

Comparative Analysis Of Selected Parental Factors And Academic Achievement Among Pupils In Primary Schools In Machakos County, Kenya

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Abstract: This study sought to analyse comparatively influence of selected parental factors on academic achievement among pupils in primary schools in Machakos Count, Kenya. A descriptive survey design was used. A sample size of 315 informants from a target population of 3155 was used. The respondents comprised of grade three pupils, grade three teachers, and grade three parents. The validity of instruments was enhanced through the use of the triangulation approach while the test-retest approach was used to assess instrument reliability. Data collection tools were questionnaires for grade three teachers, an interview schedule for grade three parents, pupils and document analysis of the pupils' academic record. The collected data were analysed qualitatively and quantitatively. The findings revealed that the academic performance of pupils in grade three in Machakos County is affected by parental involvement, which was notably based on parents' gender and parents' economic status. According to the findings, most parents were involved in their children's education; however, the level of participation varied from family to family and in different ways. The study recommended that the schools need to increase the number of academic clinics to motivate more parents to involve in their children's education in order to improve the academic performance of pupils in Machakos County. The results of the study could be helpful to the Kenyan government, which could use them to develop policies on parental participation in education activities among pupils in primary schools.

Keywords Comparative analysis, Parental factors, Academic achievement, Primary schools.

I. INTRODUCTION

There Is Prevalent Evidence From Research That Parental Participation In Child Learning Helps Children Do Better Academically (Tus, 2021; Hornby & Blackwell, 2018). In A Larger Sense, Education Is Seen As A Shared Duty Of Different Stakeholders, Such As Parents, Teachers, Governments, And The Community, Rather Than The Sole Responsibility Of The School. Parental Factors Such As Parents' Gender And Parents' Income, Are Vital For Pupils' Academic Achievement Since Parents Are The Pupils' First Teachers. (Lawrence & Fakuade, 2021; Day, 2018). However,

Research Shows That Parental Involvement Is Low (William, 2017; Auma, 2018). Studies Conducted In European Countries Shows That Males Are Less Likely Than Women To Help Their Children With Schoolwork (Del Boca Et Al., 2020). This Was Also Confirmed By A Study Done By De Lange, Dronkers And Maarten (2014) Which Sought To Determine The Effects Of Single-Family Parenting Styles On Youngsters' Learning Progress In Tertiary Schools In Europe. The Study's Findings Revealed That Students From Single Motherhood Families Scored Approximately 14% Lower Than Those With Their Fathers And Mothers Alive. Those Who Stayed With The Mother And A Guardian Scored On Average 10 Points

Lower. It Is Imperative To Point Out That The Above Studies Reviewed Examined The Influence Of Parental Gender In Secondary School Settings; Therefore, The Current Study Sought To Compare How Parents' Gender And Social-Economic Status Influence Their Involvement In Primary Pupils' Academic Achievement.

In The Developing World, Parental Intervention Has Preoccupied Research Projects. Even So, It Is Only Now Becoming A Focal Point Of Concern In Africa. In South Africa, Allowing Parents To Participate In Education Has Largely Been Constrained By School Policies And Volunteer Ship On Events Within The School (Malluhi & Alomran, 2019). According To Action Aid (2008), There Are Just A Few Parents Who Are Actively Concerned With School Matters In Countries Like Burundi, Senegal, And Uganda. Parents Could Visit Schools More Often, Like Nine Times Within A Year, And Many Such Visits Are Due To Disciplinary Issues. This Shows That Parental Involvement Is Low Regionally. This Low Parental Involvement Could Be Because Of Challenges Brought By Parental Issues Like Parental Gender, Parents' Economic Position, And Parent Education Background. Therefore, The Current Research Sought To Find Out The Policies That Can Be Put In Place Towards Increasing The Involvement Of Parents In Primary Schools.

In The Kenyan Context's Available Research Reveals Low Parental Involvement (Mudaki, 2016). However, The Research On Parental Participation In Pupils' Education In Lower Primary Schools Has Been Limited And Most Studies Locally Have Focused On Pre-Schools And Upper Primary; Therefore, A Study In The Lower Primary, Which Serves As A Foundation For Later Academic Achievement Is Needed. A Study Conducted By Mwangi (2019) Notes That Universal Primary Education In Kenya Has Several Costs That Are Not Easily Identified Making The Education Not That Free. Often, Poor Parents Cannot Afford It Because They Cannot Cater To The Hidden Cost Of Education, Such As Paying Fees For Exams, Photocopying Costs, And Providing The Adequate Materials Needed For Implementing The Curriculum In Schools. Similarly, A Study Conducted By Omurwa (2019) In Nairobi City-County On How Parents' Socio-Economic Status Influences The Perception Of The Quality School Environment In Pre-Primary Schools Revealed That Parents From High Social-Economic Class Perceive Higher Standards For The Pre-School Environments. However, This Research Was Carried Out In The Capital City With Very Different Demographics And Social-Economic Activities Than Most Other Primary Schools In Other Regions. As A Result, Generalizing Its Results Would Result In A Lack Of Efficacy In Implementing Them. Therefore, The Current Study Targeted Semi-Rural Areas And Lower Primary, And A Comparative Approach Was Used To Provide Insight Into How Selected Parental Factors Influence Academic Achievement.

The Provision Of Quality Education In Machakos County Has Been A Challenge, Just Like In Most Parts Of The Country. This Is Depicted In Pupils' Glaring Disparities In Performance In All Levels Of Examination, Where The Number Of Pupils Performing Well Is Small Compared To The Number Of Pupils Sitting For The K.C.P.E. And Other

Examinations (Gichobi, 2018). This Low Performance Might Be Due To Low Parental Involvement. However, Limited Literature Exists On How Parents' Gender And Social-Economic Position Could Have Contributed To This, Especially At The Lower Primary Level Where A Competence-Based Curriculum Has Been Implemented. Previous Studies Conducted Locally, Majorly, Have Been In Reference To The Former 8.4.4 System Of Education And Other Parental Factors Such As Challenges Parents Face In Their Involvement. Therefore, It Is Against This Background This Study Sought To Determine A Comparative Analysis Of How Parent Gender, Parent Economic Status Influence Pupils' Academic Achievement In Primary Schools In Machakos County.

STATEMENT OF THE PROBLEM

In Comparison To Neighbouring Counties, Pupils' Examination Results In Primary Schools In Machakos County Are Poor. Over The Years, The School Board Of Management's Strategic Plan And Staff Meetings/Proceedings Have Failed To Boost Academic Performance. This Can Be Attested By Reports From The Education Office Of The Director Of Education, Machakos County. The Number Of Students Who Perform Well Is Limited In Comparison To The Number Of Students Who Sit For The K.C.P.E And Other Levels Of Examinations For Example, The K.C.P.E Analysis Of 2019 Shows That Performance Over The Past Five Years Has Remained Below The 50-Mean Mark With A Deviation Of Plus Or -2. This Dismal Academic Performance Has Raised Concerns From Students, Teachers, Parents, The Community, And The Government. The Poor Performance Of Students In Schools Has Been Blamed On Teachers. It Is Self-Evident That Parental Intervention Has Been Found To Increase Students' Performance, And As A Potential Solution To Underachievement, It Is A Cure For Educational Problems. The Low Academic Performance Of Primary School Pupils May Be A Result Of The Failure Of Parental Participation In School Matters. This Might Have Made Pupils Lack Essential Learning Materials Vital For Teaching And Learning For The Competence-Based Curriculum. Locally, Research On Parental Involvement Has Not Been Done Extensively, And Available Studies Have Been Done In Reference To The 8.4.4 System Of Education. Therefore, There Is A Need To Explore How Parents' Engagements In Their Children's Educational Activities Influence The Academic Outcome Of The Pupils. Therefore, The Current Study Sought To Establish A Comparative Analysis On The Influence Of Selected Parental Factors On Pupils' Academic Achievement In Machakos County.

OBJECTIVES OF THE STUDY

- The Following Objectives Guided This Study To:
- ✓ Find Out The Influence Of Gender Differences In The Nature Of Parental Involvement On Academic Achievement Of Pupils Of Primary Schools In Machakos County.

- ✓ Compare Parents' Economic Status And Their Pupil's Academic Achievement In Primary Schools In Machakos County.

RESEARCH QUESTIONS

- The Questions Guiding The Study Were;
- ✓ What Are The Influences Of Parents' Gender Differences In The Nature Of Their Involvement In Pupils' Academic Achievement In Public Primary School' In Machakos County?
 - ✓ What Are The Influences Of Parents' Economic Status On Pupils' Academic Achievement In Primary Schools In Machakos County?

II. METHODOLOGY OF RESEARCH

A. RESEARCH DESIGN

Data Of Quantitative And Qualitative Nature Was Used. The Research Utilized A Descriptive Survey Design. According To Mugenda And Mugenda (2013), A Descriptive Study Explains The Current State Of Affairs The Researcher Used This Design To Create Questions That Elicited The Desired Details, Classify Respondents, Determine How The Survey Was To Be Performed, And Summarize The Data To Include The Descriptive Information For Comparative Purposes.

B. TARGET POPULATION

According To Kothari (2013), The Target Population Is The Total Number Of People The Researcher Is Interested In Studying. The Target Population In This Study Included; Grade Three Teachers, Grade Three Pupils And Their Parents/Guardians In Machakos County.

C. SAMPLE SIZE

Sample Size Is Representative Of The Whole Population. Kombo And Tromp (2006) Suggest The Size Of The Sample Ranges From 10 To 30 Percent For A Relatively Small And Clearly Defined Population.

Population Category	Target Population	Sampling Constant	Sample Size
Grade Three Parents	1502	10%	150
Grade Three Pupils	1502	10%	150
Grade Three Teachers	151	10%	15
TOTAL	3155		315

Source (Researcher, 2021)

Table 3.1: Sample Size

D. SAMPLING PROCEDURE

The Respondents For The Study Were Chosen Using A Combination Of Stratified Simple Random Sampling And Purposive Sampling Methods, Machakos Sub-County Was Purposively Sampled From Among The Eight Sub-Counties

That Make Up Machakos County. Primary Schools Were Divided Into Two Groups: Public Schools And Private Schools, Which Served As The Study Strata. With The Help Of A Stratified Sampling Method, Eight Public Primary Schools And Seven Private Primary Schools Were Proportionately Selected, Resulting In A Total Of 15 Primary Schools Representing 10% Of The Total Number Of Primary Schools In Machakos Sub-County. It Was Possible To Include Both Public And Private Primary Schools In The Study Because Of A Stratified Sampling Technique. At Least 10 Percent Of The Target Population Of Grade Three Pupils Were Chosen Through Simple Random Sampling. This Is According To Laken (2022), Who Opines That A 10 Percent Sample Is Ideal For A Larger Population, And A 30 Percent Sample Is Ideal For A Smaller Population. Therefore, 150 Grade Three Pupils Were Selected, And Their Parents Were Purposively Sampled. According To (Mugenda & Mugenda (2003) Cases Should Be Hand-Picked In Purposive Sampling. As A Result, 315 Respondents Provided Information For This Study.

E. DATA ANALYSIS TECHNIQUES

Data Were Analysed Both Quantitatively And Qualitatively. Data Of Qualitative Nature Was Obtained From Parents And Pupils' Interviews And Also From Open-Ended Items In The Teacher's Questionnaires Then Was Analysed Thematically And Presented In Narratives While, Quantitative Data Were Grouped Into Different Categories Depending On The Respondents' Responses. Each Category Helped Establish Themes, Differences, Similarities, And Patterns That Were Used To Summarize Data Using Descriptive Statistics Such As Percentages And Frequencies. The Data Was Analysed Appropriately Through The Use Of Statistical Package For Social Sciences (SPSS Version 24.0). Version 24.0 Software Is Preferred Over Others Because It Has Improved Features For Data Analysis Than Previous Versions.

III. RESULTS OF THE RESERCH

RESPONSE RATE

RESPONSE RATE

The Response Rate Was Done To Compare The Number Of Respondents Who Took Part In The Study To The Number Of Sampled Respondents. Table 4.1 Below Shows The Tabulation Of The Response Rate.

	Frequency	Percent
Informants Who Participated In The Study	257	81.6
Informants Who Did Not Participate In The Study	58	18.4
Total Questionnaire Pieces Distributed	315	100

Source: Primary Data 2021

Table 4.1: Response Rate

According To The Preceding Table 4.1 Above, The Study Acquired Data From 315 Respondents, With Only 58

Respondents Who Did Not Participate In The Study. 257 Informants Took Part In The Study, With 15 Of Them Being Grade Three Teachers, 120 Being Grade Three Pupils, And 122 Being Grade Three Parents. The Total Response Rate Of The Study Was 81.6 % (257). This Is In Agreement With The Findings Of Fincham (2016), Who Opines That A Response Rate Of 50 Percent Is "Appropriate" For Analysis And Interpretation Of Findings, 60 Percent Is "Acceptable," 70 Percent Or Above Is "Very Good," And 80 Percent Or Higher Is "Excellent." Therefore, The Current Study's Response Rates Can Be Considered Extremely Good." Based On These Recommended Thresholds. The High Return Rates Were Largely Attributable To Daily Reminders To Teachers About The Significance Of Filling Out And Returning The Questionnaires And The Interview Appointments Set Up Before Collecting Data From Grade Three Pupils And Their Parents For The Interviewees.

GENDER DIFFERENCES IN THE NATURE OF PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION

This Objective Of The Study Sought To Find Out The Gender Variance In The Nature Of Parental Participation In Their Children's Educational Activities In Primary Schools In Machakos County. Questionnaires Were Given To Grade Three Teachers To Show How Selected Parental Involvement Practices Influenced Academic Achievement On A Likert Scale, As Presented In The Table 4.10 Below

Parents Gender	SD		D		A		SA	
	N	%	N	%	N	%	N	%
Both Parents' Supervision Of Students' Work Positively Influences Student's Academic Performance	-	-	2	13.3	4	26.7	9	60.0
Both Parents' Involving Themselves In Reading Together Storybooks With The Pupils Improve Pupils' Literacy Skills	-	-	1	6.7	8	53.3	6	40.0
Fathers Attend Academic Clinics Than Mothers	5	33.3	2	13.3	4	26.7	4	26.7
Mothers Attend Academic Clinics Than Fathers	-	-	3	20.0	5	33.3	7	46.7

Source: Field Data, (2021)

Table 4.2: Influence Of Parental Gender On Pupils' Academic Achievement

Data In Table 4.10 Above Reveals That A Total Of 8 (53.3 Percent) Agreed With The Statement "Parents' Involvement In Reading Together Storybooks With The Children Improves Pupils' Literacy Skills," And More Than

Two-Thirds Of Teachers 9(60 Percent) Strongly Agreed With The Statement "Parents' Supervision Of Students' Progress Positively Influences Student Academic Performance." Teachers Reported That Parents Who Reminded Their Children To Complete Homework Assignments And Frequented The School To Know About Learning Of Their Children Were Likely To Attend School Regularly And Met The Expected Targets In Their Studies. Therefore, This May Suggest That Parents' Participation In Educational Activities Such As Attending Academic Clinics And Reading A Storybook With The Child, Regardless Of The Gender Of The Parent, May Be Associated With Significant Improvements In Students' Literacy And Academic Performance.

The Current Study Findings Agree With Musangu (2017) Who Opine That Increased Parental Support In Their Children's Education Facilitates Improved Performance On Standardized Tests. The Study Looked Into The Disparities In Parental Involvement In Students' Learning In Schools Based On The Gender Of The Parents. The Study Established That Mothers Participated In Educational Activities Such As Academic Clinics More Than Fathers, While Fathers Were More Involved In Buying Books, Uniforms And Paying School Fees.

In Addition, When Teachers Were Asked About The Gender Of Parents Who Attend Academic Clinics, 4 (26.7 Percent) Of Them Strongly Agreed That Fathers Attend More Academic Clinics Than Mothers, Whereas 7 (46.7 Percent) Of Teachers Strongly Agreed That Mothers Attend More Academic Clinics Than Fathers. Teachers Reported That More Mothers Attended School Clinics Than Fathers And That More Mothers Accompanied Their Children In Disciplinary Situations When Compared To Their Fathers. This May Be Because Of Africa's Patriarchal System, In Which Responsibilities Are Divided According To Gender, This May Be The Reason For Disparity In Parental Involvement Between Fathers And Mothers. Traditionally, Mothers Were Responsible For Chores At Home, Such As Looking After The Young Ones And Providing Informal Education To The Girls. At The Same Time, Fathers Were Expected To Provide Solely For The Family's Needs. This May Explain Why, The Majority Of Fathers Are Unconcerned In Assisting Their Pupils With Homework, Attending Academic Clinics In The School, And Reading Storybooks With The Child But May Only Limit Themselves To Providing Financial Support To The Family. The Current Study Findings Agree With Ntekane's (2018) Who Found That Since Mothers Are The Ones Who Stay At Home With The Children, They Provide More Guidance To Their Children On Sexual Risk During Their Schooling Period Than Their Respective Fathers. In Addition, The Current Study's Findings Are Consistent With Several Studies (Schneider, 2018; Tus, 2021)

FREQUENCY IN WHICH PARENTS HELP WITH ACADEMIC WORK

The Study Also Sought To Know The Frequency Of Parents' Engagement In Pupils' School Takes-Home Assignments. Therefore, Parents Were Asked How Many Times Per Week They Assisted Their Children With Their

School Assignments. Table 4.11 Below Shows The Parents' Responses.

Homework Assistance To Children	Frequency	Percent (%)
More Than 4 Times A Week	14	11.5
3 Times A Week	8	6.6
2 Times A Week	21	17.2
Once A Week	12	9.8
Rarely	62	50.8
Never	5	4.1
Total	122	100.00

Source: Field Data (2021)

Table 4.3: Frequency Of Parent's Engagement In Pupils' Take-Home Assignments

Information In Table 4.11 Demonstrates The Study's Outcome On The Involvement Of Parents In Assisting Their Children With Their Homework On A Weekly Basis. Half Of Parents 62 (50.8 Percent) Stated That They Rarely Assisted Their Youngsters With Academic Work. One Possible Explanation For This May Be That The Majority Lack Information On Getting Involved In Their Children's Homework Assistance. In The Study, 5 Parents (4.1 Percent) Admitted Never Helped Their Children With School. When Asked How Often They Helped Their Children With Homework, Only 14 (11.5 Percent) Of The Parents Interviewed Said They Did So More Than Four Times A Week. The Teachers, On The Other Hand, Explained That The Mothers Were In Charge Of Reminding The Children To Complete Their Homework Assignments On Time. However, The Teachers Explained That The Mothers Took The Leading Role In Reminding The Children To Do Homework In Time. This Was Supported By One Male Parent Interviewee Who Said:

My Wife Is The One Who Ensures That The Pupils Complete Their Homework Since She Spends More Time With The Children At Home, Unlike Me, Who Come Late At Night. (Male Self-Employed Parent 023, Public Primary School B, Katoloni Division 23rd November 2021)
The Interview With The Parent Concurred With What One Pupil Said;

Whenever At Home, I Usually Consult My Mother For Homework Assistance Since She Is The Available One. (Female Learner 97, Private Primary School H, Machakos Central, 3rd, November 2021)

Another Pupil Said:

My Mother Often Reminds Me To Do Homework And Accompanies Me To School Whenever My Parents Are Needed. My Father Buys Me Books And A Uniform (Male Learner 023, Public Primary School K, Machakos Mombuni Division 2nd November 2021)

The Above Findings Show That Mothers Are Mostly Consulted In The Homework Compared To Fathers. The Findings Also Reveal That Fathers Are More Involved In Providing The Resources Needed In Schools. The Possible Reasons Behind This May Be That Mothers Are Always Closer To Their Children Than Fathers. This Agrees With Several Studies Done In European Countries That Established That Men Are Reluctant To Help Their Children Complete School Assignments And School-Related Activities Such As Homework (Jaynes, 2016; Patten, 2019).

Similarly, Pupils Explained That They Sought Assistance From Their Mothers Once Since Their Fathers Were Readily Not Available At Home. However, Teachers Also Reported That Most Parents Believe That It's The Work Of The Teachers And The School To Educate The Pupils Hence Their Low Involvement In Their Pupils' Learning. This Was Supported By A Parent Interviewee Who Said;

I Rarely Help My Son With The Homework Since I Work During The Night Shift (Male Employed Parent 34, Public School M, Machakos Central, 4th November 2021)

This Finding May Imply That Parents May Lack Time To Get Involved In Their Children's Academic-Related Tasks Because Of Their Tight Working Schedules In Their Jobs. However, Female Parents Are Likely To Help Their Children With Studies While At Home Indirectly By Creating A Conducive Environment For Learning Since They Are The Parents Who Are Often Available In The Home. The Possible Reason Behind This May Be Because Of A Patriarchal Culture In Kenya Where Most Fathers Instil Fear In Their Children To Ensure Discipline; This Behaviour Hinders The Children From Involving The Fathers In Their Academics And Reaching Out To The Mothers Who Are Perceived As Nurturing And Gentle. These Findings Could Also Imply That Mothers Are More Helpful In Their Children's Learning Than Fathers. The Current Study Findings Agree With Lazarus (2020) Who Sought To Establish Social-Demographic Factors That Influenced Word Reading And Literacy Acquisition In Secondary School Learners In Ibadan, Nigeria. The Study Revealed That Fathers Addressed What Their Children Aspired To Rather Than Discussing Schoolwork Or Assisting With Homework. Similarly, The Study Observed That The Fathers Are More Concerned With Ensuring They Provide The Necessary Resources, Thus Leaving The Mothers To Assist With Homework And Attending Academic Clinics.

COMPARISON OF PARENT'S GENDER AND PARTICIPATION IN SPECIFIC ACADEMIC TASK

The Study Also Wanted To See How Different Parents' Genders Participated In Specific Academic Tasks. Table 4.12 Shows The Results Of The Parents Interviewed.

Activity	Frequency	
	Male	Female
Providing Learning Resources	44	23
Paying School Fees	41	18
Attend Parent Meeting	38	54
Read With/For Pupil	13	51
Material Development	09	66

Source: Field Data, (2021)

Table 4.4: Parents' Involvement In Specific Academic Tasks

The Level Of Parental Involvement In Specific Academic Tasks Differed Depending On Parents' Gender. According To The Findings In Table 4.12 Above, Fathers Were Significantly More Involved In Providing Learning Resources (44 Fathers) And Paying School Fees (41 Fathers) Than Mothers When Compared To Attendance At Parent Meetings Which Was Fairly Evenly Distributed Between Males And Females (38 Fathers And 54 Mothers). However, It Was Discovered That The Mothers Play An Important Role In Reading With And

For Their Children (52 Mothers) And Developing Instructional Materials (66 Mothers).

The Above Study Findings May Imply That Parents' Involvement In Specific Academic Tasks Varies Depending On The Gender Of The Parents. These Findings Were Similar To Those Obtained From Data Collected From The Pupils. 87 (67 Percent) Of The Pupils Stated That They Requested Academic Work Assistance From Their Mothers, As Opposed To Their Fathers. The Pupils Argued That The Fathers Are Often Busy At Work To Help With Academic Problems. One Pupil Said;

My Mother Is The Only One Who Is Available Since My Father, Who Owns A Shop, Comes Very Late When I Am Already Through With My Homework (Female Grade Three Learner, In Public School B, Machakos Central Division, 28th November 2021)

Another Pupil Lamented;

When I Come From School, I Usually Take My Assignment Before I Take Supper With The Help Of My Mother (Female Grade Three Learner, In Private School F Katoloni Division 26th November 2021)

The Above Findings Were Supported By Data From Document Analysis Of Parents' Demographic Information, Which Showed That More Women Are Unemployed, Implying That They May Be Staying At Home, Hence Most Likely To Help Their Children With Academic Work As Most Men Go Out To Their Respective Workplaces And Come Back Late At Home. The Family Dynamics In Africa And Kenya, Where The Man Gets In Late At Night And Goes To Work Very Early In The Morning, May Be The Reason For Fathers' Low Contribution To Their Children's Day-To-Day Children Work. Notably, From The Data Collected, It Can Be Concluded That Fathers Only Carry The Financial Burden Of Ensuring The Children Are In School. The Findings Were Similar To Auma's (2018) Conclusion That Female Parents Were The Most Interested In Their Children's Academic Work While Fathers Were Said To Provide For Their Families While Mothers Took Care Of Their Children's Schoolwork.

PARENTS' ECONOMIC STATUS AND THEIR PUPIL'S ACADEMIC PERFORMANCE

PARENTS' OCCUPATION STATUS

Information On The Occupation Of The Parents Was Collected Through Parents' Interviews. The Findings Are Revealed In Table 4.13 Below.

Gender	Frequency	Percent (%)
Small Scale Business Owner	34	27.9
Large Scale Business Owner	1	0.8
Employed	11	9.0
Unemployed	40	32.7
Small Scale Farmer	31	25.9
Large Scale Farmer	1	0.8
Total	122	100.00

Source: Field Data (2021)

Table 4.5: Parents' Occupation

In Table 4.13, The Study Findings Reveal That More Than A Quarter 34 (27.9%) Of The Grade Three Parents Interviewed Were Small Scale Business Owners Or Small-

Scale Farmers, While 1(0.8%) Were Large Scale Farmers. Additionally, The Majority 40 (32.7%) Of The Respondents Were Unemployed. This Was Confirmed By One Parent Interviewed Who Said:

As An Unemployed Parent, I Rarely Engage With My Children Regarding Academics Since I Am Always Trying To Find Some Work, Even If It Is Washing Clothes For Other People. (Female Parent 003, Public Primary School A, Katoloni Division, 25th november 2021)

The Findings Indicate That Most Of The Parents Interviewed Were Not Employed And Thus Lacked A Source Of Income That Could Enhance Their Provision Of Quality Academic Support. Therefore, It May Be Possible That Their Poor Economic Status May Hamper Them From Contributing To Their Children's Educational Activities. This Is Because The Occupation Of A Person Determines The Amount Of Money Earned, Hence Can Be Used To Determine The Level Of Involvement Of A Parent Towards The Child's Academics. The Findings Are In Agreement With Auma (2018), Who Established That Parents Who Are Employed As Unskilled Labourers May Earn Less Salaries And May Spend A Lot Of Time In Their Work In Order To Make More Money For Their Family Members, Hence, May Get Lowly Involved In Supporting School Activities Of Their Children.

COMPARISON OF PARENT'S INCOME LEVEL AND GRADE THREE PUPILS' ACADEMIC PERFORMANCE

To Rate The Economic Status Of The Parents, The Study Considered That Lower Families Earn Less Than Ksh 22600 Monthly While The Middle- Level Earn A Monthly Income Of Between 22600 To About 199999 Monthly, The Upper Class In Kenya Earns A Monthly Income Of Above Ksh 200000 (Kenya National Bureau Of Statistics Report, 2020) The Current Study Determined Parents' Level Of Income Through The Parents' Interviews. The Parents Were Asked To Indicate Their Income Level Compared To Their Pupil's Academic Achievement As Cross-Tabulated In Table 4.15 Below. The Kenya National Examination Council Uses The Following Grading Scale To Assess Learning Outcomes For The CBC.

Average Monthly Income	Frequency	%	Exceeding Expectations (EE)		Meets Expectation (ME)		Total
			Approaching Expectations (AE)	Below Expectation (BE)	AE	BE	
Less Than 5000	25	20.5	4(16%)	8(32%)	10(40%)	3(12%)	25(100%)
Ksh.5001, To 10,000	45	36.8	10(22%)	14(31%)	16(35%)	5(11%)	45(100%)
Ksh 10,001 To 20,000	28	23.0	9(32%)	6(21%)	7(25%)	5(18%)	28(100%)
More Than 20,000	24	19.7	10(41%)	7(29%)	6(25%)	1(4%)	24(100%)
Total	122	100					

Source: Field Data (2021)

Table 4.6: Comparison Of Parent's Income Level And Grade Three Pupils' Learning Outcome

Table 4.14 Above Reveals Majority Of Parents, 70 (57.3%), Earned An Average Monthly Income Of Ksh 0-10,000. Only 24 (19.7%) Parents Have A Monthly Average Income Above Ksh20, 000. This Implies That The Parents Of Pupils In Machakos County Come From Low-Income Backgrounds; Hence May Explain Their Low Involvement In The Education As Established By Extant Literature. However, The Parents' Low Participation In Their Children's Education-Related Activities May Be Due To Their Busy Schedules Looking For Income-Generating Activities To Improve Their Financial Situation. This Makes Them Have Little Time With Their Children, Let Alone To Engage In The Day-To-Day Academics Of Their Children.

Similarly, It Shows An Increase In Parents' Income Increases Student Performance. The Majority Of Pupils 10(41%) Who Exceeded Expectations Or Met The Learning Outcome Expectation Had An Income Level Of Between Ksh 10,000 To 20 000 In Their End-Of-Term Assessments. Document Analysis Of Pupil's Class Attendance Register Indicated That Most Pupils Who Are Often Sent Home For School Fees Or Resources Are Often From Low-Income Families Where They Struggle To Provide For Their Basic Needs, Let Alone Ensuring Adequate Financial Support For Education.

The Current Study Findings Concur With Mwangi (2019) Who Notes That Universal Primary Education In Kenya Has A Number Of Costs That Are Not Easily Identified, Making The Program Not That Free, And Many Times Parents From Low Social -Economic Status Are Not Able To Afford It Because They Cannot Cater For Such Expenses Like Paying Fees For Exams Photocopying And Providing The Required Learning Resources.

TEACHER'S RESPONSE ON THE INFLUENCE OF PARENT'S ECONOMIC STATUS ON ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS

On A Likert Scale, Grade Three Teachers Were Required To Assess The Influence Of The Following Statements On Academic Achievement Among Grade Three Pupils.' Table 4.15 Displays The Results Of The Study.

Parents Economic Status	SD		D		A		SA	
	N	%	N	%	N	%	N	%
Economically Able Parents Are More Actively Concerned About Their Children's Education Than Parents Who Cannot Meet Their Children's Education Costs. Students From Low-Income Families Have Lower Living Conditions And Self-Esteem Than Those From Higher-Income	2	13.3	-	-	4	26.7	9	60.0
	-	-	3	20.0	5	33.3	7	46.7

Families. Parents Of Students Struggle To Meet Their Children's Educational Needs Due To Financial Constraints, Such As Buying Teaching Aids Needed For A Competency-Based Curriculum.	-	-	-	-	8	53.3	7	46.7
Parents' Ability To Meet Education Costs Influences Pupil's Performance	-	-	-	-	3	20.0	12	80.0

Source: Field Data (2021)

Table 4.7: Influence Of Parent's Economic Status On Academic Performance

Table 4.15 Above Shows The Teachers' Agreement On Statements Related To Parents' Economic Status And Its Influence On Academic Performance. More Than Three-Quarters Of Teachers 12 (80%) Strongly Agreed That "Parents' Ability To Meet Education Costs Influence Pupil's Performance Positively." Additionally, About Two Thirds 9 (60%) Of The Teachers Strongly Agreed With The Statement, "Parents Who Are Financially Stable Are More Concerned About Their Children's Education Than Parents Who Are Economically Unstable." This May Be So Because Education Is Not Cheap. Hence, It Requires That Parents Be Financially Stable To Ensure Their Children Attend School And Obtain A Good And Quality Education.

Similarly, Teachers Reported That Financially Stable Parents Are Likely To Support Educational Programs Such As Field Trips For Their Children. The Possible Reason Behind This May Be Because They Are Interested In Finding Out Whether The Money, They Pay In Schools Yields Any Returns In Terms Of Performance By Their Children Hence Supporting Educational Programs So That Their Children Can Exploit Their Full Academic Potential. Moreover, Economically Stable Parents Create Time To Mentor Their Pupils To Do Better In Their Academics Since There Is A Possibility That They Are Not Always Working, Unlike The Parents Who Are Not Financially Stable. The Latter Is Always Looking For A Means To Earn A Living Or Earn Some Income.

Additionally, Economically Abled Parents Can Provide The Necessary Resources Required For Their Children's Academics And Provide Additional Revision Materials, Giving Them An Advantage Over Other Pupils. This Study Confirms The Owusu, (2018) Findings That Pupils From Economically Unstable Families Performed Significantly Worse Than Other Students. This Is Because Their Parents Are Not Economically Stable To Provide The Required And Additional Academic Materials To Facilitate The Learning Process. The Study Argues That Students From Financially Stable Families Perform Better Since They Possess All The

Necessary Reading Materials. Sometimes The Students Have Personal Tutors Who Help Them Navigate Their Academics.

The Study Noted That About Half Of Teachers 7(46.7%) Agreed That Students From Low-Income Families Have Lower Living Conditions And Self-Esteem Than Those From Higher-Income Families. The Teachers Explained That The Low Self-Esteem Might Be As A Result Of The Students Who Come From Low Social-Economic Status Parents. The Pupils From The Low Social Economic Parents May Feel Unworthy Since They Cannot Afford All The Necessary Academic Resources As Compared To Students From High-Income Families. The Finding Is Supported By Qualitative Findings Collected Through Interviewing The Parents Who Explained That Due To Their Low Economic Positions, They Did Not Engage A Tutor Who Could Boost Their Children's Self-Confidence To Achieve Better Results. Only 19 (15.6%) Of The Parents Indicated That They Had Engaged The Help Of A Tutor, While The Majority 103 (84.4%) Of The Parents Had Not Engaged A Tutor For Their Children. The Parents Explained That Engaging A Tutor Is Very Expensive, A Luxury That Most Parents Cannot Afford. Two Of The Parents Interviewed Further Said:

My Child Is Still Very Young To Engage A Tutor (Female Parent. 031; Private Primary School D, Machakos Mombuni Division, 15th November 2021)

While Another Parent Observed That;

I Would Like To Engage A Tutor Since It Improves The Chances Of My Child To Perform Better Academically; However, I Cannot Afford The Tutor Services (Male Parent. 021 Public Primary School E, Machakos Central Division, 18th November 2021)

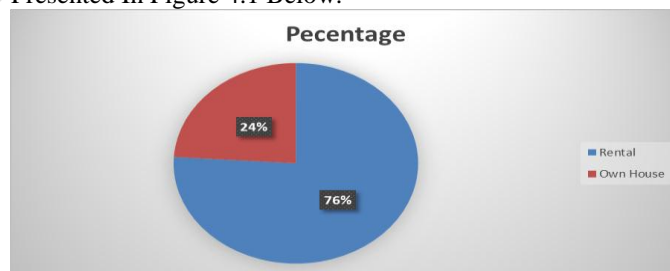
This Finding May Imply That Parents Understood The Importance Of Engaging A Private Tutor To Teach Their Children; However, Due To Their Low Economic Positions, Such Chances Were Not Available For Them, Resulting In Their Children Performing Poorly In School. Therefore, The Financial Status And The Willingness Of Parents To Spend To Ensure Their Children Get Quality Education Is Directly Proportional To The Academic Attainment Of The Child. This Is Because, While The Parent May Have The Economic Capabilities, If They Are Not Willing To Support The Child By Providing The Materials Needed For The Learning, Then It Is Likely That The Performance Recorded By The Children Will Be Low As Compared To Parents Who Provided The Required Materials.

Notably, From The Data Collected, It Was Notable That The Parents Were Aware Of The Benefits Of Providing Financial Support; However, Their Economic Position Did Not Allow Them. The Results Were Similar To Those Of Rothstein's (2004) Research Findings, Which Revealed That Parents' Financial Situation Affects The Performance Of Students Since It Translates To The Ability Of The Parents To Pay School Fees And Provide The Support Needed In Schools. This May Bring Lower Performance Of The Pupils Since Without Money, It Is Difficult And Impossible To Enroll A Child In School. This Is Because The Schools Depend On The Finances Provided By The Parents To Facilitate Day-To-Day Operations In The Learning Institutions.

Nearly Half 7 (46.7%) Of Teachers Strongly Agreed With The Statement, "Parents Of Students Struggle To Meet Their Children's Educational Needs Due To Financial Constraints, Such As Buying Teaching Aids Needed For Competency-Based Curriculum." This Is Attributed To The Fact That Education Is Not Cheap In The Modern-Day Since Cademic Resources Such As Writing Materials And Textbooks Are Expensive And Major Hinderance To Academic Achievement. Additionally, Upon Document Analysis Of Parent's Demographic Information, It Was Revealed That The Majority Of The Parents Lacked Formal Employment, Especially The Young Parents; Therefore, Due To The High Unemployment Rate In Kenya And The Low Remuneration For The Employed, It Is Likely That Parents Struggle To Financially Support School Levies, Especially In The Implementation Of The CBC System That Requires A Lot Of Financial Support From The Parents. This Finding Concurs With Mwarari, Githui & Mwenje (2020). That Universal Primary Education In Kenya Has A Number Of Costs That Are Not Easily Identified, Making The Program Not That Free. Often, Poor People Cannot Afford It Because They Cannot Cater For Such Expenses As Paying Fees For Exams And Photocopying Papers For The CBC System. The Study Also Observed That The Poor Economic Status Of Most Kenyans Due To Unemployment Hinders The Parent's Capability To Provide For Their Children Financially.

PARENTS' TYPE OF HOUSE OWNERSHIP

Next, The Parents Were Required To State The Kind Of House Ownership They Reside In. The Findings Are Presented In Figure 4.1 Below.



Source: Field Data, (2021)

Figure 4.1: House Ownership

Figure 4.1 Reveals That Majority 93 (76%) Of The Parents Resided In Rental Houses, While Nearly A Quarter 29 (24%) Resided In Their Own Homes. The Findings May Imply That Most Informants Did Not Reside In Large Houses Where They Could Make A Good Learning Environment Available. This Was In Agreement With The Majority Of The Pupils, 80(76%) Interviewees Who Lamented That They Take Their Studies From The Sitting Room; However, Despite Most Of The Parents Not Residing In Large Homes, 75 (62%) Of The Parents Revealed That They Work Hard To Provide Their Children With A Conducive Learning Environment. However, The Efforts By The Parents To Provide A Proper Learning Environment Was Not Sufficient Since Some Of The Pupils Still Record Poor Performance.

As Seen In Figure 4.1 Above, The Possible Reason For Poor Performance May Be Because Lack Of A Conducive Learning Environment That Allows A Pupil To Read Without

Any Disturbances. Most Rental Houses Where The Majority Of The Parents Reside Are Generally Small For A Large Family; Hence Hard To Provide Extra Room For Conducting Studies. Therefore, It Can Be Concluded That The Economic Capability Of Parents To Either Rent Or Own A House Significantly Impacts Their Ability To Provide A Good Environment For Learning Which In Turn Influences The Academic Performance Of Pupils. The Findings Are Similar To Results By Montes & Montes (2021), Who Established That The Socio-Economic Status Of Parents Has A Direct Influence On The Environment They Provide For Their Children For Purposes Of Academics.

PARENTS' ABILITY TO PROVIDE LEARNING MATERIALS

Next, The Study Assessed Whether The Parents Were In A Position To Provide Learning Materials. The Parents Were Asked To Indicate The Ability To Provide Learning Materials As Shown In Table 4.16 Below.

Ability To Provide Learning Materials Needed	Frequency	Percent (%)
Not Able	51	41.8
Slightly Able	42	34.4
Able	29	23.8
Total	122	100.00

Source: Field Data (2021)

Table 4.8: Ability To Provide Learning Materials

Table 4.16 Shows The Results Of The Ability Of Learners To Provide Learning Materials. The Majority 51 (41.8%) Of Parents Could Not Provide Learning Materials. 42 (34.4%) Of The Parents Were Slightly Able To Provide Learning Materials, While Only 29 (23.8%) Of The Parents Were Able To Provide Learning Materials. The Parents Added That The New CBC Program Is Expensive For Them. One Parent Stated That;

CBC Is Taking A Toll On The Parents' Pockets Since They Have To Photocopy Downloaded Pictures And Buy More Learning Materials, Unlike Before During 8.4.4 System Of Education. (Female Employed Parent, Private Primary School B, Machakos Central Division, 17th November 2021)

Parents Response Were Also Supported By The Pupils Interviewed One Pupil Had The Following To Say;

My Parents Buy Me The School Uniform, Books, Pens But When We Are Requested To Download Items From Internet, I Am Not Able To Download Since My Parents Doesn't Have Smart Phone. (Female Learner 120, Public Primary School A, Katoloni Division, 15th November 2021)

These Findings Illustrate The Economic Position Of Parents Who Participated In The Study. This May Also Indicate That The Learning Materials Provided By The Parents Were The Basic And Compulsory Materials Needed For Teaching And Learning. These Are The Minimal Materials For A Pupil To Attend Schools, Such As An Exercise Book And A Pencil. As For The Rest Of The Learning Materials, It Was Observed That The Pupils Were Lacking Since Their Parents Did Not Have The Financial

Capacity To Purchase Them. These Findings Concurred With A Study By Ikiara (2016), Which Revealed That Low-Income Parents Could Not Support Their Children's Schooling Levies.

IV. CONCLUSIONS

Education Is A Key Constituent In The Life Of Any Child. Therefore, It Is Only Prudent That Parental Participation In The Educational Process Plays An Essential Role In Pupils' Performance. The Findings Discovered That Although Parental Involvement In The Pupil's Academic Progression Was Present Due To The Introduction Of The New CBC System, More Parental Involvement Is Required. The Findings Revealed That Pupils' Academic Achievement In Grade Three In Machakos County Is Affected By Parental Involvement, Which Was Measured Based On The Gender Of Parents, Parents' Economic Position, And Parents' Educational Background. According To The Findings, All Parents' Ought To Be Engaged In Their Children's Education; However, Participation Differs From Family To Family. Therefore, The Study Established Different Strategies Such As Setting Timetables, Providing A Conducive Learning Environment At Home, And Overseeing That Pupils' Studies Can Positively Influence Academic Achievement. The Study Concluded That Parental Factors Influence Pupils' Academic Achievements In Primary Schools In Machakos County.

RECOMMENDATIONS

The Study Made The Following Recommendations

The Study Recommends That All Parents Actively Participate In The Education Of The Children By Providing Learning Resources And School Fees And Assisting In Day-To-Day Learning Activities And Homework.

The Study Recommends That The Academic Clinics Be Conducted Frequently To Motivate The Both Gender Of Parents To Take Part In The Academics Of The Pupils Actively.

The Government Ought To Make The New CBC Education System Affordable. Based On The Study Findings, The Majority Of The Parents Have A Low Economic Status That Negatively Impacts The Academic Performance Of The Pupils.

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