

# The Contribution of Parenting Characteristics on Pupils Academic Achievement in Public Primary Schools in Bungoma North Sub-County, Kenya

<sup>1</sup>Barasa Alfred Mucha, <sup>2</sup>Jason E. Nganyi, <sup>3</sup>Pamela Buhere

<sup>1,2,3</sup> Masinde Muliro University of Science and Technology

## I. INTRODUCTION

Ngoroga (2006) says that parents, grandparents, siblings, aunts, and uncles play a major role in the education of the children. Children learn the first essential social, economic and cultural skills including speech, toiletry and moral values from relatives. Through the siblings, girls learnt behaviours and activities of elder females while boys learnt and imitated older males. This was because old age was equated to wisdom and indeed traditional education was effective, utilitarian and relevant. The place and duration of education by the so called traditional teachers was well defined so to the curricular age of entry and completion, also the content and methodology used was well marked in these institutions.

As relates formal education system, enrolment figures have always continued to soar up since independence. For instance the figures rose from 897,533 in 1963 to 7.2 million in 2004 (Republic of Kenya, 2007). This means that access, equity and quality Pertaining educational services has been compromised due to overstretched facilities as seen in high pupil- teacher ratios, book rations and overcrowding in schools. (Republic of Kenya, 2005). These problems were aggravated by the introduction of Free Primary education (FPE) in 2003.

The introduction of Free Primary Education program in Kenya did not however divorce parents from schools. They remain supportive to the school by sending their children to schools, paying levies and are members of schools board of management (Ondieki, 1989). But since the inception of FPE in Kenya, most parents believe that education is free and so, they do not want to be involved in the education of their children any more (The Kenya National Commission for UNESCO, 2005). The role of parents in the education is very important yet they feel that since their role as fund raises has been taken over by the government, they do not have to participate in schools. But parents need to be aware of their voluntary and meaningful involvement in order to develop their children's potential for future life. This study sought to establish the contributions made by parenting characteristics on learners academic performance.

## II. LITERATURE REVIEW

Parents are the immediate relation of the child. Their financial status does have an important influence on the personality of a child. Belonging to a strong financial background, means that parents can provide the latest

technologies and facilities in the best possible way to enhance educational capability of their children.

Parental socio economic factors are of vital importance in affecting pupils' academic achievement for they are the backbone in producing financial and mental confidence to the pupils. Explicit difference can be observed between these pupils who belong to different financial status. This ensures the acquisition of knowledge and skills that enable the individual to increase their productivity and quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of the country (Saxton, 2010). The quality of pupil performance remains a top priority for educators. This variable of socio economic status (SES) of parents therefore, contributes effectively to the quality of performance of the learners.

Adams in 1996 stated " low SES has a negative effect on the academic achievement because the basic need of pupils remain unfulfilled and hence they do not perform better academically". This study of demographic and other related factors affecting pupils' performance are rooted back in the 17<sup>th</sup> century up till now, many researches are made basing on this issue (Many, 1985) and that every factor affecting pupils' education is worthy to be studied but the most important one is the socio economic status. For children of well to do families are said to have better facilities to their avail, they have the opportunity to be admitted in good schools which offer sound base for their future career. Besides other factors, socio economic factors is one of the most researched and debated factor among education professionals that contribute towards academic performance of the pupils (Adams, 1996). On the other *hand*, pupils who have financial problems are said to face various hurdles and their financial problems distract them from their studies and they fail to get high grades. Consequently, they suffer in finding jobs. The low socio economic status causes environmental deficiencies which result into low self-esteem of the pupils (US Department of Education, 2003). Above and beyond other factors, the significance of parental financial status regarding pupils' success is prevalent. Professor Charles Desforges, (2003) reported regarding parental factors that one of the major factor was the higher the class, the higher the income and the greater the involvement and the better the academic achievement of the pupils. Laura P. Wamble, (2009) came up with findings that health related factors like nutrition, stress and amount of sleep have greater influence on the pupils academic performance. He stated that not forgetting sleep, too much activity in social area, doing part time jobs and other factors like

stress which lead to lower pupils' grades. Eneji UbornBasse, (2003) proposed after doing research that SES and family type have a major influence on female students and school drop-out. Besides all school programs that are introduced to motivate pupils to raise their academic performance, these two factors still carry a major influence on pupils' academic achievement. Kai U Schnabel, Corine Alfred, Jackline, S. Eccles, Olaf Kotter and JurgeonBeumart (2002) carried out research and came out with the result that SES indicators and pupils' test scores tended to be constantly correlated and their analysis strongly supported the fact that education system implicitly accept family background on pupils' academic performance. G.R Menon, Department of education, Karachi University Pakistan (2009) was of the opinion that socio economic element has the most important and unavoidable impact on pupils' academic achievement. He includes factors like electricity facilities, parental involvement in children's home assignment and parent-teacher relationship and other variables. Sheikh Eithers Hammudui, researcher, scholar (2009) stated that socio economic status was identified as a strong predictor of academic achievement as a big difference was found between achievement of high, average and low socio economic status of pupils. Prof. Charles Smith (2006) opined that parental involvement is strongly related to family socio class and the more the involvement, the greater the pupils' achievement. Shoukat Ali of Islamic University Bahawal Bur (2011) proposed that there is a positive relationship between income of parents and pupils academic achievement. Harries (2008) carried out a research on the factors affecting pupils' academic achievement and came out with the result that " the higher the level of SES, the best the indicator towards the quality of pupils' academic achievement".

Ramney and Ramney (2013 ) opined that " across all socio economic groups, parents face major challenges when it comes to providing optimal care and education of their children". Sometimes, the basic needs are lacking and parents must place as top priority: housing, food, clothing and medical care. These without financial base cannot be met. A child's parental level of education is an important predictor of his or her educational and behavioural outcome, (Davis-Kean, 2005). Dearing MC Courtney and Taylor, 2002; Dancan Brooks and Kuon and Klebonor, 1997). The majority of the research on the way in which parental education shapes the child's outcomes had been conducted and found out long term effects on the child's education and occupational success.

A parent's education level would predict the quality of family interaction patterns during childhood that are linked more direct to the child's development of academic success and achievement. In the general social learning and social cognitive framework, (Bandura, 1986), behavior is shaped through observational and direct learning experiences which then leads to formation of interlined cognitive scripts, values and beliefs that guide and maintain behavior over time. Thus for instance, a child is exposed to parents who models achievement oriented behavior e.g. obtaining advanced degrees, reading frequently, encouraging work ethics and providing opportunities in the library and museum trips, after school enrichment programs, educational books and videos etc. which provide the guiding belief that achievement is to be valued and anticipated. This belief in turn promotes successful outcome across the

development including high school graduation. The pursuit of high school learning and the acquisition of high prestigious occupation, not surprisingly, there are positive relations between parental level of education and parents' expectation for their children to succeed (Davis-Kean, 2005) suggesting that more highly educated parents actively encouraged their children to develop high expectations of their own.

Jacquiline & Eccles and Pam-Keane Davis (2005) stated that the relation of parents' education and their children's academic performance rests upon quite some specific beliefs and behaviours. Parent's educational qualification is linked with their language competence in the manner in which parents communicate with their children. As a mother shares closer bond with her children than the father, so mothers education is more important. On the other hand, education is necessary for fathers are the breadwinners and SES rests upon their shoulders. Karshen (2005) says that pupils whose parents are educated score highly on standardized test than those whose parents are not educated. Educated parents can better communicate with their children regarding school work activities and information being taught at school.

According to Project Applesed (2007) (which followed Joyce L. Epstein's (1995) theoretical model of parents/school /community relationships) parenting aims to help all families establish home environments that will be able to support children as students. Parents can show involvement by establishing appropriate guidelines for their children: talk with them at home about their interests, activities and their friends and explain their hopes and goals to their children. Monadjem (2003:28) indicates that parenting includes; supervision and provision of a home environment that enables children to become responsible, self-confident, self-reliant persons with socially acceptable behaviour and who are able to learn. In practice, schools can encourage parental involvement by recognizing programs that offer family support to assist families with child rearing skills, health and nutrition and giving tips for creating conditions that sustain learning at every stage, grade and level. The most basic involvement of the parent is meeting the children'. Home visits to help families of pupils, understand schools as well as enable schools to understand families are essential (Epstein & Sheldon, 2005). Schools also provide information through documents, workshops, videotapes or classes to all the parents. Schools must show respect for the diversity of cultures, beliefs, values, needs and goals as well as other courses for parents (Project Applesed, 2008). Moreover, parents must also supply school-related needs to their children. Furthermore, to enable families to share information about culture, children's talents and needs with schools, all information for and from families must be clear, usable and linked to children's success in school (Epstein, 1995)

Epstein & Sheldon (2005) have named the benefits of parenting for pupils, parents and teachers as follows: for pupils, respect for parents is created and the awareness that family supervision is ongoing becomes obvious, positive personal qualities, behaviour, beliefs and family values develop. Management of time for home chores, homework and other activities becomes possible. Awareness of the importance of school is created and attendance improves. Parents have an awareness of their own and other people's challenges in parenting. They feel support from the school and other parents

parenting greater confidence and understanding of parenting, child and adolescent development and how to change home conditions for their children to learn as they proceed through school. Teachers also gain an understanding of families' backgrounds, cultures, concerns, goals, needs and views of their children.

Similar benefits have been identified by other researchers on parenting programs. Innes (1999:6) found that there is a positive relationship between parents who provide school based learning materials and books for their young children at home and learner achievement. In addition, the Australian Council for State Schools Organization, ACSO (2006) observed that improving the home environment increased pupils' school achievement, parents' confidence to consult teachers and their understanding of their children and it resulted in closer relationships between parents and teachers. Such improvement in the home environment has lasting effects (Project Appleseed, 2007:7)

Monadjem (2003:30) found that a positive parenting style was more important for children's reading achievement, reduced learning difficulties to the extent to which parents were involved at school. She adds that parenting moderates the impact of parent involvement by influencing the extent of parent-child interaction. England and Collins (2008) also observed that the expected graduates had higher levels of parent involvement in middle childhood, more supportive parent/child relationship in early adolescence and higher levels of social competence with adults than expected drop-outs. Georgiou (2005) found that anxious parental pressure on the child relates negatively to children's achievement, while pupils whose parents adopt an authoritative parenting style, accept, nurture, encourage and are emotionally responsive to their children had positive achievements. Children whose parents attribute their achievement to the child's own effort have been found to have better academic results than those whose parents attribute their achievement to luck, ability or other people (Georgiou, 2008).

Zellman and Waterman (1998) observed that parenting enthusiasm motivated parental rather than child behaviours enabling parents to see themselves as effective teachers of their own children and possibly leading to other positive child outcomes such as a more positive attitude to school. Home supervision and modeling the child's learning encourages the child to read at home, limits its time to watch television resulting into positive child outcomes. (Peterson and Ladkey, 2007).

Bailey (2006) notes that parenting impacts student learning outcomes for children as they complete home-learning activities. Ingram, Wolfe and Liebman (2007) suggests that schools having low learner achievement could benefit from focusing parent involvement efforts on building parenting capacity and encouraging learning at home activities. A survey by King, Kraemer, Benard and Vidourek (2007) showed that parents prefer authoritative parenting style and were interested in receiving training in parenting which developed feelings of efficacy and closer relationships inside the family and which will in turn, influence the achievement of the children. The foregoing suggests that pupils succeed academically, socially and emotionally when their parents are involved in their education or social activity to become more well-rounded and balanced individuals. Pupils realize their parents are concerned in their education, and that remaining and succeeding in school is worthwhile (High school completion Rate Task Force Report Recommendation 11, 2004]

### III. METHODS AND TOOLS

This study adopted a survey research design .Survey research design was ideal for this study because it is used to investigate population by selecting samples to analyze and discover occurrence ,it provides numeric description of part of the population ,it describes and explain event as they are and as they will be .This design was selected because it is economic to be used ,provides rapid data collection and it is easy to understand a population from a part of it that was provided. The researcher used a descriptive data analysis technique where statistical methods were used by quantifying the respondents views and expressing them as frequencies and percentages at 0.05 level of significance. In this level the researcher was 95% confident that any difference noticed were due to parental related factors and not as a result of chance only 5% cases were due to chance (Oso & Onen, 2008). The sample size was 187 pupils. Questionnaires were used to collect data.

### IV. FINDINGS AND DISCUSSION

The study sought to establish the nature of people the pupils were staying with after school.

**Table 4.1: Persons staying with pupils**

<b>Girls</b>	<b>Mothers</b>	<b>Fathers</b>	<b>Guardians</b>	<b>Both parents</b>
<b>Staying with</b>	24	05	24	45
<b>Boys: Staying with</b>	23	06	18	46
<b>Total</b>	47	11	42	91

Source: Research data 2017

From th table, 4.1 above, those pupils who were staying with mothers alone accounted for a quarter those who were staying with fathers alone accounted for less than one eighth of the total those who were staying with guardians accounted for about a quarter while both parents accounted for a half of the total. This means that majority of the pupils are staying with both

parents and this means that the two parents were providing enough resources to meet the needs of their children in school. On whether the pupils had siblings or not, the data gathered revealed the following: the girls who had siblings were 91 and that with no siblings was 1 while boys who had siblings were 86

and those without siblings were 9. The results were as shown in table 4.5 below.

**Table 4.2: Pupils With or Without Siblings By Gender:**

Gender	Yes	No
Girls	91	1
Boys	86	9
<b>Total</b>	<b>177</b>	<b>10</b>

Source: Research data 2017

From table 4.2, girls with siblings accounted for over half of the total boys with siblings accounted for over a quarter. Girls without siblings were only less than an eighth while boys without siblings accounted for less than one eighth. This means that majority of both girls and boys had siblings meaning that they shared resources from their parents. This led to stressing the available resources.

The study further revealed that boys with between 1-2 were 39, those with siblings between 3-4 were 38, and between 5-7 were 18 while those without siblings were only 1. The results were as shown in table 4.6 below;

**Table 4.3: pupils with siblings by number:**

Siblings By Number	0	1-2	3-4	5-7	Above 7
<b>Girls</b>	3	41	39	22	2
<b>Boys</b>	12	39	38	18	1
<b>Total</b>	<b>15</b>	<b>80</b>	<b>77</b>	<b>40</b>	<b>3</b>

From the table 4.3 above, pupils who had no siblings accounted for less than one eighth those with 1-2 siblings accounted for over a quarter, those with siblings 5-7 accounted for about a quarter and those with more than 7 siblings less than one eighth. The above data shows that majority of households in Bungoma North have more than one child. This makes it hard for parents to provide relevant resources for their school children. On

the class positions the pupils held the previous term, data collected revealed the following: that both girls and boys competed favorably as almost on equivalent number of girls held positions 1-5, 6-10, 11-17, 18-23 etc. Also both similar number of girls held positions from 24 onwards and so the table below:

**Table 4.4: Previous class positions by gender:**

Class positions	1-5	6-11	12-17	18-23	Above 24
<b>Girls</b>	28	26	13	07	21
<b>Boys</b>	37	15	11	09	12
<b>Total</b>	65	41	24	16	3.3

Table 4.4 above shows that girls who held positions 1-5 accounted for less than a half the total 6-11, less than half of the total position 12-17, about one eighth, 18-23 were less than one eighth while those who were above position 23 accounted for less than a quarter. For the boys, those who held positions 1-5 accounted for about a half, 6-11 were less than a quarter, 12-17 were about one eighth, and 18 – 23 were less than an eighth while those who were positions 23 and above accounted for about one eighth. The above data reveals that there is favorable

competitions between boys and girls in Public Primary Schools in Bungoma North Sub-County.

On the total marks obtained by both girls and boys, data revealed the following: That over half of the pupils get between 250-350 marks only a few get between 150 and 200 marks while a few boys and girls get above 350 marks as shown in the table below:

**Table 4.5: Range of mark scores by boys and girls:**

Range of scores	<150	150-200	201-250	251-300	301-350	Above 350
<b>Girls</b>	4	13	25	24	20	13
<b>Boys</b>	1	08	30	25	12	14
<b>Total</b>	<b>5</b>	<b>21</b>	<b>55</b>	<b>49</b>	<b>32</b>	<b>27</b>

From the table 4.5 above Girls who got below 150 marks accounted for less than an eighth, 150 – 200 were one eighth, 201 – 250 were a quarter, 251 – 300 were a quarter, 301 – 350 were less than a quarter while those who got 351 marks and above were, one eighth Boys on the other hand had those with <150 marks as, less an eighth 150-200 were about one eighth 20 – 250 were , over a quarter, 251 – 300 were over a quarter, 301 – 350 were, about one eighth, while those with over 351 marks were, over one eighth. The above statistics shows that the sub-county

has just an average performance with some pupils getting less than 200 marks out of the total 500 marks.

On whether the pupils improved from the previous term, the data collected showed the following: That majority of the pupils both girls and boys improved making about three quarters of the total number of pupils while those who went down or dropped both girls and boys were about a quarter of the total number of pupils who participated in this research.

**Table 4.6: pupil’s improvement or drop in performance by gender.**

<b>Pupils by gender</b>	<b>Improved</b>	<b>Dropped</b>
<b>Girls</b>	57	16
<b>Boys</b>	48	18
<b>Total</b>	<b>105</b>	<b>34</b>

From the table 4.6 above, girls who improve on the previous term’s performance accounted for over half the total while those who dropped accounted for about a quarter of the total. As for the boys who improved were over half the total

while those who dropped were over a half a quarter of the total. On those who improved or dropped by marks and by gender, the following data was collected:

**Table 4.7: Range of marks for the girls.**

<b>Girls</b>	<b>1-10</b>	<b>11-20</b>	<b>21-30</b>	<b>31-40</b>	<b>41-50</b>	<b>Over 51</b>
<b>Improved</b>	9	12	7	6	3	5
<b>Dropped</b>	8	5	3	3	0	4
<b>Boys</b>	<b>1-10</b>	<b>11-20</b>	<b>21-30</b>	<b>31-40</b>	<b>41-50</b>	<b>Over 51</b>
<b>Improved</b>	9	12	7	6	3	5
<b>Dropped</b>	8	5	3	3	0	4

Table 4.7 above reveals that more than half of the girl respondents improved by between 1- 30 marks and only about a quarter of the girl respondents dropped by between 1-20 marks. From the above table, the data showed that more than half of the boy respondents improved by between 1-40 marks while the same respondents who make up less than a quarter dropped by between 1-20 marks.

On the reasons why the pupils improved, this research gathered the following data: that the pupils had good preparations by working hard, that they set goals which they focused on, that they completed the syllabus in time, that they always attended all lessons to receive teachers guidance, that they were supported by their parents in terms of guidance, revision materials and other resources that they held regular class discussions, had enough revision material provided by parents, received teachers guidance through consultations, used timetable and honored them and that they were disciplined throughout their studies. On the reasons why the pupils dropped, the following data was gathered: That they lacked enough resources for revision, lacked parental guidance, had wrong company, they lacked understanding they lacked time for revision among other reasons.

**How the family socio- economic status of the parents affects pupils academic achievement in public primary schools in Bungoma North Sub-County.**

The first objective of the study was to find out how family socio- economic status of the parents affects pupils academic achievement in public primary schools. The study first

established the socio-economic status of the parents. The summary of the results were as discussed below;

The researcher sought to know whether the pupil’s parents were alive or not. Data collected from the field showed that over three quarters of the parents were alive and less than a quarter of them were not alive. The results indicated that 135 parents were alive while 4 were dead. The study further showed parent’s highest level of education attained. Data collected from the field indicated that more than half of the parents had attained a certificate level of education, a quarter of them had attained Diploma level while there was none who had attained Degree level of education. The study further established the professional training of the both parents i.e. mother and father. Data collected showed that almost half of the total number of parents had not attained any professional training. Less than a quarter of them had attained apprenticeship training. Slightly a quarter of the mother parents had professional certificate training. Those who had Diploma Professional Training were less than a quarter of the total population of the parents while there were just few parents with Degree training. On the father’s professional training, the following data from the field was collected. These who were not trained were only slightly above a quarter of the total number of parents. Those who had had Apprenticeship Certificate were less than a quarter of the total population. Those with Certificate Training were about a quarter of the total while those with Diploma Training were about a quarter and lastly those with Degree Training were less than a quarter.

On whether the pupils' parents were working or not, the researcher gathered the following data from the field: That those who were not working were slightly above a quarter, those who were working part time were also slightly above a quarter so to those who were working on full time basis. On the present situation of the parents, the researcher learnt from the collected data that parents who were on age retirement were slightly above a quarter of the total number of parents. Those in early retirement were less than a quarter of the total population. Those who never worked in their life were almost half the total population and those who were exclusively house wives and or house husbands were less than a quarter of the total parents. From the results, quarter of the parents had already left employment due to retirement almost another quarter left due to early retirement, nearly half of the parents had never worked in their life and the remaining little fraction were either house wives or house husbands. This made the household income to be very difficult indeed.

The study established how long the parents worked over a quarter of the parents had never worked in their life, a quarter of them had worked for over 21 years, less than a quarter had worked for between 16-20 years, another group of less than and one eighth had worked for between 11 – 15 years. About one eighth had worked for between 6 – 10 years and lastly about a quarter of the population of parents had worked for between 1 -5 years. From the above table therefore, majority of the class eight parents had not worked then those who had worked for over twenty years and were almost retiring, then followed by those who were young because had only worked at most five years and lastly those who had been in employment between ten and fifteen years.

The study further established the class eight parent's last titles held before coming out of employment. There were those who were just farmers, teachers, doctors, nurses, agriculturalists and other employments. From the results one quarter of the parents worked in various sectors of the economy. They were followed by those who worked in the Agricultural sector, followed by those working as Teachers, followed by Engineers of various kinds Jua Kali artisans etc, then doctors and lastly nurses.

The study also sought to know the parents' last position held. Statistics from the field indicated that some parents had retired or lastly held positions as: Laborers, unskilled workers, trained on the job, self-employed and other. From the results, majority of the parents just trained on the job, followed by those parents who were self-employed, then those from various other employments not listed, followed by laborers and finally those who worked as unskilled. The study established the parents' other sources of income apart from employment. There were those who received income from pension from former employers, others from self-employment while there were those who did not receive any earnings at all. From the table above, three quarters of the parents earned their living from self-employment, less than a quarter got income from other sources while only an eighth got pensions from their former employers. The researcher sought to know the parents Socio-Economic status from class eight class teacher on whether the class teachers meet with parents, statistics from the data gathered showed that all class teachers had usually met with parents.

On the occasions when class teachers met with their parents, class teachers reported meeting with parents on occasions like Annual General Meeting (AGM), Class Eight Class Meeting, Academic Days, during release of monthly examinations, at the beginning and end of the term and during sensitization meetings etc. On the majority gender that attends the above meetings; all the class teacher's reported that it was the female gender always. On the reasons why the female made up of majority of those parents who normally attend class eight meetings, the class eight class reported reasons as: Men's fear of responsibilities, men were often drunkards, male being committed elsewhere, male being employed away from home, male being ignorant of value of education, female closeness to their children, female being single mothers and attitude of social roles that only allowed women to attend as part of their role.

The first objective of the study was to examine how socio-economic status of the parents affect pupil's academic achievement in public primary schools in Bungoma North Sub-County. The aggregate mean score of academic achievement were regressed against the aggregate mean score socio economic status of the parent and the results recorded in Table 4.8.

**Table 4.8: Goodness of fit Analysis of socio economic status and pupil's academic achievement**

Sample size					p. value
	R (Beta)	R Square	Adjusted R <sup>2</sup>	Std. Error of the Estimate	
220	.591 <sup>a</sup>	.315		.233	0.102.0003

From the results in table 4.8 above, socio-economic factors have a statistically significant effect on pupil's academic achievement ( $\beta = 0.591$  and  $p\text{-value} = 0.0003$ ). The results in table 4.12 above show that house parents' socio economic status had a statistically significant positive effect on pupil's academic achievement ( $\beta = 0.591$  and  $p\text{-value} = 0.003$ ). The results

indicate that there is a statistically significant positive association between parent's socio-economic status and pupil's academic achievement since the Karl Pearson's r value of 0.591 is statistically significant and positive.

A chi-square test of association (correlation coefficient) was carried out to determine the association between parental

socio-economic status and pupil's academic achievement. The study established out a Chi-square, ( $\chi^2=67.922$ ,  $DF=1$ ,  $p=0.001$ ). The results were statistically significant since  $p<0.05$ . This implied that parental socio-economic status has a significant difference on the pupil's academic achievement. The study therefore rejected the first hypothesis and concluded that there is a significant difference in parental social-economic status and pupils academic achievements.

### **How parental level of education affects pupils' academic achievement in public primary schools.**

The second objective of this study was to how parental level of education affects pupils' academic achievement in public primary schools. From a total 20 class eight teachers who participate, 6 said parents were difficult to make any called for payments in their children's school. 7 said, some were forced to participate but they only paid reluctantly but 8 class teachers said that parents were willing to pay for any called for item to be paid for. The results revealed that less than a half of the parents are willing to pay for any requirement, others of almost equal number though paid but only if coerced while almost similar number did not make any efforts to participate at any cost.

The study established some of the things which the parents were made to pay for: monthly examinations, firewood for their children's lunch, boarding fees, latrines, desks, field trips food (Maize and Beans), remedial fee, teachers' welfare and kitchen utensils etc. The study further established whether parents supported school programs. Those who said parents supported school programs were more than a half the total number while those who said that they did were less than a half. The researcher also sought to know the Socio-economic status of the parents. The economic status of the parents was classified as; high, middle and low status. From the results there were zero parents in the very high status, less than half in middle status while we had similar number of parents high and middle status which was less than a half but slightly above a quarter of the total. The study further established the level of education of the class eight parents. Data collected showed that more than half of the parents had only had primary education level. A quarter had attained secondary education level and there were no parents with Diploma or Degree education. From the results, there were zero parents engaged as business people, zero number engaged as working class, 8 said parents are self-employed while 12 said the parents are either house wives or house husbands. From the results more than half of the parents are either housewives/husbands, about half are in self-employment but there were zero working class parents and zero Business parents. The study further established things that parents did for their school children. The things they did included: acting as role models, helped in homework, were supportive, discussed school issues, cooperated with school administration, corrected/guided their children, attending school functions, bought/provided revision resources, accompanied children on school trips and visiting schools. From the results, it was evident that majority of the parents did what their children's school required except that most of them were not willing to buy revision materials and were not willing to accompany their children to field trips. Moreover, the study sought to know from the pupils their parents did for them. Some of the things the parents did for them included:

Buying all materials, giving guidance and encouraging in studies, checking and helping the homework, attending school visits and academic days, supporting school programs, accompanying them on trips, participating in school management boards and providing expert knowledge as resource persons.

The results showed that most parents take an active role in the education of their children. The researcher then wanted to know from the pupils some of the essential things that their parents bought for them in lieu of their studies. From the data collected, those who said that parents bought them materials were 133 while those who said their parents did not buy them anything in terms of materials were 55. This was over half the total and over a quarter of the total respectively. On those parents who gave guidance and encouragement in studies, the statistics showed the following: those who said "Yes" were 175 and those who said "No" were 15. This meant that majority of the parents accounted for over half the total guided and encouraged their children in studies while less than one eighth parents did neither guide nor encourage their pupils with class work.

On the checking and helping their children with homework, the pupils reported that those who were guided and helped in homework were 132 while those who did not were 30. This accounted for over half the total while those who did not accounted for about one eighth of the total. The researcher also sought to know from the pupils, those pupils whose parents visited them in school and attended academic days. Data showed that those who attended academic days and visited their children were 162 while those who did not were 30. This accounted for over half the total and less than a quarter of the total respectively. The study established from the pupils whether their parents supported school programs. Data collected revealed that 139 said the parents supported school programs. 50 pupils said that their parents did not support school programs. From the results about nearly three quarters of the pupils said their parents supported school programs. About a quarter said their parents don't support the school programs and only about 4 pupils did not know what to say. The researcher then sought to know from the pupils whether their parents accompanied them to school tours. Data collected showed that 64 pupils had their parents accompanying them to school trips, 115 pupils said that their parents never bothered to accompany them while 13 pupils did not say whether their parents accompany them or not. From the results three quarters of the parents were said not to have been accompanying their children on trips, about a quarter accompanied them while only a small fraction did not say whether their parents accompanied them or not. On whether the parents participated in School Management Boards, the data collected showed that 64 pupils said their parents participated in being elected as Board of Management Members. 114 pupils said their parents did not participate while 13 pupils did not say whether their parents participated or not.

From the results, half of the parents of the children did not participate in Management of Schools as opposed to the Policy Ministry of Education which mandate parents to be members of the school Management Boards. Only about one quarter participated as Members of the Board while a small fraction of the total did not say whether their parents participated or not. Data collected showed that 99 parents provided expert knowledge to schools as resource persons while 85 pupils said

their parents did not while only 7 pupils did not know what to say. From the results a half of the parents offered expert knowledge to schools as resource persons. About half again did not offer their expert knowledge to schools. A small fraction remained in doubts as to whether their parents participated or not. Table 4.13 show the summary of the results discussed above.

A chi-square test of association (correlation coefficient) was carried out to determine the association between parental level of education and pupil's academic achievement. The results indicated a chi-square value ( $\chi^2=127.602$ ,  $DF=1$ ,  $p=0.003$ ). This implies there is a statistically significant positive association between parental level of education and pupil's academic achievement since  $p<0.05$ . This implied that parental level of education has a significant difference on the pupil's academic achievement. The study therefore rejected the second hypothesis and concluded that there is a significant difference in parental education level status and pupils academic achievement.

**Parenting and effects on Academic Achievement.**

On whether the majority are single or two parent families, data revealed that: Majority of the class eight parents which is more than half are two Parent families while less than a quarter of them are single families i.e. 16:4 which is equivalent to over half the total and about a quarter of the total respectively. On the families that co-operated in participating in the education of their children, the following data was gathered: Three quarters of the two family parents were said to be co-operative while a quarter of the total respondents said that Single Parents co-operated. These accounted for three quarters of the total of the Two Parents who co-operated and only about a quarter Single Parents are said to co-operate.

On the Mother only or Father only, the following data was revealed from the field. Mother only families accounted for all Single Parent families. Father only families, it was said are rare and that this was because fathers are abusers of drugs and this reduced their lifespan. On the reasons for there being single families of only one category i.e. Single Mothers, various reasons were given among which were; Deaths, divorce, separation, getting children out of wedlock, Hiv/Aids, disaster, male deserting elder wives after remarrying, mother's closeness to their children, men running away from their responsibilities, the nature of employment for men normally away from home, men's negative attitude towards education, and early pregnancies.

On problems in children from single families, data revealed that; most of the experience some of the following problems; Lack of material support for education and that the most hit are girls, that, they lacked balanced parental love and guidance, that most of them live in abject poverty, that most of them played truancy, lacked basic needs like food, clothes and medical care.

On the gender of children who have problems with school, it was revealed that majority of those who get more problems re girls with reasons that they do get more problem as they undergo physical changes. This is the time that they needed parental care and material provisions. They made up more than half the total participants i.e. over half the total while those who said male gender accounted for over a quarter of the total.

On the children who are more negatively affected by the absence of only one parent, data revealed that majority of those

affected are girls, that some are left in the home where they act as mothers for their other siblings, some are abused by their step fathers who come in to console their mothers while some suffer for lack of essential provisions as they undergo emotional and physical changes. They made up about over half the total while others said that the most affected are boys who are often neglected by their step fathers. They made up about a quarter of the total.

The researcher also sought to know from the class eight pupils, the type of families they came from. Data gathered revealed that over half of the pupils came from Two Parent (TP) families, about one quarter of the total number of the children were staying with guardians while less than a quarter of the total number were staying with single parents. This is shown in the table below.

**Table 4.10: Types of families where class eight pupils came from.**

Family Type	T.P	S.P	Guardian	Total
Number	142	19	26	188

The researcher sought also to know from the pupils the person they were staying with at the time. Data gathered revealed that over half of the pupils were staying with their two parents. Over a quarter were staying with guardians, about a quarter were staying with single fathers.

**Table 4.15: people the pupils were staying with:**

People they stay with	T.P	Mother only	Father only	Guardian	Total
Number	120	29	03	40	192

From the above data, it is single mothers that are taking care of the children alone as a result of deaths of fathers, divorce or children were born out of wedlock. Father only parents are as a result of deaths of mothers, divorce or separation. The guardians on the other hand are taking care of orphans resulting from deaths through Hiv/ Aids.

The researcher again sought to know from the pupils whether their parents supported school programs or not. From the data gathered, 169 pupils said that their parents supported school programs while 50 pupils said that their parents did not support school programs. From the above data therefore, those parents who supported school programs accounted for over half the total while those parents who did no support school programs accounted for a quarter respectively.

The researcher also sought to know whether school parents accompanied their children on school tours and trips to learning areas. From the data collected, 64 pupils said their parents accompanied them on trips and tours to learning areas while 115 said their parents were never willing to accompany them. This meant that those pupils whose parents accompanied them on tours and trips made up over a quarter while those whose parents did not accompany them on trips and tours was over half of the total.

On their parents participation in School Management Boards, data gathered showed that 64 pupils said their parents did not participate 114 said their parents were willing to participate in School Management Boards. This meant that only over a quarter were willing to participate in the running of the school as Management Board members while over one quarter of the total the members are not willing to participate. The researcher also sought to find out whether class eight parents provided expert knowledge as resource persons to schools. 99 pupils said their parents provided expert knowledge to school while 85 pupils said their parents did not. From the above data, it means those who offered expert knowledge accounted for over half the total while those who did not accounted for over one quarter of the total respectively.

The researcher again sought to know from the pupils the type of family that they came from. From the data collected, those pupils who said they came from Two Parents (TP) families were 142, those from Single Families (SP) were 19 while those who stayed with guardians were 26. From the above data, it meant that those who came from Two Parents families accounted

for over half, those from Single Parent (SP) families accounted for about an eighth of the total while those who stayed with guardians accounted for less than a quarter respectively.

The researcher also sought to know the person the class eight pupils were staying with at the time of research. The data collected showed that 120 pupils were staying with the Two Parents (TP), 29 pupils were staying with only their mothers, 3 were staying with their fathers alone, while 40 pupils were staying with their guardians. From the above data those pupils who were staying with Two Parents accounted for over half the total those who stayed with mothers alone accounted for less than an eighth, less than an eighth were staying with fathers alone while those who were staying with guardians accounted for about a quarter of the total respectively.

The researcher also wanted to know from the pupils some of the essential learning resources that their parents provided and those they did not. From the data collected, this was shown in the table below;

**Table 4:11: showing learning resources provided to the children:**

Text Books		Exercise Books		T.V Sets, Computers		Pens, Rubbers	
Yes	No	Yes	No	Yes	No	Yes	No
113	62	166	28	08	166	185	09

From the table 4.11 above, over half of the pupils were provided with text books, over three quarters of the pupils were provided with exercise books, less than one eighth had T.V sets and Computers provided by their parents while over three quarters of the pupils were provided with pens, pencils and rubber etc. The results further reveal that 108 pupils reported that their parents lacked money to provide them with such resources. This was over half of the pupils out of 191 who participated. 81 reported that their parents had the money. This was about half the total who participated, 58 pupils reported that they could not be provided with those resources because their parents were not there. 86 pupils reported that their parents were not able to provide these resources, 50 pupils reported that their fathers alone could not provide them with those essential resources, 91 pupils reported that fathers though single parents and alone could just provide for these essential resources, 27 pupils reported that guardians were just not willing to provide these essential resources to them. However, 111 reported that guardians were caring and provided for their welfare, 81 pupils reported that their parents were not able to provide for their essential resources. 56 pupils however, reported that their parents were able to provide them with these essential resources.

From the study 81pupils reported that the provision of such resources enabled them to do well in their studies, 90 pupils reported that lack of these resources made them not to do well in their studies, those who did not know what to say were only 07. Further 183 pupils reported that they had two parents while 05 pupils reported having only one parent. From the above data, it means that children with Single Parents accounted for less than an eighth of the total while those pupils with two parents

accounted for only over half the total. The researcher also sought to know the gender of pupils from Single Parents that performed well in class work. From the data collected, those who said the boys did well were 104 while those who said the girls did well were 81. From the above data over half of those children from single parents who did well in class work were boys and less than half the total number who did well were girls. The researcher also sought to know from class eight teacher information about class eight Single Parents. Data collected revealed that 17 teachers said their parents were Two Parents families while 3 teachers said theirs were Single Parents.

From the above data over three quarters were two parent families while less than a quarter were single families. The researcher again sought to know from class eight class teachers those parents who co-operated with the School Administration. Data collected reported that over half the Single Parent families do co-operate while only a quarter of the parents from two parent families co-operated. The researcher again sought to know about Mother only families and Father only families. Mother families were 20 making 100% of the single families.

The researcher also sought to know from teachers the reasons for existence of these single families which were made up of single mothers only. Teachers gave among reasons as; Natural death, death accruing from Hiv/Aids, divorce, separation, early pregnancies and male parents who work away from their homes as reasons for existence of majority single parents. The researcher also wanted to know from the teachers some of the problems with children from Single Parents. Data collected showed that problems with children from such families included; truancy, lack of basic learning resources, poverty, lack of

material support, lack of balanced parental love and guidance. The researcher then sought to know from the teacher among children from Single families, the gender that was most affected with problems. Data collected indicate as follows: boys were 03, girls were 11 while both boys and girls were 06.

From the above data over half of the gender that is affected by single parenting problems were female gender, about a quarter said both gender are affected while less than a quarter said the boys were affected. On those who were negatively affected by the absence of one parent, data collected showed that 6 said boys were affected while 14 teachers said girls were affected. From the above data, almost three quarters of the girls are affected by the absence of one parent while only a quarter of the pupils who are affected by the absence of one parent are boys.

## V. CONCLUSIONS AND RECOMMENDATIONS

It was established parenting plays a key role in learners scores at school. Although government support cannot be underscored, parents involvement is learning cannot be ignored.

There is need for a new policy in the Ministry of Education that is meant to check and regulate the number of children each parent needs to have in order to save parents from straining and stretching schools available resources. The researcher suggests that a new policy on parental participation be generated and put in force to ensure that every parent participates in the education of his/her child. There is need for the Kenyan government to formulate a uniform school program for Public Primary Schools to ensure uniformity in school activities in all primary schools in the country in course of the year to realize uniform parental participation.

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#### AUTHORS

**First Author** – Barasa Alfred Mucha, Masinde Muliro University of Science and Technology

**Second Author** – Jason E. Nganyi, Masinde Muliro University of Science and Technology, jnganyi@mmust.ac.ke

**Third Author** – Pamela Buhere, Masinde Muliro University of Science and Technology