipia to investigate the effects of parenting styles on ECD pupils in the town of Gituamba. The findings indicated that the utilization of various parenting methods exerted a noteworthy influence on the social and emotional development of the students. Consequently, it emphasized the necessity of employing authoritative parenting strategies in order to facilitate the holistic development of children in various aspects of their overall well-being. The current investigation will employ a more extensive sample size consisting of 264 early childhood development (ECD) teachers, in contrast to the prior study's sample size of 11. This augmentation in sample size enhances the probability of identifying divergent outcomes.

III. METHODOLOGY

3.1 Study Design

A descriptive survey research design was used because it allows collection of qualitative and quantitative data. The design was used to measure changes in variables over a period of time, allowing trends to be identified and analyzed, compare variables and define the characteristics of respondents

3.2 Target Population

The study population included 6,848 pre-primary learners, 264 pre-school teachers, and 200 pre-school parents in Lurambi Sub-County, Kakamega County-Kenya.

3.3 The Study Location and Sample

The study was carried out in Lurambi Sub-County, Kenya. The researcher sampled 19 schools using stratified random sampling, 26 pre-school teachers and 400 pre-school learners using simple random sampling and 400 pre-school parents using purposive sampling.

3.4 Data Collection Process

First, an introductory letter was acquired by the researcher from the Director of Post Graduate Studies (DPS) of Masinde Muliro University of Science and Technology which was necessary before acquiring a research permit from the National Commission for Science and Technology (NACOSTI). The investigator solicited consent from the County Commission of Kakamega, Kakamega County Director of Education. A pilot study was done using 2 pre-school teachers to establish the validity of the research questions. The researcher paid a visit to the sampled schools in order to inform the principal about the intended research and hence booked an appointment. The researcher administered research instruments to the sampled respondents. The questionnaires were administered to pre-school learners with a point of getting data about learner's social emotional interaction with others. Interview schedule were administered to pre-school teachers to get data on how they relate with others in school. Focus Group Discussion was administered to pre-school parents to react to the questions after which they were gathered for data analysis.

3.5 Data Analysis

Both descriptive and inferential statistics were used for data analysis. The means, standard deviations and percentages were computed for descriptive statistics. Descriptive statistics allowed for data to be presented in a meaningful and understandable way, which, in turn, permitted for a simplified interpretation of the data set in question. Simple linear regression analysis was used to predict the value of an output variable from a predictor variable. In this case the social-emotional development of preschool learners and authoritative parenting style
The results from Focus Group Discussion and interviews were analyzed using themes

IV FINDINGS & DISCUSSION

4.1 Questionnaire Return Rate

Out of 400 pre-primary learners, 321 (80.2%) completely responded to the questionnaire questions, while 79 (19.8%) did not. These responses were utilized for data analysis. An appropriate response rate is 50%, an excellent response rate is 60%, and a very good response rate is 70% or higher, according to Creswell (2013), who established the minimum response rate percentage. This claim suggests that the 89.6% response rate in the present study is excellent.

4.2 Results

The objective of the study was to determine the effect of authoritative parenting style on social emotional development of pre-primary learners in Lurambi Sub-County Kakamega County-Kenya

4.2.1 Descriptive Statistics on Authoritative Parenting Style and Social Emotional Development of Learners

The study sort to know how authoritative parenting style affects the social emotional development of children. The study utilized statement of which the respondents were to either choose:1=Never 2=Rarely 3=Sometimes 4=Frequently 5=Always. The results are summarized in Table 4.1.

Table 1
Who Stays with Children?

	Frequency	Percent
Parents	192	59.8
Father	33	10.3
Mother	64	19.9
Grandparents	32	10
Total	**321**	**100**

From Table 1, the results shows that majority of the learners 192 (59.8%) stayed with both the father and the mother, 33(10.3%) of the learners stayed with their father only, 64 (19.9%) of the learners stayed with the mother only while 32 (10.0%) of the learners stayed with their grandparents.

Table 2
Conversation with Parents

	Frequency	Percent
Sometimes	65	20.2
Frequently	224	69.8
Always	32	10
Total	**321**	**100**

From the Table 2, the results shows that 65 (20.2%) of the learners sometimes had conversation with their parents, 224(69.8%) of the learners frequently conversed with their parents while 32(10.0%) of the learners always had a conversation with their parents. This implies that learners who had conversation with their parents were free to raise their issues while those who had no or less conversation with their parents were not free to raise up their issues. In line with these findings, Kopko (2017) asserts that children of authoritative parents develop into socially competent, responsible, and autonomous adults because they taught to negotiate and engage in conversation

Table 3
Parents Listening to their Children

	Frequency	Percent
Sometimes	65	20.2
Frequently	224	69.8
Always	32	10
Total	**321**	**100**

From Table 3, it indicates that 65 (20.2%) of the children responded that their parents sometimes had an active listening to their views, 224(69.8%) of the children responded that their parents frequently had an active listening to their views while 32 (10.0%) of the children responded that their parents always had an active listening to their views. This observation suggests that when parents actively engage in listening to their children's view point, it fosters the development of independence, assertiveness, and sound decision-making skills in children. This result concurs with Akinsola (2015) who demonstrated that parents who exhibit effective listening skills, possess a willingness to consider their children's perspective.

Table 4
Parents Playing with their Children

	Frequency	Percent
Sometimes	64	19.9
Frequently	257	80.1
Total	**321**	**100**

From the table.4, the results show that 64(19.9%) of the children responded that their parents sometimes created time to play with them while 257 (80.1%) of the children responded that their parents frequently created time to play with them. This is an indication that when parents set some time for their children, is a great indication of courage development in children. This concurs with findings of Kuppens and Ceulemans (2019) who argued that

authoritative parents strike a fine balance between being permissive and strict with their children, and this allows them to foster a strong bond with their children while also holding them to high standards.

Table 5
Parents Discussing with Children

	Frequency	Percent
Sometimes	65	20.2
Frequently	224	69.8
Always	32	10
Total	**321**	**100**

From Table 5 the results shows that 65(20.2%) of the children responded that their parents sometimes have discussion with them, 224(69.8%) of children responded that their parents frequently discuss with them while 32(10.0%) of children responded that their parents had discussion with them whenever they had an issue. This implies that when there is an open communication between parents and children, there is independence development in children. This concurs with the findings by Knutson (2019) who asserts that parents and children engage in two-way communication, fosters a strong parent-child relationship.

Table 6
Parents Responding to Children's Needs

	Frequency	Percent
Sometimes	65	20.2
Frequently	224	69.8
Always	32	10
Total	**321**	**100**

From Table 6, 65 (20.2%) of the children responded that their parents sometimes responded to their needs, 224 (69.8%) of the children responded that their parents frequently responded to their needs while 32 (10.0%) of the children responded that their parents always responded to their needs. This implies that majority of the parents were attached to their children's welfare. This concurs with the findings by Griffith-Ross (2010) who found out that parents who exhibit authoritative parenting style, demonstrate sensitivity towards their children's emotional needs, facilitate the development of self-regulation skills, and guide them towards personal growth through experiences and failures.

Table 7
Children Playing with Other Children

	Frequency	Percent
Sometimes	33	10.3
Frequently	288	89.7
Total	**321**	**100**

From Table 7, the results indicate that 33(10.3%) of the children responded that their parents sometimes allowed them to play with other children while 288 (89.7%) of the children responded that their parents frequently allowed them to play with other children. This implies that children who are allowed to interact with their peers, are more likely to develop social emotional ability than those who under other parenting styles since they are closely controlled and disengaged from interacting with other children. These findings concur with Knutson (2019) who asserted that children who interact with their peers have a tendency towards increased autonomy, heightened self-worth, and the ability to employ effective strategies for managing stress, hence cultivating a positive self-perception

Table 8
Parents Explaining Rules to Children

	Frequency	Percent
Sometimes	65	20.2
Frequently	256	79.8
Total	**321**	**100**

From Table 8, the results about 65(20.2%) of children responded that their parents sometimes explain rules for them, while 256(79.8%) of children responded that their parents frequently explained rules for them to follow at home. This implies that majority of the parents explained rules for their children to follow at home. This implies that majority of the parents explained rules for their children to follow at home. These findings concurs by Hoskins (2014) who found out that parents who enforce tight rules and regulations for their children, offer valid justifications for their disciplinary actions and allows children to navigate the world independently. One respondent during an interview said,

> .....these learners are free to express themselves and to air out their views whenever need be, they also worked in teams with their peers without any difficulties and they also showed healthy competition in class whereby they accepted the defeat and controlled their impulses in a more positive manner.

From the responses of teachers, it showed that most learners in class followed the instructions given by their teachers in doing their activities, this plays a critical role in developing social emotional competencies. Teachers also responded that most of the learners in class had egocentric behaviors in that they did not share the materials with their peers, they had the tendency of confining everything to themselves. They also responded that most learners in class did not focus on their learning reason being that their parents failed to provide and pay attention to their needs. Teachers also responded that most learners in class had difficulties in controlling their impulses, they easily got angry to other peers, and they could not make their own decisions instead they depended on their peers. This is an indication of permissive parenting.

4.1.2 Findings for the Dependent Variable - Social-Emotional Development of Pre-Primary Learners

Descriptive statistics were carried out on responses on social emotional development. This was summarized in table 9, 10, 11, 12, 13.

Table 9

Children Seeking Adult's Help in Solving a Problem

	Frequency	Percent
RARERLY	65	20.2
SOMETIMES	64	19.9
FREQUENTLY	160	49.8
ALWAYS	32	10
Total	**321**	**100**

The data from Table 9 indicates that 65 children, accounting for 20.2% of the total, reported rarely seeking their parents' assistance in problem-solving. Similarly, 64 children (19.9%) stated that they sometimes seek their parents' help, while 160 children (49.8%) reported frequently seeking their parents' assistance. Lastly, 32 children (10.0%) stated that they always seek their parents' help in solving problems. Most children typically seek their parents' assistance whenever they encounter difficulties. This aligns with the conclusions of Fulton and Turner (2018), who discovered that authoritative parents had the capacity to provide their children with clear instructions that are then reinforced through the use of supervision, understanding, logical reasoning, and adaptability.

Table 10

Taking Turns when Playing with Others

	Frequency	Percent
RARERLY	65	20.2
SOMETIMES	64	19.9
FREQUENTLY	192	59.8
Total	**321**	**100**

From Table 10, the results shows that 65(20.2%) of children responded that they rarely took turns when playing with others, 64(19.9%) of children responded that they sometimes took turns when playing with others while 192(59.8%) of children responded that they frequently took turns when playing with others. This implies that most of the children took turns when playing meaning that they let every child participate in the play. This concurs with the findings by Griffith-Ross (2010) who found out that parents who exhibit authoritative parenting style demonstrate sensitivity towards their children's emotional needs, facilitate the development of self-regulation skills, and guide them towards personal growth through experiences of failure.

Table 11
Joining others in Play

	Frequency	Percent
NEVER	32	10
RARERLY	64	19.9
SOMETIMES	65	20.2
FREQUENTLY	160	49.8
Total	**321**	**100**

From table 11, the results shows that 32(10.0%%) of children responded that they never joined others in play, 64(19.9%) of children responded that they rarely joined others in play, 65(20.2%) sometimes joined others in play while 160(49.8%) of children responded frequently joined others in play. This implies that most children willingly joined others in play meaning that they had social skills to interact with others. This is in line with the findings by Isha, Low, and Lau (2012) who found out that authoritative parents grant children vigilant supervision to ensure safety while granting them opportunities to explore novel experiences which is beneficial for the social and emotional growth of children.

Table 12
Children Letting others Speak During Play

	Frequency	Percent
RARERLY	65	20.2
SOMETIMES	64	19.9
FREQUENTLY	192	59.8
Total	**321**	**100**

Table 12, results shows that 65(20.2%) of children rarely allowed other children speak during play, 64(19.9%) of children sometimes allowed other children to speak during play, while 192(59.8%) of children allowed other children to speak during play. This implies that most of children allowed their friends to speak their views during play. This concurs with the findings by Baharudin and Kordi (2020) who found out that an implementation of authoritative parenting style plays a pivotal role in facilitating the optimal psychological and social development of children. This is also attributed to the observation that children who are raised in an authoritative parenting manner have a tendency towards increased autonomy, heightened self-worth, and the ability to employ effective strategies for managing stress, hence cultivating a positive self-perception.

Table 13
Sharing Materials with Others

	Frequency	Percent
RARERLY	65	20.2
SOMETIMES	64	19.9
FREQUENTLY	192	59.8
Total	**321**	**100**

From table 13, the results shows that 65(20.2%) of children responded that they rarely shared playing materials with others, 64(19.9%) of children responded that they sometimes shared playing material with others while 192(59.8%) of children responded that they frequently shared playing material with others. This implies that most children were not egocentric, they shared playing materials with other children during play. This is in line with the findings by Baumrind and Black (2023) found out that children who were raised by authoritative parents exhibited greater levels of social competence and self-esteem.

4.1.3 Hypothesis Testing on Authoritative Parenting Style and Social Emotional Development of Pre-Primary Learners

The null hypothesis stated that authoritative parenting style has no significant effect on social emotional development of preprimary learners. Simple linear regression analysis was run to test the null hypothesis. Alpha was set at 0.05. The results of the simple linear regression analysis are represented in Table 14, 15 and 16

Table 14

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.454[a]	0.206	0.162	2.101

a. Predictors: (Constant), Authoritative Parenting Style

From Table 14, R represents a moderate correlation (.454) between authoritative parenting and social emotional development. The results of R Square .206 which is 20.6% of the variation in social emotional development of children can be explained by authoritative parenting style. According to Table 4.14 the constant of the regression is statistically significant, suggesting that the model's input variables accurately predicted the outcome. This suggests that how children are raised has an effect on their social emotional development.

Table 15

Results of ANOVA on Relationship between Authoritative Parenting Style and Social Emotional Development

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.57	1	20.57	4.661	.045[b]
	Residual	79.43	18	4.413		
	Total	100	19			

a. Dependent Variable: Emotional Development

b. Predictors: (Constant), Authoritative Parenting Style

The findings from Table 15 indicate a statistically significant impact of authoritative parenting style on the social-emotional development of learners. The value is F (1,18) with a magnitude of 4.661 and a significance level of P=0.045. The Anova analysis was conducted to assess the disparities between the means of the two datasets and obtain the outcomes of the hypothesis. The Anova values from the table indicate a P value of 0.045, which is lower than the alpha value of p=0.05. Based on the computation, we can conclude that there is a relationship between parenting styles and social-emotional development among pre-primary learners in Lurambi Sub-county, Kenya. This conclusion is supported by the null hypothesis, which states that there is a significant relationship (p>a).

Table 16

Results of Regression Coefficient of Authoritative Parenting Style and Social Emotional Development of Pre-Primary Learners

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.336	4.961		2.285	0.035
	authoritative	0.541	0.251	0.454	2.159	0.045

a. Dependent Variable: Emotional Development

The coefficient Table 16 revealed a statistically significant impact of authoritative parenting style on the social emotional development of learners. The value of β is 0.454, the value of t is 2.285, and the value of p is 0.035. A value of B=11.336 indicates that a one-unit shift in authoritative style results in an increase of 11.336 in social emotional development. The findings shown in Table 4.16 indicate a moderate connection (R = 0.454) between the use of authoritative parenting style and the social-emotional development of pre-primary learners. The model, namely the authoritative parenting style, accounted for 20.6% of the variability in the social emotional development of pre-primary learners in Lurambi Sub-County, as seen in the model summary of table 11 The ANOVA test yielded the following results: F(1,18), = 4.661,p< 0.45. These results suggest that the linear regression model used for the data set is a suitable fit. The regression coefficient for the outcome variable was B= .541, t=2.159, p< 0.045. This suggests that there is a substantial relationship between authoritative parenting style and the social emotional development of pre-primary learners in Lurambi Sub-County. Thus, the investigation refuted the null hypothesis. The study found that the authoritative parenting style had a significant positive impact on the social emotional development of pre-primary learners. Specifically, for every unit increase in authoritative parenting style, there was a corresponding increase of 45.4% in social emotional development.

The study revealed that authoritative parenting style had a significant effect in predicting social emotional development of pre-primary learners in Lurambi Sub-county, Kenya as indicated by R^2 =.206 (20.6%); F(1,18), = 4.661, B= .541, t=2.159, p< 0.045.

From the results, it shows that authoritative parenting style has an effect on social emotional development of learners. This concurs by Baharudin and Kordi, (2020) who found out that learners raised by authoritative parenting

style ,have a tendency towards increased autonomy, heightened self-worth and the ability to employ effective strategies for managing stress hence cultivating a positive self-perception.

4.3 Discussion

Based on the objective of the study, authoritative parenting style is crucial in the learner's social emotional development. Learners who had conversation with their parents were free to raise their issues while those who had no conversation with their parents were not free to raise their issues. In line with these findings, Kopko (2017) asserts that children of authoritative parents develop into socially competent, responsible, and autonomous adults because they are taught to negotiate and engage in conversation.

Parents listening to their children suggests that active listening to their children's view point, fosters development of independence, assertiveness, and sound decision-making skills in children. These results concur with Akinsola (2015) who demonstrated that parents who exhibit effective listening skills, possess a willingness to consider their children's perspective.

Parents playing with children is an indication that when they set some time for their children is a great indication of courage development in children. This concurs with the findings of Kuppens and Ceulemans (2019) who argued that authoritative parents strike a fine balance between being permissive and strict with their children and this allows them to foster a strong bond with their children while also holding them to high standards.

Parents discussing with children implies that when there is an open communication between parents and children, there is independence development in children. This concurs with the findings by Knutson (2019) who asserts that when parents and children engage in a two-way communication, fosters a strong parent-child relationships

Parents responding to children's needs implies that majority of parents were attached to their children's welfare. This concurs with the findings by Griffith-Ross (2010) who found that parents who exhibit authoritative parenting style, demonstrate sensitivity towards their children's emotional needs, facilitate the development of self-regulation skills, and guide them towards personal growth through experiences and failures.

Children who are allowed to interact with their peers, are likely to develop social emotional ability than those who under other parenting style since they are closely controlled and disengaged from interacting with other children. These findings concur with Kuppens and Ceulemans (2019) who asserted that children who interact with their peers have a tendency towards increased autonomy, heightened self-worth, and the ability to employ effective strategies for managing stress, hence cultivating a positive self-perception.

Parents explaining rules to children implies that most parents care for the wellbeing of their children as they set rules that will guide and direct their childhood living which later on transforms into their future life. Williams (2013) argued that children thrive in homes where adults set and enforce clear, fair, and age-appropriate rules and where open communication between parents and their offspring fosters children's independence, social and cognitive competence, and fosters a stronger sense of social responsibility.

V. CONCLUSIONS & RECOMMENDATION

5.1 Conclusions

Based on the objectives, it was concluded that 69.8% of children had conversation with their parents which enhances social competence and responsible, 69.8% of parents had an active listening to their children's views enhancing their perception. The study also concluded that 80.1% of parents allowed their children play with other children which enhances their social competence, 69.8% of parents had discussions with their children fostering parent-0child relationship, 69.8% of parents responded to their children's needs which facilitates development of self-regulation skills. The study also concluded that 79.8% of parents explained rules to their children which fosters increased children's independence and social competence.

5.2 Recommendations

The study recommended that parents should be advised to be responsive to their children's opinion and give proper explanation when punishment is placed and also give proper affection so children do not feel neglected. Parents should also be enlightened on the authoritative parenting that was found to help children do well socially.

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