PARENTAL INFLUENCE ON ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NAKURU NORTH DISTRICT, NAKURU COUNTY, KENYA

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E55/CE/22835/2010

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

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DECLARATION

This project is my original work and has not been presented for a degree or any other award in any other university.

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This project is dedicated to my dear wife, Appolonia Wanjiku, my sons, Duncan Karanja, Charles Macharia, Benson Kahindo, Eric Mungai and Ken Maina for their support during my research period.
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.G.M.</td>
<td>Annual General Meeting</td>
</tr>
<tr>
<td>D.E.O.</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>D.N.</td>
<td>Daily Nation</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FGM</td>
<td>Female Genital Mutilation</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>K.C.P.E.</td>
<td>Kenya Certificate of primary Education</td>
</tr>
<tr>
<td>M.O.E.</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry Of Education Science and Technology</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>P.T.A.</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
</tbody>
</table>
ABSTRACT

Education is a key factor to the development of any nation in the world. It has been the intension of the government that all KCPE candidates join secondary schools. Since 2003, the government has been providing funds to all public primary schools to promote access and education standards in all parts of the country. However, quite a number of public primary schools have been performing poorly in KCPE. In Nakuru North District, the average KCPE performance in 2011 was 222.5 marks. The problem is that parents seem to have a lot of influence in pupils’ academic performance in public primary schools. The study was guided by the general system theory which is based on the work of a biologist Ludwing van Bartalanify and social system theory. The purpose of the study was to investigate the parental influence on academic performance in public primary schools in Nakuru North District. The objectives of the study were therefore to establish parental roles, parental economic factors, cultural practices and parental background influencing academic performance in public primary schools in Nakuru North District. A descriptive survey was used in the study. The target population was 40 public primary schools. There were 8 public primary schools headed by female teachers and 32 public primary schools headed by male teachers. The 25% used to select both female and male head teachers would match with that used to determine the sample size. The two primary schools headed by female teachers and the eight primary schools headed by male teachers were selected among 8 and 32 primary schools respectively by systematic (or interval) sampling. The district had 800 teachers with an average of 20 teachers per school. There were 2960 standard 8 pupils with an average of 74 pupils per school. Purposive sampling was used to select the head teacher in each sampled primary school. The researcher selected 20% of both teachers (4) and standard 8 pupils (14). Different questionnaires were administered to the head teachers, teachers and standard 8 pupils. The researcher administered the questionnaires personally after piloting. The instruments were piloted in two primary schools to test degree of their reliability using test re-test method. The two primary schools used in the piloting were not included in the actual study. After the quantitative data was collected, it was analyzed using descriptive statistics and presented in tables. The following were the findings of the study: There are parental roles which affect the academic performance of pupils. Also, economic factors and cultural practices among parents adversely affect academic performance. Parental back ground also affects pupils’ academic performance. In conclusion, parental roles like meeting attendance, disciplining pupils, control of absenteeism, cultivation of respect for teachers and parents being role models have not been played well by parents. These affect academic performance of pupils. Economic factors like ability to pay fees, ability to supplement reading materials by parents, presence of child labour at home and provision of basic needs to pupils affect academic performance. Cultural practices like FGM, early marriages and attitude towards education also affect academic performance. The back ground of parents also affects the academic performance. The following recommendations were made: Parents should always discourage absenteeism of pupils from school, respect for teachers should be cultivated by parents to enhance learning, parents should be educated on the need to create a conducive home environment for their children and pupils should not be abused at home to promote learning.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is very important for the economic development of any nation in the world. According to UNICEF (2007), an educated population is an asset to the future development of a country. The basis of an educated population is the performance at the primary school level. The academic performance of any primary school is highly influenced by its parents. It is the role of parents to motivate pupils from home in order to perform well at school. It is the role of parents to avoid divorce and other irresponsible behaviours which create stress to pupils. In addition, parents have other roles to play in order to promote academic achievements of their children. They have to ensure that children are not overworked with domestic work at the expense of school work. Children have to attend school regularly and at the right time when schools open. As parents, they need to ensure that they participate in school activities e.g. attending meetings (AGM, Academic days, fundraising etc). When children are encouraged and supported in learning by parents, they do well in schools. It is the responsibility of parents too to avoid local traditions and customs such as early marriage and Female Genital Mutilation (FGM) that hinder children from going to school. According to Gorton (1976), some parents in USA are indifferent about schools unless when a controversial issue occurs. Parents do not attend meetings and this discourages school management.

In South African societies, it has been noted that absence of a parent from home creates tension and motivational problems hindering academic progress of the pupils (Booth, 1996). According to Mostart and Kasanda (2006), to promote academic
success of their children in school, parents need to communicate valuable information about their children to teachers. This is because they know their likes and dislikes in addition to their strengths and weaknesses. When their weaknesses are known by teachers, appropriate plans are made to cater for their needs in good time. Most parents in Namibia however, do not communicate the weaknesses of their children to teachers especially medical details. Parents have a great impact on a school and its operations. If parents do not support school programmes, learning will be adversely affected (Baraza & Nyongesa, 2007).

Parents need to discuss with their children the acceptable and non acceptable behaviours to avoid indiscipline cases in schools. This is rarely done in most homesteads in Kenya leading to low academic performance (Ngwiri, 2008). In some instances, parents have supported early marriages of their daughters. A girl aged 16 years was rescued by children’s department in Nyahururu, Kenya, after her parents and relatives had planned for her traditional wedding. This is contrary to what is expected of parents (D.N, September 14th, 2012). In 2001, students’ indiscipline and unrest in both secondary and primary schools were reported among 250 schools at different levels. Where such indiscipline and unrest occurred, performance was adversely affected. Parents need to play an active role in guiding their children from home. They need to realize that bad behaviours among teenagers is not the fault of teachers or the education system. The parents need to be aware that teenagers are currently spending most of their time alone learning more from the peers, media and other community influences than the past generations. Lack of time by parents to guide youth has led to indiscipline among the pupils leading to poor academic performance (MOEST, 2001). According to Ngwiri (2008), pupils who are well
supported by their parents develop high esteem, social competence and better academic achievement. Today, most pupils lack parental support and the provision of basic needs leading to academic under achievement. Unlike in the past, parents rarely guide their children on acceptable behaviours in school due to lack of time and commitment to their parental roles. In addition, children lack role models from home. Quite a number of them tend to copy the behavior of their peers or their parents some of whom abuse drugs. Such children take these undesirable behaviours to school leading to poor academic performance. Some parents do not provide a conducive home environment for their children due to frequent quarrels at home. Such children have no time to do assignments or private studies.

In Nakuru North District, academic performance has been low probably due to the failure of parents to discipline their children from home. According to UNICEF (2007), children will do well at school if only they are well nourished at home and provided with the necessary learning resources. Most children from developed countries are therefore at an advantage compared to most pupils in Kenya. According to Ayot and Briggs (1992), many parents find it economical when their children work on the family farm at the expense of formal education. In this case parents do not discourage absenteeism and truancy among the pupils. According to Ngwiri (2008), some parents abuse drugs due to economic hardships. Cases of divorce are common among such families and the academic performance of the children is adversely affected. Many families in Kenya today are not able to support education of their children. To improve access to education for most children, the government started free primary education (FPE) in 2003 as a step towards achieving universal Primary
Education by 2005 and a key strategy to attaining the overall goal of Education For All (EFA) by 2015 (Silsil, 2009).

In Nakuru North District, the academic performance (KCPE) of most pupils is average and below. This could be due to economic inability among most parents. According to Caroline and Clauss (2006), there are some cultural aspects that hinder academic success of pupils at school. Some families encourage early marriages and this discourages formal education. Most pupils in developed countries fail to do well due to some home practices. According to UNICEF (2007), some local traditions and customs such as early marriages and Female Genital Mutilation (FGM) prevent children from going to school. The culture of a society and attitude towards education seem to influence the academic achievement among the pupils (Ayot & Briggs, 1992). According to Mutesa (2003), girls who are circumcised perceive themselves as adults and despise their colleagues and teachers. This leads to poor academic performance. Studies have shown that initiation rite of passage breeds indiscipline in schools. This is common in some districts in Kenya like Samburu.

According to Carl and Christine (2009), a child needs to be provided with all the basic needs at home in order to do well at school. A hungry pupil will not concentrate in class leading to academic under achievement. The failure to meet these needs by some parents in USA makes some pupils not to do well in school. To promote learning at home, children need to be provided with a conducive learning environment which includes additional reading materials as well as controlled watching of television (Caroline & Clauss, 2006). According to UNICEF (2007), children need to be challenged by parents from home in order to do well at school. Parents should always
avoid giving out too much pocket money to their children without guidance regarding its use. Some children get into drug abuse and other malpractices (MOEST, 2001). Children need to be trained to be independent, disciplined and responsible. In addition, when children feel appreciated at home they do well in school. This is common in most African countries including Kenya.

In Nakuru North District, some parents do not provide a conducive home environment due to their ignorance and low academic level (D.N, January, 19th 2012). According to Nakuru North District Education office (2012), the average KCPE marks attained between 2008 and 2012 were as indicated in table 1:1.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean score</td>
<td>200.8</td>
<td>219.22</td>
<td>232.28</td>
<td>222.54</td>
<td>231.05</td>
</tr>
<tr>
<td>Highest school mean score</td>
<td>269.04</td>
<td>265.53</td>
<td>293.6</td>
<td>289.6</td>
<td>295.19</td>
</tr>
<tr>
<td>Lowest school mean score</td>
<td>167.98</td>
<td>176.75</td>
<td>182.59</td>
<td>176.00</td>
<td>185.67</td>
</tr>
<tr>
<td>Total number of candidates</td>
<td>2665</td>
<td>2775</td>
<td>2881</td>
<td>2987</td>
<td>3120</td>
</tr>
</tbody>
</table>

*Source: District Education office, Nakuru North District Examination Results Analysis (2013).*

In Nakuru North district, the KCPE mean score had been below average (Nakuru North District Education Office, 2013). In 2012, the highest school mean was 295.19 while the lowest was 185.67 compared to the district mean score of 231.05 for a total of 3120 candidates. The number of candidates was rising without a corresponding increase in the District Mean score. The continued low academic performance has been a challenge to the District Education Officer and other stakeholders.
1.2 Statement of the Problem

The academic performance of a child is influenced by the parental background, social, economic and cultural practices. Parents need to play their role fully in order to promote the academic performance of their children in school. They are expected to ensure that children have enough time to study at home and avoid certain traditions that would hinder learning of their children. A child performance in Kenya Certificate of Primary Education (KCPE) is used as criteria for certification and also determines the kind of a secondary school one would join. Despite of the commitment of the Kenya Government to provide high quality primary education, outstanding academic performance has been a challenge in public primary schools in Nakuru North District. The available statistics indicated that the district had a mean of 222.54 and 231.05 in 2011 and 2012 respectively (District Education office, Nakuru North District, 2013). This poses a serious threat to the socio-economic development of the district and the country at large. The overall problem is that parents seem to have a great influence on the academic performance in public primary schools within their locality.

1.3 Purpose of the Study

The purpose of the study was to investigate the parental influence on academic performance in public primary schools in Nakuru North District.

1.4 Objectives of the Study

This study sought to achieve the following objectives:

i). To establish the parental roles that influence academic performance in public primary school in Nakuru North District.

ii). To establish the parental economic factors that determines the academic performance in public primary schools in Nakuru North district.
iii). To find out the cultural practices among parents that affect academic performance in public primary schools in Nakuru North District.

iv). To find out the influence of parental background on academic performance in public primary schools in Nakuru North District.

1.5 Research Questions

The study sought to answer the following questions:

i. Are there parental roles in Nakuru North District that influence the academic performance in public primary schools?

ii. Do the parental economic factors among Nakuru North District parents determine the academic performance in public primary schools?

iii. Do the cultural practices among Nakuru North District parents affect academic performance in public primary schools?

iv. Does the background of the parents in Nakuru North District affect academic performance in public primary schools?

1.6 Significance of the Study

The findings of the study would be useful to the stakeholders as it could help the Ministry Of Education to come up with seminars to educate the parents on their roles in promoting academic performance in public primary schools. The findings could enable the school administration to identify the cultural practices among the parents that hinder the academic success among pupils. As a result, pupils would be advised accordingly. In addition, the findings could enable the parents to see the need of meeting the basic needs of their children and develop positive attitude towards education.
1.7 Assumptions of the Study

In the study, it was assumed that the respondents would be ready to give information as required and teachers do their work effectively and efficiently.

1.8 Delimitations of the Study

In this study, the influence from religious leaders and politicians who could also influence pupils’ academic performance was not considered. Only the head teachers, teachers and standard eight pupils were involved in data collection ignoring those from private schools.

1.9 Limitations of the Study

The respondents in the study sample constituted the head teachers, teachers and standard eight pupils only leaving out other stakeholders like the SMC, P.T.A, community leaders and DEO office. The study also limited itself to one district due to time. In addition, the study limited itself to a few public primary schools in the district.

1.10 Theoretical Frame Work

The study was guided by General system Theory and Social System Theory. Ludwig van Bertalanify (1950), a biologist, developed the General System Theory. From a biological point of view, an organism is an integrated system of interdependent structures and functions. An organism consists of cells and a cell consists of molecules which must work in harmony (Owens, 2004).

In a school, the organism represents the academic performance while a cell represents a parent. A group of cells represents a group of parents. Each cell has molecules and
these molecules will represent the influence from each parent. The influence could be social, economic or cultural. Each group of parents will form a structure of the school and this will have a specific role to play in the school. The failure of the structures to perform well leads to low academic achievement of the school.

A school is an open social system because it constantly interacts with its environment (supra system) from where it receives pupils (inputs). A school also gets its values, goals and knowledge from its environment (Owens, 2004). In the school and through a series of activities, pupils are transformed by getting new knowledge and skills. The graduates leave school with knowledge which can be applied in the community outside the school. So, a school can not be a closed system. The changes in the school environment also affect the school operations. Social (family) instability, parental roles, economic status of the parents and other stakeholders will also affect the school. Some cultural practices like FGM and early marriages will also affect pupils academic performance (D.N, November, 22th 2012). It is important therefore that all the structures of a system work in harmony in order for a school to realize its goals.
1.11 Conceptual Framework

The conceptual framework adopted in this research was based on the assumption that there were certain influences from parents that determine pupils’ academic performance in public primary schools.

Figure 1.1: Parental influences on Pupils’ Academic Performance in Public Primary Schools

Source: Researcher (2013)

Figure 1.1 is a conceptual framework which shows the correlations of factors that contributes to pupils’ academic performance in Nakuru North District. The independent variables are parental background, parental roles, parental economic factors and cultural practices. The dependent variable is the parental influence which is directly or indirectly influenced by the above independent factors. The pupils’ academic performance also depends on the parental influence. Parents form part of
immediate environment of a child at home. Educated parents will avail all learning resources at home and create a conducive learning environment. Such parents also assist children in homework. When home environment is not conducive, learning will not take place especially when parents quarrel among themselves. Some parents, especially those of low academic level may fail to attend school meetings which contribute to low academic achievement of pupils. Sometimes parents encourage child labour denying children time to study at home. Some cultural practices like FGM, nomadism, fishing and miraa harvesting adversely affect pupils academic performance .When girls undergo FGM, they are soon married off. Boys also drop out of school after they undergo the rite of passage This is common in some districts in North Eastern Kenya and some districts in Rift valley (TSC, Vol. 6 2004).

Where fishing is practiced, especially around Lake Victoria boys spend the whole night helping their fathers in fishing. They are not able to do their assignments as required .Others miss classes for several days. Where miraa is grown especially in Eastern province, most boys do not attend classes from class four. They get into the business of miraa harvesting. Some boys also get into the business of sand harvesting which makes them lose a lot of their class time (TSC, Vol.16 2009). Parents need to play their roles as required. They need to discipline their children, discourage absenteeism among pupils in addition to being good role models to their children. Their failure to do this will adversely affect pupils’ academic performance. For the children to do well at school, parents need to meet the economic needs of their children especially the purchase of school uniforms, stationery and the payment of examination fees.
1.12 Operational Definition of Key Terms

**Cultural factors:** Issues related to the customs and beliefs of a community

**Economic factors:** Issues related to situation which leads to ability or inability to acquire basic needs due to lack of funds

**Influence:** To have an effect on performance such as examinations

**Parental role:** The duty of a parent

**Performance:** Ability of a pupil to get marks in an examination that will enable him join secondary school

**Parental background:** The level of education attained by parents and other experiences that can affect child’s learning at home
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature review focused on the parental roles, economic factors, cultural practices and parental background that influence the academic performance of pupils in many parts of the world, Nakuru North District included.

2.2 Parental Roles and Pupils Academic Performance in Public Primary Schools

Parents have a role to play in promoting academic performance of their children in any public primary school. It has been established that parents who abandon their children at their early ages force them to take parental roles which they are not fully prepared for. Such children do not do well at school. Such behaviours are common to parents who abuse alcohol in UK (Dennis, 2011). The study only focused on parental roles and academic performance. It is recommended that parents should take their responsibilities in order to promote academic standards of their children. It is the role of the parents to ensure that children join school at the required time. They should also get involved in school activities that promote learning of their children. Academic success is achieved through parental support. Children will put a lot of effort in education as long as their parents encourage them. Parents should also ensure that children attend school on regular basis. However, some parents do not take it as their responsibility (UNICEF, 2007). Learning extends beyond the classroom and it includes home and community encouragement. It is a parental role to ensure that the surrounding of a child at home promotes learning. Parents need to have a positive
attitude towards education which will in turn encourage a child to learn. Parents have authority over children absenteeism, variety of reading materials at home and excessive television watching. Availability of reading materials promote learning. Some working parents lack enough time for their children leading to their low academic achievement (Caroline & Clauss, 2006). According to Kibera and Kimokoti (2007), responsible parents take their children to school at the right age and such parents are educated. The study showed that children of educated parents have advantage over those of illiterate parents. This is common in most African countries. Mwoma, (2010) established that responsible fathers with average education level promote academic performance of their children. The study however focused only on one parent (father). The researcher intended to consider both parents in the study.

Due to their irresponsible behaviors which involve abuse of alcohol, some parents neither attend school meetings nor follow up academic work of their children at school. Their children are mostly embarrassed with this behavior and they are forced to lie to school administration that they are orphan. Such children decline in academic work (D.N, October 24th, 2011). This study considered only the parental roles. Some parents abdicate their parental roles to housemaids which promotes indiscipline among their children. This also leads to low academic achievement at school. In addition, parents should avoid taking their children to pre-schools and boarding primary schools while very young. This denies them parental care. When some parents smoke, take alcohol or attend discos in presence of their children, they make them extend the same habit to school (MOEST, 2001).Parents need to create strong bonds between them and their children to promote academic success. Many parents are however unable to do so. Currently, most parents in Kenya do not play their role
as they lack time for their children. Most children therefore lack role models from their immediate environment. Sometimes children copy bad behaviors from their parents taking them to schools. When such behaviors are noted by teachers, a child is punished or suspended. This leads to poor academic performance. Many families in Kenya today face economic hardships which make them suffer increased hostility, lack of family warmth and support. When parents become demoralized, and lose confidence in their parenting ability, children also lack motivation to learn leading to poor academic achievement (Ngwiri, 2008).

2.3 The Economic Factors among Parents and Academic Performance in Public Primary Schools

The number of children out of school due to poverty has decreased by half in the world. In most countries of the world like Pakistan, most children are either out of school or not attending school regularly (D.N, November 14th, 2012). According to Onzima (2010), there is a correlation between socio-economic status of the parent and pupils educational attainment. The study was carried out in St.Jude Primary School Malaba town council, Uganda. The study however only focused on economic status of parents. In Africa, Nigeria is the worst with 10.5 million children out of school. Other countries include Ethiopia, Tanzania, Morocco and Ghana. Most children fail to attend school in order to work to supplement family income (D.N, November 14th, 2012). The report only focused on economic factors and pupils school attendance leaving out other factors. According to Kibera and Kimokoti (2007), people of high socio-economic status will always send their children to school earlier than those of low socio-economic status. This is because they have resources to spend on them from nursery school education and beyond. Poor parents sometimes do
not send their children to school. In addition to sending their children to school early, people of high socio-economic status create a conducive learning environment at home. In terms of academic performance, such children tend to perform better than those from low economic status family. The academic aspirations of children are also positively related to the socio-economic status of the parents.

In Kenya, findings have established that the gap between the rich and the poor tend to widen as children (girls) grow, children from disadvantaged background increasing needs to contribute to household income. So they do not attend school regularly leading to poor performance. A child is likely to be enrolled in school if he comes from a well up family. Poor households may be unable to afford the cost of schooling. Girls from poor households are unlikely to enroll in primary school compared to the boys from the same households. This is due to parental preference for boys over girls education in the face of inadequate resources (Mariara, 2006). The researcher found out that parental factors influence academic performance of both boys and girls. Due to economic hardships, some parents are unable to support their children well in education. Parents get demoralized leading to lack of warmth in the family. They also lose confidence in upbringing of their children. The academic performance of the children is therefore adversely affected (Ngwiri, 2008).

2.4 Cultural Practices among Parents and the Academic Performance in Public Primary Schools

According to the case study carried out by Onzima (2010) in St Jude Primary School in Malaba town council, Uganda, school academic success also depends on the amount and the type of culture inherited from the family. Families with a positive
attitude towards education tend to educate their children. Children learn most values from the family early including those related to education. It is recommended that parents emphasize need for education to their children early otherwise they may fail to succeed in school. Lack of emphasis on education to children has made most children fail in education in many African countries. The study also established that boys are likely to do better than girls since as girls participate in domestic work, boys have extra time to study or play. Some parents do not consider education a priority. They see children, especially girls as variables for marriage and tending gardens. They do not therefore bother to spend a lot of resources on them. Instead, parents prioritize by food ahead of paying school fees or buying reading materials. Such parents mostly refuse make any contribution towards their children education. The study overlooked other influencing factors like parental roles. According to D.N (November 22th, 2012) F.G.M is practiced in at least 26 African countries prevalence varying from 98% in Somalia to 5% in Democratic Republic of Congo. Where this culture is practiced, most children terminate their formal education. In Kenya, 32% of woman aged between 15 and 49 years have undergone this rite. Soon after the rite, the girls are married off. The few who remain do not concentrate well in school as they feel being adult and out of place. This culture is common in Kuria East and Kuria West Districts in addition to other parts of the country, Nakuru North inclusive. Most girls undergo FGM between 7 and 10 years of age. In some nomadic communities like the Masaai and Pokot, girls are forced to get marriage early terminating their formal education. About 500 girls secretly undergo the rite in west Pokot County during every school holiday with the knowledge of some local administrators. Residents claim it is their culture which is hard to discard. The study however focused only on effects of FGM on girl child education leaving out factors affecting boy child
(D.N, November 22\textsuperscript{nd} 2012). Among the nomadic communities in Eastern province, boys are sometimes withdrawn from school to herd animals. This denies them time to study. School attendance in nomadic communities is low because it seems to interrupt the nomadic lives. Every family member is expected to participate in the family’s effort to create a means of livelihood. Some boys are also kept out of school by sand harvesting. Where miraa is grown especially in Eastern province (Meru), parents withdraw boys from schools from class four so that they can contribute to the household income through miraa harvesting (TSC, Vol.6 2004). In Nyanza province young boys miss classes to help their fathers in fishing activities. When boys accompany their fathers at night for fishing, they are unable to attend school the following day due to tiredness. Such boys rarely do their homework. As a result, their academic performance is adversely affected (TSC, Vol. 16 2009).

2.5 Parental Background of Pupils and the Academic Performance of Pupils in Public Primary Schools

According to Dennis (2011), some pupils in UK whose home environment is not conducive for learning fail to do well in school. In such instances, parents are involved in conflict regularly. As a result, pupils refuse to attend school or develop disruptive behaviours. Separation of parents also contribute to poor performance of pupils at school. It is recommended that parents create a conducive home environment to promote learning for their children. There is a positive correlation between parents’ level of education and academic performance of their children. Fathers’ education level influences more than that of the mother. Educated parents guide their children and select wisely what is necessary for them. The findings proved that mothers
education level had a significant effect on pupils score, although the father had a stronger influence than the mother.

In a study carried out in St Jude Primary School in Malaba town Council, Uganda, children who performed poorly had their parents only completed primary education level (Onzima, 2010). When KCPE (2011) results were being released, the minister for education, Professor Ongeri said that Counties with high literacy levels in Kenya register more candidates and better performance than those where interest in education is low. The same happens at individual home which is the immediate child environment. The best county was Kirinyaga with a mean score of 274.67 marks while Kwale and Tana River Districts had a mean score of 218.01 and 218.01 respectively (D.N, January 19th, 2012).

2.6 Summary of Related Literature

From the review of related literature, it was established that some children in developed countries are abandoned by their parents early in their lives forcing them to take parental roles. In most African countries, most educated parents take the responsibility of enrolling their children to school early unlike those from illiterate parents. Some parents however, do not take their responsibilities leading to academic underachievement of their children. There was a relationship between socio-economic status of the parents and pupils academic performance. Children are sometimes forced to be out of school in some African countries like Ethiopia, Tanzania, and Ghana due to poverty. In Kenya, some children do not attend school regularly due to poverty. In poor families parents preferred educating boys to girls. Some cultural practices limited academic achievement in some communities. The practice of FGM hinders girl-child education as most of them are married off soon after the rite. Among the
nomads, boys miss classes as they herd animals. Education is seen to interrupt their lives. Miraa harvesting in Meru and fishing in Nyanza adversely affects academic performance of pupils. Sand harvesting in Eastern province forces boys to be out of school lowering their academic performance. Parents form the immediate environment of their children. Where the environment is not conducive, academic performance is adversely affected. Educated parents mostly provide better learning environment to pupils than those who are illiterate.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter highlights the research design, the locale, the target population, the sample size and sampling techniques, research instruments, piloting, data collection procedure, methods of data analysis and logical and ethical considerations.

3.2 Research Design

The research design adopted was a descriptive survey. The researcher found this design suitable as it would help to obtain across section of information touching on parental influence on academic performance in public primary schools in Nakuru North district. The descriptive survey allowed the researcher to collect information through administration of questionnaires to a sample of individuals (Orodho, 2009). The descriptive survey design was intended to produce statistical information about parental influence on academic performance which would be useful to the policy makers, teachers and other stakeholders.

3.3 Study Locale

The study was carried out in Nakuru North District in Nakuru county of Republic of Kenya. The locale was considered appropriate because the residents had varied economic abilities. Most residents were subsistence farmers with no regular income. The district is located to the West of Mirangine District and south of Subukia district. Gilgil District is to the Southern part of Nakuru North District while Nakuru and Rongai Districts are to the west and Northwest respectively. The district is about 1903 metres above sea level. Nakuru North District is located between longitudes 38° 28'
and 35° 36' east and latitudes 0° 13' and 1° 10' south. The area has a relatively cool climate with well-drained fertile soil. Most pupils in this district attend public day primary schools (Nakuru North District Education Office, 2012).

3.4 The Study Population

The study targeted 40 public primary schools in Nakuru North District. All of them were mixed day primary schools with varied populations. There were 800 teachers with an average of 20 teachers per primary school while the total number of standard 8 pupils was 2960 with an average of 74 pupils per school. Among the head teachers, 32 were males and 8 were females. Each category of the school leadership was considered in the study.

3.5 Sample Size and Sampling Techniques

3.5.1 Sample Size

The study sample constituted 10 primary schools. This constituted 25% of the target population. According to Gay (1992), this was a reasonable study sample since a small population should have a study sample of at least 20% of the target population while a large population should have a sample size of 10%. Since the population of teachers and standard 8 pupils was small, the researcher used 20% of both teachers and standard 8 pupils in each school per gender to determine the sample size. Four teachers (2 males and 2 females) were considered in each primary school. For the standard 8 pupils, 14 pupils (7 males and 7 females) were considered. The 20% used for both teachers and standard 8 pupils was meant to give a reasonable sample size of respondents in each case. The head teacher was purposively selected from each primary school.
3.5.2 Sampling Techniques

Since there were 32 primary schools headed by male teachers and 8 primary schools headed by female teachers, stratified sampling was used to select 2 (25%) primary schools headed by female teachers and 8 (25%) primary schools headed by male teachers. This would match with the percentage of the sample size used. The sample size was 10 (25% of 40) primary schools. Stratified sampling ensured that the schools under the leadership of a different gender had an equal chance of being included in the sample. There were 20 teachers (8 males and 12 females) and 74 standard 8 pupils (37 males and 37 females) in each primary school. At the school level, 20% of both teachers (4) and standard 8 pupils (14) was used to give a reasonable sample size of respondents. Purposive sampling was used to sample the head teacher.

Table 3.1: Population Size and Sample Size

A) Schools

<table>
<thead>
<tr>
<th>Population size (schools)</th>
<th>Headteachers</th>
<th>Sample size by gender</th>
<th>Sample size</th>
<th>Percentage of sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
<td>female</td>
<td>male</td>
<td>female</td>
</tr>
<tr>
<td>40</td>
<td>32</td>
<td>8</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

b) Teachers and Pupils

<table>
<thead>
<tr>
<th>Standard 8 pupils</th>
<th>Teachers</th>
<th>Sampled Teachers and pupils per school (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In District</td>
<td>Average per school</td>
<td>In District</td>
</tr>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>1490</td>
<td>1470</td>
<td>37</td>
</tr>
<tr>
<td>Totals</td>
<td>2960</td>
<td>74</td>
</tr>
</tbody>
</table>
3.6 Research Instruments

The researcher used questionnaires, to collect the data. The questionnaires were administered by the researcher to the respondents in the schools. Both open-ended and close-ended questions were used in the questionnaires.

3.6.1 Questionnaires

The questionnaires were suitable to use in the study because the respondents were literate (heads teachers, teachers and standard 8 pupils) and could easily fill in the answers as required. Questionnaires could be used for a large number of respondents. Questions were standardized and could be easily analyzed. It was also possible to observe anonymity (Orodho, 2009). Items in the questionnaires were developed to address a specific research question.

i. Head Teachers questionnaire

The questionnaires contained two major sections. Section A sought demographic information while section B sought information on Parental factors which influence academic performance in public primary schools in Nakuru North District. The questionnaire contained open and closed-ended questions.

ii. Teacher questionnaire

The Teacher questionnaire also contained two sections. Section A sought demographic information of the teacher while section B sought information on parental factors which influence academic performance in public primary schools. Both closed and open-ended questions were included.
iii. Pupils questionnaire

The pupils’ questionnaire contained two sections. Section A sought demographic information of the pupil while section B sought information on parental factors that influence pupils’ academic performance in public primary schools. Both closed and open-ended questions were included.

3.7 Pilot Study

Piloting was done before questionnaires were administered to the respondents. A small portion of the sample size (e.g. two schools) was used in piloting. The schools used in piloting were not used in the actual study. Piloting was important to confirm that the research instruments were reliable and valid. According to Kombo and Dolno (2006), pilot study assists in the feasibility of the study.

3.7.1 Validity

An instrument must measure what it purports to measure. Validity is the meaningful and useful inferences one can draw from the scores on particular instruments (Creswell, 2009). The researcher ensured that the instruments measured to their expectation. The validity of the instrument was decided by a panel of judges competent in the area of study. This panel of judges made assessments on the instruments and provided the feedback to be included in the final instruments in readiness for use in the actual research.

3.7.2 Reliability

According to Orodho (2009), reliability of an instrument is the consistency in producing a reliable result. It focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept. In order to
test the reliability of the instruments to be used in the study, the test-retest method was used. The questionnaires were administered to the respondents of two primary schools twice with an interval of two weeks after which the scores of the two tests were scored manually. To determine the coefficient of stability, Pearson product moment formula was used.

\[ r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \]

Where:  
- \( r \) = pear sons coefficient of correlation index  
- \( N \) = Number of observations  
- \( X \) = the scores of the first test or administration  
- \( Y \) = the scores of the second test or administration

The researcher obtained a coefficient correlation (\( r \)) value of 0.9 and hence the instruments were considered reliable for data collection.

### 3.8 Data Collection Techniques

The researcher got consent from the Ministry of Higher Education Science and Technology through National Commission for Science, Technology and Innovation (NACOSTI). The researcher then visited the District Education Officer Nakuru North District who permitted him to visit the public primary schools in readiness for data collection. Before the researcher started the data collection, consent was sought from the head teachers of the primary schools in the study sample. Questionnaires were then administered to the head teachers, teachers and standard 8 pupils in the sampled primary schools. The use of questionnaires was preferred because a large number of literate respondents could be reached (Orodo, 2010). The administration of questionnaires was done by the researcher.
3.9 Methods of Data Analysis

In the study, data analysis involved quantitative method. The quantitative data was drawn from questionnaires. The data was edited to improve its quality for coding. After the data was collected, it was edited to improve its quality for coding. The data was coded and generated through the use of Statistical Package for Social Sciences (SPSS) software. The analysis of the data was done through descriptive statistics which helped the researcher to tabulate data and present it in graphic formats (Orodho, 2009). The findings were later presented in tables and charts.

3.10 Logical and Ethical Considerations

The researcher made proper arrangements before embarking on data collection from the field. He confirmed the layout of the instruments and ensured that questionnaires were neat, enough and easy to use. Enough spaces were made available for the respondents to fill in the answers. Instructions to fill in the required answers were confirmed clear to the respondents. The researcher got permission from the District Education Officer, Nakuru North District after presenting a letter of consent (introduction) from the Ministry of Higher Education. The researcher had prepared the budget and a work plan. Proper packaging of instruments was done to avoid losses and destruction. The instruments were piloted and the mode of communication (language) in the field confirmed. The researcher familiarized himself with the topography of the region and confirms the reliable means of transport. There was a need to create a rapport with the respondents in order to get a positive response from them. The filled up questionnaires were collected in readiness for editing, coding and analysis. The rights of respondents would be respected by seeking their consent before participating in the research process. The school administration was asked to
allow standard 8 pupils to participate in filling the questionnaires. The researcher assured the respondents of the confidential use of the data collected in addition to appreciating their contributions. Actual data was collected from the respondents without any deception (Orodho, 2009).
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

Chapter four presents the findings from the study that were attained using the methodology described in chapter three. The findings are presented and interpreted in connection with the parental influence on academic performance in public primary schools in Nakuru North District. The findings have been presented in sections as guided by research questions. The study sought information from head teachers, teachers and standard 8 pupils. The results findings are discussed in the light of reviewed literature related to parental influence on academic performance. Data analysis, presentation of results and discussion of the findings were guided by the following research questions:

i. Are there parental roles in Nakuru North District that influence the academic performance in public primary schools?

ii. Do the parental economic factors among Nakuru North District parents determine the academic performance in public primary schools?

iii. Do the cultural practices among Nakuru North District parents affect academic performance in public primary schools?

iv. Does the background of the parents in Nakuru North District affect academic performance in public primary schools?
4.2 **Questionnaires Response Rate**

The response rate was one hundred percent (100%) out of the sample population of 190 respondents. There were a total of 10 questionnaires issued to head teachers, 40 issued to teachers and 140 issued to standard 8 pupils. The information is presented in Table 4.1

**Table 4.1: Response Rate**

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Issued</th>
<th>Responded to</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>40</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Pupils</td>
<td>140</td>
<td>140</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>190</strong></td>
<td><strong>190</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Questionnaires N=190*

The response from each of the three groups of respondents was encouraging. Head teachers, teachers and standard 8 pupils registered a response rate of 100% each. This showed that they were willing to give the information asked in the questionnaires. The researcher also hoped that the respondents had responded to the questions correctly. Most of the respondents were standard 8 pupils (140) followed by the teachers (40). The head teachers were the least (10). The response rate shown in Table 4.1 was high enough and the researcher felt justified to proceed with the data analysis.

4.3 **Demographic Characteristics of Respondents**

The demographic characteristic of the respondents was necessary because the researcher would know the background of the respondents and this would help him know their ability to respond to questions well. The demographic characteristic of each group of respondents was analyzed as shown below.
Demographic Information of Head Teachers

There was a need to know the demographic information of head teachers. This would enable the researcher to determine whether there was gender parity in administration, or whether head teachers were approaching retirement. Also, this would enable the researcher to know whether head teachers had enough experience in both teaching and administration. The demographic information of head teachers was analyzed in tables. The researcher was interested in gender and age distribution, professional qualification, teaching and headship experience.

Table 4.2 Head Teachers Gender Distribution

<table>
<thead>
<tr>
<th>Gender</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Head teachers Questionnaire

Gender is the fact of being a male or a female and the researcher was interested in determining whether there was gender parity in primary school administration. This would enable the researcher to know whether one third rule of female representation had been observed. It was apparent from the analysis in table 4.2 that majority (80%) of the head teachers were males. From this analysis, female head teachers were not well represented. Female head teachers were only 20% which was less than a third representation. Male head teachers were over represented. There had been a believe that males provide better administrative services than females until recently. There is a need to balance gender in primary school leadership.
Table 4.3: Head Teachers Age Distribution

<table>
<thead>
<tr>
<th>Age (year)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31 - 35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>36 - 40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>41 - 45</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Above 46</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source:* Head teachers Questionnaire

N=10

Table 4.3 shows that all the head teachers in the sampled schools are aged 41 years and above. Of these, 50% aged between 41 and 45 years and the rest (50%) were above 46 years. Most of these head teachers had not approached retirement age and they were at their most productive period in their career. Such head teachers had gained enough teaching and administrative experience in the course of their service. If supported by parents, the head teachers would use their experience to raise academic performance of pupils.

Table 4.4: Head Teachers Professional Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>S1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B.Ed</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source:* Head teachers Questionnaire

N=10
From the analysis in table 4.4, only 20% of head teachers had P1 qualification. Diploma holders composed 40%. The rest (40%) were Bachelor of Education holders. Most (80%) head teachers had good qualifications. If parents supported them and played their roles, academic performance would be raised. Without cooperation between parents and head teachers, academic standard would remain low.

**Table 4.5: Head Teachers’ Teaching Experience**

<table>
<thead>
<tr>
<th>Experience (years)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5 - 10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11 - 15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16 - 20</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>21 - 25</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Above 26</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Head teachers Questionnaire  N=10*

It was evident from table 4.5 that 30% of head teachers had a teaching experience of 16 to 20 years while 60% of these head teachers had a teaching experience of between 21 and 25 years. Only 10% of head teachers had a teaching experience of above 26 years. The shows that 70% of the head teachers had a teaching experience of 21 years and above. This shows that they could handle matters related to teaching without difficulties. This was an advantage to the primary schools. Such head teachers are assets to their schools. However, most parents do not support them. It seemed that for one to be deployed as a head teacher, enough teaching experience was required.
Table 4.6: Headship Experience

<table>
<thead>
<tr>
<th>Experience (years)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5 - 10</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>11 - 15</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>16 - 20</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Above 21</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Head teachers Questionnaire

From the analysis in table 4.6, it was observed that all the head teachers had each a headship experience of at least 5 to 10 years. However, none had an experience of over 21 years. Majority (60%) of the head teachers had each a headship experience of 11 to 15 years compared to a teaching experience of 21 to 25 years with majority (60%) of them shown in table 4.5. These head teachers had enough knowledge to run the schools.

4.3.2 Teachers Demographic Information

The researcher was interested in age distribution, professional qualifications and the length of stay of teachers in schools. There was a need to know the demographic information of teachers since this would enable the researcher to know whether teachers had enough knowledge on performance of the schools and whether they were all qualified to teach. The researcher would also know the age groups of teachers which also determine the quality of service delivery. The demographic information of teachers was analyzed in tables.
Table 4.7: Teachers’ Age Distribution

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>31 - 35</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>36 - 40</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>41 - 45</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Above 46</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Teachers Questionnaire  N=40*

From table 4.7, majority (40%) of teachers aged above 46 years. Those teachers aged 36 – 40 years composed 25% while those aged between 41 and 45 years composed 17.5%. Only 12.5% composed of teachers aged 31 to 35 years while the rest (5%) were teachers aged below 30 years. From the analysis in table 4.7, majority (60%) of teachers aged 45 years and below and this meant that they were active in the profession. The 5% of teachers aged below 30 years had not gained enough teaching experience. They needed parental and administrative support which lacked in many schools. Compared to head teachers, 40% of them (teachers) aged above 46 years while head teachers composed 50% at the same age bracket. Some teachers were below 30 years while none of the head teachers was below 40 years (table 4.3).
Table 4.8: Teachers Professional Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Diploma</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>B.Ed</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>M.Ed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Head teachers Questionnaire N=40*

It is clear from the analysis in table 4.8 that majority (45%) of the teachers had Diploma in education while 37.5% had a P1 qualification. Those with other qualifications (probably P2 etc) composed 7.5% while 10% had Bachelor of Education. The Diploma and Bachelor of Education holders composed 55%. This meant that they had enough teaching skills. If parents played their role well in education, good performance would be achieved. However, parents do not play their role in education well.

Table 4.9: Teacher Length of Stay in School

<table>
<thead>
<tr>
<th>Length of stay (years)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>5 - 10</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>11 - 16</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Above 16</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Teachers Questionnaire N=40*
From the analysis in table 4.9, 37.5% of teachers had stayed in their schools for a period of 5 to 10 years while 30% of teachers had stayed in schools for a period of 11 to 16 years. Those who had stayed in their schools for a period of less than 5 years were only 20%. The rest (12.5%) had stayed in their schools for more than 16 years. Generally, majority (80%) of teachers had been in their schools for more than 5 years. This meant that most teachers had enough knowledge on schools academic performance.

### 4.3.3 Demographic Information of Pupils

The researcher analyzed the demographic information of pupils in tables. The researcher was interested in gender and age distributions plus length of stay in schools of standard 8 pupils. The researcher found it necessary to determine gender distribution to enable him knows whether there was gender parity. The age distribution would enable the researcher know whether pupils entered school at the right age. The length of stay of pupils in school would enable the researcher to determine whether there was repetition of pupils in classes or transfers from other schools. A good length of stay would mean that pupils could tell more on academic performance in the school.

**Table 4.10: Pupils Gender Distribution**

<table>
<thead>
<tr>
<th>Gender</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>F</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Pupils Questionnaire  N=140*
From the analysis in table 4.10, there was a gender balance (50% each) of standard 8 pupils from the sampled schools. It showed that gender discrimination in education was minimal. Most parents seemed to value education for girl child. Representation of girls was contrary to that of female head teachers whose representation in administration was 20% (table 4.2).

### Table 4.11 Pupils Age Distribution

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5 - 10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11 - 14</td>
<td>90</td>
<td>64.3</td>
</tr>
<tr>
<td>Above 15</td>
<td>50</td>
<td>35.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: pupils Questionnaire N=140*

From the analysis in table 4.11 majority (64.3%) of standard 8 pupils aged between 11 to 14 years. The rest (35.7%) were above 15 years. None of standard 8 pupils was 10 years and below. This is because they entered school at the right age (at least 6 years old). The presence of pupils aged above 15 years indicated that some pupils, probably joined school over aged or had repeated classes. This is against Ministry of Education policy. School administrators should be advised to avoid repetition of pupils in various classes.
Table 4.12: Pupils Length of Stay in School

<table>
<thead>
<tr>
<th>Length of stay(years)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>22</td>
<td>15.7</td>
</tr>
<tr>
<td>5 - 7</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>90</td>
<td>64.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: pupils Questionnaire  
N=140

Table 4.12 shows that majority (64.3%) of standard 8 pupils had stayed in school for 8 years. Those who had stayed in school for 5 to 7 years composed 20% while the rest (15.7%) had been in the school for less than 4 years. Majority of standard 8 pupils had started their education in the school without transfer. The pupils with 7 or less years in the schools could have transferred from other schools and they affect academic performance of the schools. Frequent transfers of pupils may affect their concentration on studies.

4.4 Parental Roles Influencing Academic Performance in Public Primary Schools

The researcher felt that there were parental roles that influence academic performance in public primary schools. There was therefore a need to confirm these roles from respondents. The researcher sought views from the head teachers on parental roles while teachers were asked about their satisfaction with parental role performance and respect for teachers. Views were also sought from standard 8 pupils on parental role in education and as role models. It was necessary to confirm the level of parental role performance from respondents before arriving at a conclusion. The failure of parents
to perform their roles in education can influence academic performance. The views of the respondents have been presented in tables and then interpreted and discussed.

4.4.1 Head Teachers’ Response on Parental Roles

The researcher first sought head teachers response on parental roles influencing academic performance in public primary schools. The findings are presented in table 4.13.

Table 4.13: Head Teachers’ Response on Parental Roles

<table>
<thead>
<tr>
<th>Roles</th>
<th>Category of role performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very well</td>
</tr>
<tr>
<td></td>
<td>f (% )</td>
</tr>
<tr>
<td>Meeting attendance</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Discipline of pupils</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Discouraging absenteeism</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Respect for teacher</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Parents being role model</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Source: Head teachers Questionnaire

From table 4.13 most head teachers (80%) indicated that majority of the parents attend meetings. Also 80% of head teachers felt that parents play a little role in the discipline of their children. In addition, 40% of the head teachers acknowledged that parents only play a little role in discouraging absenteeism, while a similar percentage still felt that parents rarely discouraged absenteeism. Only 20% of the head teachers were of the view that parents do well in discouraging absenteeism while 40% of them were of the view that parents put a little effort in discouraging absenteeism. The rest (40%) of the head teachers felt that parents were doing nothing to discourage
absenteeism. The head teacher (60%) indicated that parents only play a little role in cultivating respect for teachers while 40% were of the view that parents rarely get concerned. It was clear that 60% of the head teachers felt that parents play a little role of being role model. Only 10% of the head teachers were of the view that parents do well as role models. The rest (30%) of the head teachers felt that parents could not be role models. Based on the findings discouraging absenteeism, respect for teachers and parents being role models were parental roles influencing academic performance most as a large percentage of head teachers felt that parents were doing nothing in each role.

The study concurred with the findings of Dennis (2011) who stated that parents who abandon their children at their early ages force them to take parental roles they are not fully prepared for. As a result, such children do not do well at school. Parents should take their responsibilities in order to promote academic standards of their children. The study also concurred with Mwoma (2010) who observed that responsible parents with average education levels promote education level of their children. Such parents were mostly involved in school activities or education matters. They were concerned that their children needed to be prepared well for the future. Such parents are role models for their children and encourage respect for teachers among their children.

4.4.2 Teachers Response on Parental Roles

The researcher sought teachers’ response on their satisfaction with parental roles influencing academic performance in public primary schools. The findings are presented in table 4.1.4.
Table 4.14: Teachers’ Response on Satisfaction with Parental Role Performance

<table>
<thead>
<tr>
<th>Response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>92.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Teachers Questionnaire N=40*

From the analysis in table 4.14, only 7.5% of teachers were satisfied with parental role performance. The rest (92.5%) were not satisfied. The findings concurred with the findings of Dennis (2011) who observed that parents do not take their roles (responsibilities) in order to promote academic standards of their children. The failure of parents to satisfy teachers on their role performance demoralized teachers. They therefore felt lacking parental support.

Table 4.15: Respect for Teachers

<table>
<thead>
<tr>
<th>Category of role performance</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>A little</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>Not at all</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Teachers Questionnaire N=40*

From the analysis in table 4.15, most teachers (62.5%) acknowledged that most parents did not cultivate respect for teachers among their children. Only 35% of teachers were of the opinion that parents encourage a little respect for teachers. The
rest (2.5%) of teachers felt that parents very much encourage respect for teachers. The finding agreed with the MOEST (2001) which observed that some parents lack respect and their children acquire the same behavior transferring it to schools. when children failed to show respect for teachers, academic success could not be achieved in a school. Children also lacked commitment in education leading poor performance.

4.4.3 Pupils Response on Parental Roles

The researcher found the need to get response from standard 8 pupils on whether parents played their role in education. It was also necessary for the pupils to confirm whether parents were role models.

Table 4.16: Parental Role in Education

<table>
<thead>
<tr>
<th>Role in education</th>
<th>Response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>37.7</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>90</td>
<td>64.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>

Source: Pupils Questionnaire N=140

From the analysis in the table 4.16, 64.3% of standard 8 pupils were of the opinion that their parents were not playing their roles in their education as expected. Only 37.7% of standard 8 pupils were satisfied with the role played by their parents in their education. The finding also concurred with that of Dennis (2011) who had established that parents do not perform their roles to promote education of their children. Parents fail to provide support in education for their children as well as creating a conducive environment for learning. These adversely affect academic performance. Sometimes
parents emotionally abandon their children forcing them to be making pseudo- mature 
decisions leading to drug abuse.

Table 4.17: Parents as Role Models

<table>
<thead>
<tr>
<th>Role</th>
<th>Response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents as role models</td>
<td>Yes</td>
<td>60</td>
<td>42.9</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>80</td>
<td>57.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>140</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*Source: pupils Questionnaire*  
*N=140*

It was evident from the analysis in table 4.17 that majority (57.1%) of standard 8 pupils acknowledged that their parents were not role models. According to MOEST (2001) findings, some parents smoke or take alcohol in presence of their children. This makes them not to be good role models to their children as this finding has also established. As children grow, they need role models within their immediate environment which should be provided by the parents. When parents fail to meet this demand, children are disadvantaged. They therefore tend to copy others. In the process, they acquire bad behaviors.

It can be concluded from these findings that most parents attend meeting at schools but they only put a little effort to discipline their children. Only a few parents discourage absenteeism. Most parents are neither role model to their children nor cultivate respect for teachers among their children. Parents do not play their roles in education as expected to promote education of their children.
4.5 Parental Economic Factors Determining Academic Performance in Public Primary Schools

The researcher sought information from head teachers, teachers and standard 8 pupils concerning parental economic factors that determine academic performance. Their views would lead to a reliable conclusion since they are immediate stakeholders in education. The views of the respondents have been presented in tables and then interpreted and discussed.

4.5.1 Head Teachers Response on Parental Economic Factors

The researcher decided to seek views of head teachers on payment of fees and the purchase of reading materials by parents.

Table 4.18: Head Teachers’ Response on Parental Role of Payment of Examination Fees

<table>
<thead>
<tr>
<th>Roles</th>
<th>Category of role performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very well</td>
</tr>
<tr>
<td>Parental role of payment</td>
<td>f %</td>
</tr>
<tr>
<td>Examination fee</td>
<td>0 0</td>
</tr>
</tbody>
</table>

*Source: Head teachers questionnaire N=10*

The analysis in table 4.18 shows that 70% of the head teachers were of the opinion that parents commit themselves well to the payment of examination fees for their children while the rest (30%) of the head teachers felt that parents only put a little effort in the payment of examination fees for their children. This could be due to the fear that if payment is not done in time, their children could not sit for the examination. Parents could also be getting some encouragement from their children
to do so in good time. The finding is contrary to that of Onzima(2010) who carried out a study in St. Jude primary school in Malaba town council, Uganda on parents social economic status and pupils educational attainment. He had observed that there is a positive correlation between parents’ level of income and the performance or their retention in school. Parents of high economic status spend more on education for their children promoting their academic performance.

Table 4.19: Head Teachers’ Response on Reading Materials Supplement

<table>
<thead>
<tr>
<th>Roles</th>
<th>Category of role performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very well</td>
</tr>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>Supplementing</td>
<td>reading</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Head teachers questionnaire

N=10

It was evident from the analysis in table 4.19 that 60% of the head teachers felt that parents rarely supplemented reading materials for their children while 30% of them were of the opinion that some parents put a little effort in supplementing reading materials for their children. The rest (10%) of these head teachers felt that some parents were doing well in supplementing reading materials. The poor performance of parents in this role could be due to illiteracy and lack of enough income. The finding concurred with that of mariara (2006) who observed that poor house holds are unable to afford the cost of school, girls from such households being more unlikely to enroll in primary schools compared to boys from the same households.
4.5.2 Teachers Response on Parental Economic Factors

The researcher decided to seek views of the teachers on child labour.

Table 4.20 Teachers’ Response on Child Labour

<table>
<thead>
<tr>
<th>Economic factor</th>
<th>Response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child labour</td>
<td>Yes</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Teachers Questionnaire N=40*

From the analysis of table 4.20, 70% of teachers felt that pupils are abused at home. This could be through provision of some services like cooking, working in the family farm for long hours and sometimes fetching water or fire wood. These denied them time for private study at home. The finding concurred with that of Onzima (2010) who established that some parents see children especially girls as valuables for tending gardens and marriage. Children need enough time to study home when parents overwork them at home, their academic performance is adversely affected. Teachers could have noted that children rarely completed assignments.

4.5.3 Pupils Response on Parental Economic Factors

The researcher found it necessary to seek the opinion of standard 8 pupils on provision of basic needs by the parents. This would help the researcher to come up with a reliable conclusion.
Table 4.21: Pupils’ Response on Provision of Basic Needs

<table>
<thead>
<tr>
<th>Economic factor</th>
<th>response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of basic needs</td>
<td>Yes</td>
<td>56</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>84</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total** 140 100.00

Source: Pupils Questionnaire  N=140

According to the analysis in table 4.21, most standard 8 pupils (60%) were of the opinion that their parent did not provide enough basic needs to support their education. Only 40% felt that their parents were providing enough basic needs to support their education. This could be due to poor socio-economic status of the parents. Where a family does not have enough income, the priority goes to the provision of food and sometimes shelter. The findings concurred with that of mariara (2006) who observed that poor parents may be unable to afford the direct and indirect costs of schooling and may be constrained in their ability to borrow or recover the costs. Lack of basic needs like stationeries and school uniform could cause indiscipline among pupils. Pupils tend to steal what they lack from their peers. Sometimes a pupil feels uncomfortable in class leading to a decline in academic performance.

It can therefore be concluded from these findings that parents usually pay examination fees for their children but they do not supplement for their reading materials as expected. Some children are abused at home through working in family farms, collection of firewood and fetching water. In addition, parents do not provide basic needs for their children probably due to poverty.
4.6 Cultural Practices among Parents Affecting Academic Performance in Public Primary Schools

The researcher believed that there are some cultural practices among parents that could be influencing academic performance in schools. It was therefore necessary to seek confirmation from head teachers, teachers and pupils. The views of the respondents have been presented in tables.

4.6.1 Head Teachers Response Cultural Practices among Parents

The researcher sought opinion from head teachers on cultural practices by parents that affect academic performance. The head teachers gave their opinion on FGM, early marriages and parents attitude towards education. The findings are presented in tables 4.22, 4.23 & 4.24.

Table 4.22: Head Teachers’ Response on FGM Practices

<table>
<thead>
<tr>
<th>Cultural Practice</th>
<th>Category of practice performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very well</td>
</tr>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>FGM</td>
<td>0</td>
</tr>
</tbody>
</table>

*Source: Head teachers questionnaire N=10*

It is evident from the analysis in table 4.22 that 80% of the head teachers felt that parents only put a little effort to avoid FGM practices. Once such girls undergo the rite, they feel different from those who have not gone through the same practice. Most girls undergo the rite between 7 and 10 years of age. In most cases, eradication of FGM among some communities has been difficult since some local administrators
secretly support it. Once girls undergo the rite, they are seen as adults ready for marriage. This is seen as an important practice in the community. Such communities need awareness on the need to curb the practice. (D.N, November 22rd 2012). The finding agreed with that of Onzima (2010) who had observed that some parents do not consider education a priority. They see children, especially girls, as valuables for marriages soon after FGM.

### Table 4.23: Head Teachers’ Response on Early Marriage

<table>
<thead>
<tr>
<th>Cultural Practice</th>
<th>Category of practice performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very well</td>
</tr>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>Discouraging early marriages</td>
<td>0</td>
</tr>
</tbody>
</table>

*Source: Head teachers questionnaire N=10*

From the analysis in table 4.23 majority (50%) of head teachers felt that parents rarely discourage early marriage among their daughters. Only (30%) of the head teachers were of the opinion that parents only put a little effort in discouraging early marriages. The rest (20%) of the head teachers felt that parents did well in discouraging early marriages. Due to poverty, other parents considered early marriage of their daughters as a way of getting wealth for their families. The finding concurred with that of Mariara (2006) who established that girls from poor families are less likely to enroll in primary schools than boys from the same families. Girls are married off early. Parents prefer education for boys to that of girls due to scarcity of resources.
Table 4.24: Head Teacher Response on Attitude towards Education

<table>
<thead>
<tr>
<th>Cultural Practice</th>
<th>Category of practice performance</th>
<th>Very well</th>
<th>Well</th>
<th>A little</th>
<th>Rarely done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive attitude towards</td>
<td></td>
<td>f %</td>
<td>f %</td>
<td>f %</td>
<td>f %</td>
</tr>
<tr>
<td>education</td>
<td></td>
<td>0 0 2 20 6 60 2 20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Head teachers questionnaire  
N=10

From the analysis in table 4.24 the head teacher (20%) felt that some parents were doing well in enforcing a positive attitude towards education while majority (60%) of the head teachers were of the opinion that parents were putting a little effort in promoting a positive attitude towards education. The rest (20%) of the head teachers felt that parents rarely do anything to promote a positive attitude towards education. The finding concurred, to a large extent, with that of Mariara (2006) who had established that parents have a negative attitude towards girls’ education.

4.6.2 Teachers Response on Cultural Practices among Parents

The researcher sought the opinion of the teachers on cultural practices among the parents that affect the academic performance. The teachers gave their opinion on early marriages and FGM. The findings are presented in tables 4.25 & 4.26.

Table 4.25 Teachers’ Response on Early Marriage

<table>
<thead>
<tr>
<th>Cultural Practice</th>
<th>Category of practice performance</th>
<th>Very much</th>
<th>A little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discouraging early marriages</td>
<td></td>
<td>f %</td>
<td>f %</td>
<td>f %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 5 28 70 10 25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Teachers questionnaire  
N=40
It was noted from the analysis in table 4.25 that most teachers (70%) felt that parents were putting only a little effort to discourage early marriage. Only 5% of the teachers felt that parents were doing a lot while 25% of teachers felt that parents were not doing anything to discourage the cultural practice. Probably, some parents felt that once girls are married off they would avoid some responsibilities. The finding concurred with that of mariara (2006) who established that some parents see girls as valuables for marriage and tending gardens.

<table>
<thead>
<tr>
<th>Cultural Practice</th>
<th>Category of practice performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very much</td>
</tr>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>FGM</td>
<td>0</td>
</tr>
</tbody>
</table>

*Source:* Teachers questionnaire

From the analysis in the table 4.26, teachers (90%) felt that parents put only a little effort to discourage FGM practices. The rest (10%) were of the opinion that parents do nothing to discourage FGM practices. Most girls are married off soon after the rite. Early marriage of girls is seen as a source of income to the family. The findings of the study are related to that of Onzima (2010) who observed that some families see girls as valuables for marriage.
4.6.3 Pupils Response on Cultural Practice among Parents

The researcher found it necessary to seek opinion of the standard 8 pupils on the presence of cultural practices among the parents. They gave their opinion on the presence of the practice.

Table 4.27: Pupils Response on Presence of Cultural Practices

<table>
<thead>
<tr>
<th>Cultural practice</th>
<th>Response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of a cultural practice hindering education</td>
<td>Yes</td>
<td>105</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Pupils Questionnaire  
N= 140

It is evident from the analysis in table 4.27 that most standard 8 pupils (75%) were of the opinion that there were cultural practices hindering their education. These could be early marriage and FGM among others. Only 25% of standard 8 pupils felt that there were no such cultural practices to hinder their education. Such pupils could be those of educated parents and had abandoned such practices. The finding also concurred with that of Onzima (2010) who established that some parents see girls as valuables for tendering garden and marriage.

It can therefore be concluded that head teachers (80%) felt that most parents put a little effort in avoiding FGM and majority of the parents rarely discouraged early marriage. These cultural practices adversely affected academic performance in primary schools. It was also noted that 60% of the head teachers felt that majority of the parents did not have a positive attitude towards education. This could be due to
illiteracy among the parents. A similar opinion was noted among the teachers. Teachers (70%) felt that majority of parents only put a little effort to discourage early marriages while 90% of teachers felt that parents only put a little effort to avoid FGM. The standard 8 pupils (75%) acknowledged that there were some cultural practices hindering their education.

4.7 Parental Background Affecting Academic Performance in Public Primary Schools

The researcher found it necessary to confirm some parental background that seemed to affect academic performance. It was necessary to seek views of head teachers, teachers and standard 8 pupils.

4.7.1 Head Teachers Response on Parental Background

The researcher felt that parental background affect academic performance in public primary schools. The researcher therefore decided to seek opinion of the head teachers on parental background. The head teachers gave their opinion on motivation to learning and provision of lighting and space by the parents.

<table>
<thead>
<tr>
<th>Background</th>
<th>Category of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very well</td>
</tr>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>Motivating children to learn</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Head teachers questionnaire

N=10
According to the analysis in table 4.28, 60% of the head teachers felt that parents put only a little effort to motivate their children to learn. Only 30% of the head teachers felt that parents did anything. The rest of the head teachers were of the opinion that parents rarely motivate their children to learn. The rest (10%) of the head teachers felt that parents did well in motivating pupils to learn. This made pupils to perform poorly in schools. The finding concurred with that of Dennis (2011) who establishes that parents with an experience of family conflicts and parental separations are not able to motivate their children to learn. There was a need to create awareness to parents on the need to motivate pupils to learn. Lack of motivation leads to low academic achievement. Also the findings concurred with that of Onzima (2010) who observed that there is a positive correlation between the parents’ level of education and child’s academic performance, father education influencing more than that of the mother. Educated parents monitor and supervise their children academic progress. Onzima (2010) had also observed that educated parents do not have time for their children to encourage them to learn. This leads to low academic achievement.

**Table 4.29: Head Teacher Response on Provision of Lighting and Space**

<table>
<thead>
<tr>
<th>Background</th>
<th>Category of performance</th>
<th>Very well</th>
<th></th>
<th>Well</th>
<th></th>
<th>A little</th>
<th></th>
<th>Rarely done</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Providing lighting/space</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>40</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

*Source: Head teachers questionnaire*  
*N=10*

It was evident from the analysis in table 4.29 that 50% of the head teachers acknowledged that parents did nothing to provide space and lighting to facilitate private studies of their children. Only 40% of the parents put a little effort in
providing space and lighting for their children. The rest 10% of the head teachers felt that parents were doing well in the provision of space and lighting at home. The finding concurred with that of Onzima (2010) who had also observed that school academic success depends on the amount and type of parental background of the family. Parents with a good academic background will see the need to provide space/lighting for their children to facilitate private studies.

### 4.7.2 Teachers response on parental background

The researcher also sought the views of the teachers on parental background which included conducive home environment for learning and parent’s school support.

<table>
<thead>
<tr>
<th>Parental background</th>
<th>Category of performance</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of conducive home environment</td>
<td>Very much</td>
<td>0</td>
<td>0</td>
<td>32</td>
<td>80</td>
<td>8</td>
<td>20</td>
</tr>
</tbody>
</table>

*Source: Teachers questionnaire N=40*

It is clear from the analysis in table 4.30 that 80% of the teachers felt that parents only put a little effort in providing a conducive home environment for their children. The rest (20%) of teachers were of the opinion that parents do not provide a conducive home environment for their children at all. The finding was in agreement with that of Dennis (2011) who had observed that children whose home environment is not conducive do not do well at school. Such families have a tradition of regular conflicts. Most pupils were unable to well due to lack of conducive home
environment. Sometimes parental separations, divorce and lack of commitment to children education adversely affect academic performance.

### Table 4.31: Teachers’ response on parents’ school support

<table>
<thead>
<tr>
<th>Parental back ground</th>
<th>Response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of school support</td>
<td>Yes</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>38</td>
<td>95</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Teachers Questionnaire  
N= 40

From the analysis in the table 4.31, most teachers (95%) were of the opinion that parents do not provide the required support to schools probably due to their education background. Only 5% of teachers felt that parents provide support to schools. Lack of school support by parents contributes to low academic achievement of their children. In his study on parents socio-economic status and pupils educational attainment, Onzima (2010) had observed that parents level of education influences pupils academic performance positively. Such parents offer enough support to both schools and pupils.

### 4.7.3 Pupils’ response on parental background

The researcher thought it necessary to get views of standard 8 pupils concerning the influence of parental background on pupils’ academic performance. The pupils gave their views on provision of reading materials at home and their encouragement to learn by parents. The findings are presented in tables.
Table 4.32: Pupils’ response on provision of reading materials at home

<table>
<thead>
<tr>
<th>Back ground</th>
<th>Response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of reading Materials at home</td>
<td>Yes</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Sometimes</td>
<td>70</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Pupils Questionnaire  N=140

From the analysis in table 4.32, most pupils (50%) acknowledged that parents sometimes provide them with other reading materials at home. Also 40% of the standard 8 pupils confirmed that their parents did not provide other reading materials at home. The rest (10%) of the standard 8 pupils confirmed that parents provided them with other reading materials at home. Those pupils not getting extra reading materials could be among the poorly performing at school. The finding was in agreement with that of Onzima (2010) who had established that parents with a good education back ground (educated parents) offer support to their children in education. Educated parents find the need to buy extra reading materials for their children. There is a need to educate parents on the same during school meetings. Chidren are likely not to get enough academic support from their illiterate parents.

Table 4.33: Pupils Response on Encouragement to Learn

<table>
<thead>
<tr>
<th>Parental back ground</th>
<th>response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouragement to learn</td>
<td>Yes</td>
<td>56</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>84</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Pupils Questionnaire  N=140
It was also evident from the analysis in table 4.33 that 40% of standard 8 pupils felt that they were getting encouragement to learn from their parent compared to 60% of the pupils who did not get any encouragement. It seemed that majority of the parents did not have a good education back ground and could not therefore see the need for the encouragement. The finding is also supported by Onzima (2010) who observed that parents with a good education back ground support their children better in education than illiterate parents.

In conclusion, most head teachers (60%) confirmed that pupils got a little motivation from their parents while the rest (30%) of the head teachers acknowledged that pupils got no motivation from their parents. Only 10% of the head teachers felt that pupils were well motivated to learn by their parents. Only 40% of the head teachers had the feeling that parents put a little effort in providing space/lighting at home while 50% of them felt that parents rarely did anything. Teachers felt that parents only put a little effort to provide a conducive home environment. Also, teachers confirmed that parents did not provide support to schools. Pupils (50%) confirmed that their parents sometimes providing reading materials at home. Some pupils (40%) felt that parents did not provide any reading materials at home. Also 60% of the pupils confirmed that they were not getting any encouragement to learn from their parents.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of findings, conclusion and recommendations drawn from the findings in connection with parental influence on academic performance in public primary schools in Nakuru North District, Nakuru County.

5.2 Summary

The study findings from the analyzed data were presented under themes derived from the research questions of the study. The following were the research questions of the study:

i) What are the parental roles that influence the academic performance in public primary schools in Nakuru North District?

ii) What are the parental economic factors that determine the academic performance in public primary schools in Nakuru North District?

iii) Are there some cultural practices among parents that affect academic performance in public primary schools in Nakuru North District?

iv) Does the parental background affect academic performance in public primary schools in Nakuru North District?

The collected data was analyzed and then results interpreted as well as discussed. The study revealed that there are parental roles that influence academic performance in public primary schools. It was the view of most head teachers that parents attend school meetings but they only play a little role in the discipline of their children. In addition, head teachers were of the opinion that parents play a little role in
discouraging absenteeism. Only a few head teacher confirmed that parents do well in
discouraging absenteeism. A good number of the head teachers felt that parents
cultivated a little respect for teachers while other parents do nothing. Majority of the
head teachers were of the view that parents played a little role as role models while
some could not be role models among their children. Only a few parents could be
role models to their children. Most teachers felt that parents did not cultivate respect
for teachers at all but a few were putting a little effort. Very few parents cultivate
respect for teachers. Most standard 8 pupils acknowledged that their parents were
not good role models.

It was evident from the study findings that most head teachers confirmed that parents
paid examination fees well. They felt that parents rarely supplemented reading
materials to their children at home except a few who put a little effort. A few of the
parents were however doing well in supplementing reading materials to their children.
Majority of the teachers felt that pupils were abused at home through child labour
except a few who had a contrary opinion. According to the pupils, most parents did
not provide enough basic needs.

The findings also confirmed that cultural practices affect academic performance in
primary schools. Most head teachers felt that parents put a little effort to discourage
FGM while a few were discouraging it. Most head teachers also felt that parents were
not doing anything to discourage early marriages. Also most head teachers felt that
parents put a little effort in enforcing a positive attitude towards education but a few
do nothing. Majority of the teachers felt that parents were putting a little effort to
discourage early marriages while a few were of the view that parents did nothing. In
their response, most standard 8 pupils confirmed that cultural practices hindered their academic performance.

The study findings also confirmed that parental back ground affects academic performance of pupils. Most head teachers felt that due to their back ground, parents offer a little motivation to their children. Only a few parents do well in motivating their children. Other parents still do nothing to motivate their children. The head teachers also confirmed that parents only do a little to provide lighting/space for their children at home. Quite a good number of the head teachers still felt that parents did not bother. Very few headteachers felt that parents were doing well in provision of lighting and space to their children. Most teachers felt that parents put a little effort in provision of conducive home environment for their children but a few felt that parents do nothing. Teachers also felt that parents did not provide school support as expected except very few who paid fee in good time. According to the standard 8 pupils, parents sometimes provided reading materials. Some parents still did not provide reading materials at home while a few parents normally provided reading materials to their children at home. Majority of the standard 8 pupils confirmed that parents did not encourage them to learn.

5.3 Conclusion

From the study findings, it was confirmed that there are some parental roles that affect academic performance among the pupils. The attendance of school meetings by the parents, disciplining and discouraging absenteeism among pupils by the parents are some of the roles. Parents also need to cultivate respect for teachers by being good role models to pupils. All the headteachers confirmed that parental roles affect the
academic performance of pupils. Also, all teachers acknowledged that there are parental factors which influence academic performance. It was also apparent from the study that there are some parental economic factors that determine academic performance among pupils. The ability of the parents to pay examination fees and supplement reading materials are some of these factors. Also, child labour and provision of basic needs by the parents are other parental economic factors. Headteachers felt the parents were not able to supplement reading materials. Teachers acknowledged that child labour practiced at home determine academic performance. Pupils acknowledged that parents did not provide basic needs to support their education.

Some cultural practices affect academic performance among the pupils. The FGM, early marriages and attitude towards education are some of these cultural practices. Both head teachers and teachers confirmed that FGM affects academic performance while pupils confirmed the existence of the practice in the community. Also, both head teachers and teachers acknowledged that early marriages affect academic performance. According to the head teachers, parents did not do enough to enforce a positive attitude towards education. Most head teachers (60%) felt that parents did a little to motivate their children. Only a few of the head teachers felt that parents did well to motivate pupils. They also felt that pupils were not provided with lighting or space at home. Teachers (80%) also felt that parents did a little to provide a conducive environment at home. They also felt that parents did not provide school support as expected. Most standard 8 pupils felt that they did not get encouragement from their parents to learn. However, most pupils felt that parents sometimes provided reading materials while other pupils felt they were not provided.
5.4 Recommendations

Based on the research findings the following recommendations were made.

i). Parents should always discourage absenteeism of their children from school. They should work with class teachers to curb the situation.

ii). Respect for teachers should be cultivated by the parents to enhance learning in school among pupils. During parents meeting parents should be educated on the need for pupils to respect their teachers.

iii). Parents should be educated on the need to create a conducive home environment for their children. Any academic performance is related to the Childs home environment in addition to that of the school.

iv). Pupils should not be overworked at home in order to promote learning. This will enable them to complete the assignment in good time.

5.5 Suggestions for Further Study

Based on the findings, the researcher suggested the following studies:

i). A similar study be carried out in the whole of Nakuru County in order to get more reliable information on parental influence on academic performance.

ii). A study on effects of staffing in public primary school on academic performance can be done.

iii). A study on effects of socio-economic status of parents on pupils’ academic performance can be carried out.

iv). A study on effects of availability of local brew on academic performance in public primary schools can be carried out.
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APPENDICE

APPENDIX I: HEADTEACHERS QUESTIONNAIRE

SECTION (A) DEMOGRAPHIC INFORMATION

Indicate the correct option by inserting a tick ( ) on the appropriate box provided.

1. What is your sex?  
   A. Male [ ]  B. Female [ ]

2. What is your age?
   a) Below 30 [ ]  b) 31-35 [ ]  c) 36-40 [ ]
   d) 41-45 [ ]  e) above 46 [ ]

3. What is your professional qualification?
   a) P1 [ ]  b) Diploma in education [ ]
   c) S1 [ ]  d) B.ED [ ]
   e) any other specify .................................................................

4. What is your experience as a teacher in years?
   a) Below 5 [ ]  b) 5-10 [ ]  c) 11-15 [ ]
   d) 16-20 [ ]  e) 21-25 [ ]  f) Above 26 [ ]

5. Indicate your experiences as a head teacher in years
   a) Below [ ]  b) 5-10 [ ]  c) 11-15 [ ]
   d) 16-20 [ ]  e) Over 21 [ ]
SECTION (B) PARENTAL INFLUENCE ON ACADEMIC PERFORMANCE

1. Rate the parent role performance using the following aspects Tick( ) in the appropriate box

4- Very well    3-well    2-a little    1- rarely done

<table>
<thead>
<tr>
<th>S/N</th>
<th>ROLES</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attendance of school meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Discipline of pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Following of pupils academic performances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Discouraging absenteeism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Respect for teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Being role models</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>willing to help the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Avoiding child labour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Purchase of school uniform</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Paying examination fees etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Avoiding F.G.M. among pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Discouraging early marriage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Positive attitude towards elders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Supplementing reading materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Avoidance of drug abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Promoting family unity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Motivating children to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Providing space/ lighting at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. Identify one cultural practice that influences academic performance in your school.

...........................................................................................................................................................................

20. Briefly explain how the cultural practice identified in (19) above can be curbed.

...........................................................................................................................................................................
APPENDIX II: TEACHERS QUESTIONNAIRE

SECTION (A): DEMOGRAPHIC INFORMATION

1. What is your age? a) Below 30 [ ] b) 31-35 [ ] c) 36-40 [ ]
   d) 41-45 [ ] e) Above 46 [ ]

2. Identify your professional qualifications
   a) P1 [ ] b) Diploma in education [ ] c) B.E.D [ ]
   d) M.E.D [ ] e) Others Specify

3. How long have you been in the school a) Less than 5 years [ ] b) 5-10 years [ ]
   c) 11-16 years [ ] d) Above 16 years [ ]

SECTION (B): PARENTAL INFLUENCE ON ACADEMIC PERFORMANCE

1. Do you think parents give schools the required support to promote pupils academic performance? a) Yes [ ] b) No. [ ]

2. Briefly explain how parents influence pupils discipline

3. Are you satisfied with the way most parents play their role in and outside the school? a) Yes [ ] b) No. [ ]

4. Do some children show signs of child abuse from home in the school? a) Yes [ ] b) No. [ ]

5. Comment on how parents take the issue of cost sharing in education

6. Rate the performance of most parents in the following roles
   3= very much 2= a little 1 not at all

<table>
<thead>
<tr>
<th>S/N</th>
<th>ROLES</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discouraging early marriage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FGM avoidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Motivating pupils to learn</td>
<td></td>
<td></td>
<td></td>
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<td>4</td>
<td>Providing conducive home environment to study</td>
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<td>5</td>
<td>Respect for staff</td>
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</tbody>
</table>
APPENDIX III: PUPILS’ QUESTIONNAIRE

SECTION (A): DEMOGRAPHIC INFORMATION

1. What is your sex  
   a) Male [    ]  b) Female [    ]

2. For how long have you been in this school  
   a) Less than 4 years [    ]  
   b) 5-7 years [    ]  c) 8 years [    ]

3. How old are you?  
   a) Less than 5 years [    ]  b) 5-10 years [    ]  
   c) 11-14 years [    ]  d) Above 15 years [    ]

SECTION (B): PARENTAL INFLUENCE ON PUPILS ACADEMIC PERFORMANCE

1. Are you satisfied with the way your parents / guardian plays his/her role in your education?  
   a) Yes [    ]  b) No [    ]

2. Do you think your parents / guardian are role models  
   a) Yes [    ]  b) No [    ]

3. Explain briefly how your parent/guardian responses to any invitation to school by the teacher

4. Does your parents provide all basic needs to support your education e.g. exams, uniforms etc.  
   a) Yes [    ]  b) No [    ]

5. Are there some cultures practices e.g. early marriage in your home area that hinder pupils academic performance  
   a) Yes [    ]  b) No [    ]

6. Do your parents provide other reading materials to read at home apart from what you get from school?  
   a) Yes [    ]  b) No [    ]  c) Sometimes [    ]

7. Do your parents encourage you to learn?  
   a) Yes [    ]  b) No [    ]

8. Explain briefly whether your home environment is conducive for learning

                                                                                           
### APPENDIX IV: BUDGET

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Budget items</th>
<th>Kshs</th>
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<tr>
<td>1</td>
<td>Review of related literature</td>
<td>3,200</td>
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<tr>
<td>2</td>
<td>Development of research instruments @ 30/= per page (7x30)</td>
<td>210</td>
</tr>
<tr>
<td>3</td>
<td>Photocopying of instruments 7 pages at 3/- @ x10</td>
<td>210</td>
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<tr>
<td>4</td>
<td>Transport and subsistence;</td>
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<td>- Travel to schools by public means for 12 days @ 400/=</td>
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<td>- Meals and refreshment during field work for 12 days @ 200/=</td>
<td>2,400</td>
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<td>5</td>
<td>Data collection; Distribution &amp; collection of filled up questionnaires from respondents</td>
<td>2080</td>
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<td>6</td>
<td>Data Analysis</td>
<td>2,900</td>
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<td>7</td>
<td>Stationeries</td>
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<tr>
<td>8</td>
<td>Production of research project copies (4 copies @ 625/=)</td>
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<tr>
<td>9</td>
<td>Binding of proposal &amp; project report</td>
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<td><strong>Total</strong></td>
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<td><strong>21,300</strong></td>
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APPENDIX V: NAKURU NORTH DISTRICT EDUCATION

NYANDARUA DISTRICT

RONGAI DISTRICT

ZONES
## APPENDIX VI: TIME FRAME/ WORK PLAN

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>JAN 013</th>
<th>FEB 013</th>
<th>MAR 013</th>
<th>APR 013</th>
<th>MAY 013</th>
<th>JUN 013</th>
<th>JUL 013</th>
<th>AUG 013</th>
<th>SEP 013</th>
<th>OCT 013</th>
<th>NOV 013</th>
<th>DEC 013</th>
<th>JAN 014</th>
<th>FEB 014</th>
<th>MAR 014</th>
<th>AP 014</th>
<th>MAY 014</th>
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<tbody>
<tr>
<td>Identification of a topic</td>
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<td>Writing of concept paper</td>
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<td>Proposal writing &amp; refining</td>
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<td>Re-submission of proposal for marking</td>
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<td>Production &amp; packaging of instruments</td>
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<td>Pre – testing of instruments</td>
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<td>Distribution of instruments &amp; data collection</td>
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<td>Data Analysis</td>
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<td>Report writing and submissions.</td>
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<td>rewriting of reports</td>
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<td>Production of report copies and graduation</td>
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APPENDIX VII: PERMIT

THIS IS TO CERTIFY THAT:

MR. DANIEL W. MACHARIA
OF KENYATTA UNIVERSITY, 13556-2100
Nakuru, has been permitted to conduct
research in Nakuru County
on the topic: PARENTAL INFLUENCE ON
ACADEMIC PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS IN NAKURU NORTH
DISTRICT, NAKURU COUNTY, KENYA
for the period ending: 31st December, 2013

Permit No.: NACOSTI/P/13/8243/402
Date Of Issue: 21st November, 2013
Fee Recieved: Kshs Khs1000.00

Applicant’s Signature

Secretary
National Commission for Science,
Technology & Innovation
APPENDIX VIII: RESEARCH AUTHORIZATION FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Tel: +254-20-2213471, 2241849, 216571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke

Ref. No. NACOSTI/P/13/8243/402

Date: 21st November, 2013

Daniel W Macharia
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Parental influence on academic performance in public primary schools in Nakuru North District, Nakuru County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nakuru County for a period ending 31st December, 2013.

You are advised to report to the County Commissioner and County Director of Education, Nakuru County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSc.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nakuru County.
APPENDIX IX: RESEARCH AUTHORIZATION FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubpn@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/22835/10
Date: 14th August 2013

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. MACHARIA DANIEL WAITHAKA - REG. NO. E55/CE/22835/10

I write to introduce Mr. Macharia Daniel Waithaka who is a Postgraduate Student of this University. He is registered for an M.Ed degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Mr. Macharia intends to conduct research for a thesis project entitled, “Parental Influence on Academic Performance in Public Primary Schools in Nakuru North District, Nakuru Country, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

LNM/fwk
OFFICE OF THE PRESIDENT
MINISTRY FOR INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT

Deputy Sub-County Commissioner,
Nakuru North Sub-County,
P. O. Box 21,
RAHATI

28th November 2013

District Officers,
Bahati Division
Kiamaina Division
Dundori Division

RESEARCH AUTHORIZATION

This is to inform you that Daniel W. Macharia has been authorized to carry out research in Nakuru North Sub-County District on “Parental influence on academic performance in public schools in Nakuru North Sub-county, Nakuru County” for a period ending 31st December 2013.

By a copy of this letter chiefs are requested to give the necessary assistance to him.

G.K. ITHAI
Ag. DEPUTY COUNTY COMMISSIONER
NAKURU NORTH SUB-COUNTY

COPY TO:

Daniel W. Macharia
District Education Officer
NAKURU NORTH SUB-COUNTY
APPENDIX XI: RESEARCH AUTHORIZATION FROM DISTRICT EDUCATION OFFICER

MINISTRY OF EDUCATION

Telegams: “LEARNING”
Telephone: 020-2103613
When replying please quote

DISTRICT EDUCATION OFFICE
NAKURU NORTH
P.O. BOX 50
BAHATI

November 27, 2013

Re: NKU.N/ED/66/14

DANIEL W. MACHARIA
KENYATTA UNIVERSITY
P.O BOX 48486
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research vide Ref: CDE/NKU/GEN/4/1/2(283) dated 26/November on “Parental influence on academic performance in public schools in Nakuru North, Nakuru County, and Kenya”

I am pleased to inform you that you have been authorized to carry out research in schools for a period ending 31st December, 2013.

It is noted that the research is being undertaken on behalf of Kenyatta University

By a copy of this letter, all Headteachers of schools in Nakuru North District are expected to render support to the officer during the period of research.

LEONARD K. ONGORI
FOR: SUB-DIRECTOR EDUCATION OFFICER
NAKURU NORTH DISTRICT.

C.C.
COUNTY DIRECTOR
NAKURU COUNTY