DETERMINANTS OF PATERNAL INVOLVEMENT IN PUPILS' EDUCATION AND ACADEMIC ACHIEVEMENT AMONG PRIMARY SCHOOL PUPILS IN NAIROBI COUNTY, KENYA

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0CTOBER, 2014

DECLARATION

I confirm that this thesis is my original work and has not been presented in any other university/institution. The thesis has been completed by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works- including the Internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This research work is dedicated to my husband Mr. Samuel Bironga Mokaya and our children Laura, Susan, Martin, Jose and Sarah for their perseverance during my study.

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ABBREVIATIONS AND ACRONYMS

ELPIQ	Early Literacy Parent Involvement Questionnaire
H**a**	Alternate Hypothesis
Ho	Null Hypothesis
JSS11	Junior Secondary 11
KCPE	Kenya Certificate of Primary Education
KSCE	Kenya Certificate of Secondary Education
STD. DEV	Standard Deviation
SPSS	Statistical Packages for Social Sciences

ABSTRACT

Many studies have been done on the importance of parental involvement in children's education, yet few studies have examined the individual contribution that fathers and mothers make to their children's academic achievement. Fathers' role in children's education is of a great deal of interest to many people. This interest comes from the fact that traditionally in Africa, fathers were the hidden parents. They were taught to be breadwinners of their families but of limited importance in non-financial aspects of children's development. The purpose of this study was to investigate; the relationship between paternal involvement in children's education and pupils' academic achievement. The study was guided by Parental Involvement Model by Palkovitz (1997), Role Identity Theory by Stryker (1987) and Cognitive Development Theory by Piaget (1970).The research design of this study was ex post facto. The study was carried out in Nairobi county because of it's diversity of the population in general and its metropolitan nature. One school was selected from each of the four districts through simple random sampling. Forty standard six pupils were purposively sampled from each selected school due to their performance from the teachers' assessment record. This gave rise to a sample size of 160 pupils. Fathers of the selected children were automatically part of the sample, giving a total of 320 participants in the study. Data were collected through a questionnaire which each participant filled concerning paternal involvement. Pilot study was carried to establish content validity and reliability. Reliability was established using Cronbach's alpha coefficient and both likert scales used had reliability of above 0.7. The Statistical Package for Social Sciences (SPSS) was utilized to prepare and organize data for analysis and to test for significance. Descriptive statistics and inferential statistics were usedto analyze data. The results showed that there was a relationship between paternal involvement and pupils' academic achievement. Pearson Correlation had revealed that there was a relationship between fathers' involvement in pupils' education and pupils' academic achievement. The t-test revealed that there was no significant mean difference in the average scores of fathers' involvement in the education of boys and girls. ANOVA revealed that paternal involvement in pupils' education did not differ significantly by levels of education of the fathers. The results from (ANOVA) also revealed that paternal involvement in pupils' education did not differ significantly by the occupation of the fathers. Fathers were involved in activities like paying school fees, buying books and checking whether the children completed their homework. However, fathers were found to leave some duties like attending meetings and talking to teachers to their wives. It was concluded that fathers' involvement in their children's education influence their children's performance. It was recommended that there was need for school managers to encourage fathers to closely monitor and participate in their children's education.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This chapter presents the background to the study, statement of the problem, objectives of the study, research questions and hypotheses of the study, assumptions of the study, limitations of the study, delimitations of the study, and significance of the study. In this chapter the researcher has also presented theoretical and conceptual framework of the study. Finally, operational definition of terms has been given.

1.2 Background to the Study

Paternal involvement in children's education is very important. Traditionally in Kenya, parents had the duty to look after their children, protect, educate, discipline, clothe and bring them up to be well behaved and integrated members of the society. If parents failed in their duties towards their children, the wider community could punish them through pouring shame on them (Mbiti, 1991). (Kibera, 1998a) remarks that paternal involvement in children's education helps to send a message to the pupils that school is important.

Paternal involvement has a positive impact on children's social, emotional and cognitive development (Darquise, Pomerlean, & Malcuit, 2006a). The long- term effects of fathers' involvement with their children are manifested through childhood and adolescence (Lamb, 1977b). For children with a father figure who

describe greater father support have a stronger sense of social competence and fewer depressive symptoms (Furr, Funtuzz, Jughe, & Childs., 2000; Marsiglio & Day, 2007a).

Paternal involvement has been defined differently by different researchers. According to (Waime, 2007a) paternal involvement has been identified to include the quality of time a father spends with a child, physical and emotional presence, father's warmth, his masculinity, father's expectation of the child, father's attitude, fathers' provision of materials to the child and behavioral sensitivity towards the child. These paternal behaviors are related to the development of the following characteristics in the child; adaptive and problem solving abilities, cognitive abilities, social competences and capacity for attachment, empathy, self-control, moral sensitivity and higher sociability and compliance (Waime, 2007a).

Palkovitz (2000) states that by employing abroad definitions of father involvement, three features are particularly striking. First, fathers can be involved with their children in fifteen general types of paternal involvement described in the theoretical framework. Second, there is a diverse array of potentially overlapping dimensions or aspects associated with the numerous ways fathers are either involved with their children or make contributions to their wellbeing (Palkovitz, 2000) . Third, there are vast individual and sub-cultural differences in how people define and invest in these dimensions. Efforts to develop a theoretical meaningful and tidy categorization scheme for the varied ways of paternal involvement are fraught with difficulties (Marsiglio & Day, 2007b). The most

rudimentary approach reveals that men's experience as fathers can be categorized within one of the three overlapping domains of functioning like cognitive, affective and behavioural (Marsiglio & Day, 2007b; Palkovitz, 2000). When thinking of what fathers do with their children, one is able to place them within one of the three domains. What becomes apparent is that any behavioural expression that can be described as paternal involvement also contains cognitive and affective components.

Research has shown that shared activities between fathers and their children are independently associated with improved academic performance (Furr et al., 2000; Marsiglio & Day, 2007a). These studies have been conducted in the Western world but local research suggests that in some Kenyan communities there is no direct involvement of fathers with their children, while in others fathers' involvement is confined to indirect support for childcare activities like providing financial support and that of an overseer (Gakuru & Koech, 1994; Koech, 2007).

Changes are rapidly taking place in Africa and the upbringing of children is affected by modern changes. The main dilemma facing Africa and indeed Kenya is the rapid social change as a result of colonialism, Christianity, education, industrialization and the expanding mass media (Kibera, 1998a).

Gitau (2014) reports that the blessing of a father having children especially boys comes with a responsibility. The children learn from their fathers without even realising that they are learning. He went further to state that a father's role in

raising children has changed dramatically with the modernisation of the society. Nowadays fathers go out to work wherever their skills take them or where work can be found. This makes the children to yearn for the closeness with their fathers. Parenting has become mother's business while the father is out there looking for a living. Fathers are an integral part of their children's health, emotional, physical and cognitive growth. According to Gitau (2014) children with involved, caring fathers have better education outcomes. The reason for this is that fathers push for achievements. Besides, children of school-going age especially boys who have involved fathers have fewer social behavioural problems and are likely to have good emotional health and be high achievers.

The hope that fathers hold for their children's success in life is often first vetted through their children in school. Indeed, doing well academically is related to doing well in later life (Butler, Beach, & Winfree, 2008). Yet for many children, chances of success are diminished because of poverty (Duncan & Brooks, 2000). Some Kenyan children are subjected to neglect mainly due to poverty, rapid social changes and family breakdown especially in the urban areas.

Many fathers would want to be involved in their children's lives especially on issues concerning schooling but they do not have enough time. Fathers are not getting involved in their children's education as expected. This is in line with (Team, 2010) when he notes that parents have converted the role of teachers in school from teaching to parenting or the super human that can take full teaching load and full-time parenting roles. He also notes that growing and developing

children is a responsibility shared among parents, teachers and counsellors. He goes further to say that fathers who over-indulge in their business and office work to the extent of neglecting their children's emotional needs are courting problems of their children's performance. Children need fathers who are involved because they need fathers who can impart values and morals. There is need for fathers to identify their roles and to balance their schedules and appropriately adjust to proper parenting and give quality time for guidance to their children (Team, 2010).

Studies done by (Lamb, 1977a; Marsiglio & Day, 2007b; Palkovitz, 2000) indicate that a father's ability to support his child's learning affects the child's engagement with books and schooling. They go further to state that fathers who has limited schooling as well as low reading and writing abilities have difficulty participating in school related activities requiring high levels of literacy. Nevertheless, these fathers have high hopes for their children and depend on programmes that can ensure that their children will become competent learners. Furthermore, (Coverman, 1985; V. Gadsden & Hall, 1995; V. L. Gadsden, 2007c) suggested that more educated fathers tend to engage in child care more readily and more often spend more time with children in education related activities such as reading.

There is a relationship between maternal involvement and pupils' academic achievement. In USA Robert, Deanne and Sara (2004) who did a study on the relationship between college mothers' academic achievement goals and their

attitudes towards their children's schoolwork had found that a mother's adoption of learning goals in her college education was positively related to the endorsement of a process with respect to assisting and evaluating her child on academic tasks. (Augustine., 2010) who did a longitudinal study on family structure, maternal education and children's academic achievement had found that children of women with advanced degrees performed better than their peers with mothers of high school education. This means that the children of more educated mothers started off school with a clear advantage and they maintained this advantage over the next few years.

In Ghana Nyarko (2007) had found a positive and a significant correlation between mothers and fathers' home involvement and the academic achievement of the adolescents. Mdada (2000) who did a study to examine the impact of home-environment on pupils' academic achievement and found that children's whose fathers involved themselves in school matters fared reasonably well in terms of academic performance than those pupils whose fathers did not get involved.

Kenya enacted a new constitution that was promulgated in 2010 but whose application was to be spread over a 3 year period. In the constitution there is no specific reference to child education except the pointer that new laws would be made to conform to the constitution. However, there is specific reference to children in a number of places. In direct reference to children, the constitution states that every child has a right to free and compulsory basic education and a right to parental care and protection, which includes equal responsibility of the

mothers and fathers to provide for their children, whether they are married or not (The Constitution of Kenya, 2010). This study was to investigate paternal involvement in their children's education.

Every year, thousands of Kenyan pupils sit for the Kenya Certificate of Primary Education (KCPE) examination. It has been observed that there is a lot of variation in the performance of pupils in the KCPE examination (Nation Center Publishers, 2011).

At primary level there is a standard examination for all children of 8^{th} grade. The examination determines whether they will proceed to high school or not. Pupils who score high grades in the five examinable subjects are entitled to good National and County schools. They have to score 400 marks and above to secure the places. Those who do not score so well end up in District schools where facilities are generally in short supply. This sets in very stiff competition for both pupils and the parents especially in public schools (Education News, 2013).

Muindi (2010) reports that the Kenya National Examinations Council carried out a survey to find out what determines the performance of students at the end of the school cycle. The survey also examined the children's personal, home and school profiles and how they support and hindered learning. A total of 7931 pupils were interviewed in 328 primary schools in 76 districts countrywide. The study indicated that only 17% of fathers and 36% of mothers in Nairobi helped their children with homework According to the study, the job of helping children with

homework was left to siblings (46%). The study also showed that more than 60% of parents were not taking a close interest in their children's homework. Eighty-eight per cent of the pupils interviewed admitted that they were given homework at school yet only half reported having been helped by their parents. The fathers were found not to be taking interest in their children's homework. The survey indicated that only 17% of fathers helped their children in doing their homework. This is supported by (Wanja, 2010), when she cites Ongeri the then minister for education, science and technology, as having expressed concern over the low numbers of fathers assisting their children with homework. She went further to say that fathers should know that their responsibility as fathers did not end with birth. It was the duty of the fathers to take care and provide for their children till they became independent. From the above information, it was clear that there was need for a research to be done to find modalities to encourage the fathers to get more involved with their children's homework.

Pupils' poor performance in the KCPE examination has drawn the attention of the Government, educationists, teachers, administrators, researchers, parents and even pupils to work together to improve the results (Cheruiyot, 2005). Most of these people have tried to find out the factors that lead to the poor performance. For instance, a joint committee of education officers and head-teachers was formed to investigate the cause of poor performance in the KCPE and KCSE examinations in Nairobi area (Muchungu, 1996). The committee came up with a list of factors contributing to poor performance like lack of adequate teaching staff and unfavourable home environments.

Other factors that were identified by researchers (Bali, Drenth, 1984; Fraser, 1959) as possible causes for variation in the academic performance included the following: the intelligence of the pupils, anxiety level of the pupils, discipline and home environmental factors. While these factors have been recognized as possible contributors to the variation in academic performance, little research has been done to show the role played by any of them in the Kenyan context. The present research attempted to find out whether the differences in academic performance among pupils were related to fathers' involvement, occupation and level of education.

The fact that women still have the primary responsibility for raising children, trends in increased female educational ambitions, according to the previous paragraph, translate into improved children's academic success (Buchman, & Di prete, 2006). Fathers need to be encouraged to become more involved with their children's academic achievement in order to assist the mothers. It is clear that both parents should be involved in their children's academic achievement. Although this is the case, the researcher was interested in paternal involvement, because the fathers seemed to be less involved. There was need for a research to be done to establish level of fathers' involvement and their children's academic achievement and the factors influencing the involvement.

1.3 Statement of the Problem

Family involvement has been the main factor in determining childhood education for more than three decades (Fantuzzo,, Tighe, & Childs, 2000). However, because the childhood educators tend to engage more with mothers than fathers, the study of fathers' involvement in children's development has been neglected. This neglect could be attributed to the fact that traditionally men provided security for their families while women were responsible for care giving to their children and keeping the home. With change of lifestyles, more women are now in gainful employment. This has affected the school-going children especially those in primary school because they are left at home alone after school or during weekends. As a result of the above situation, there was need for fathers to be encouraged to assist their wives by becoming more involved with their children, to support mothers and help improve pupils' performance in school.

Research from the Western world on paternal involvement has shown that children whose fathers are involved in their education tend to perform better in school and they score higher in tests of thinking skills and brain development(Biller, 1993; Lamb, 1997; Radin, 1994). Furthermore, (Mwoma, 2009a) did a study on paternal involvement in children's education: An implication of children's performance at pre-school in Gucha District, Kenya. The researcher looked at pre-school children and carried out the study in the rural area. The above researchers carried out their studies on children of pre-primary school.

Minimum research has been done about fathers' involvement in their primary school children's education. Some researchers have done their studies in early childhood education (Mwoma, 2009a) and others have done on secondary school students (Nyarko, 2007). This study looked at standard six pupils. Much of the research documented on the relationship between parents and their children's learning uses the term "parent" but focuses more on mothers. However, this study focused on fathers only. Hence, the study was set to find out the relationship between paternal involvement and pupil's academic achievement.

1.4 Purpose of the Study

The purpose of this study was to establish whether paternal involvement in their primary school children's education influence children's academic achievement. Specifically, the study sought to explore the level of fathers'; involvement in their primary school children's education and the factors that influence their involvement. The study also sought to find out the difference in paternal involvement among fathers of different levels of education and occupation.

1.5 Research Objectives

The objectives of the study were:

i. To determine the relationship between paternal involvement in pupils' education and pupils' academic achievement.
ii. To find out the difference in paternal involvement in pupils' education between boys and girls.

iii. To determine the difference in paternal involvement in pupils' education among fathers of different levels of education.

iv. To find out the difference in paternal involvement in pupils' education among fathers of various types of occupations.

1.6 Research Hypotheses

The alternative hypotheses of the study were:

Ha_1: There is a relationship between paternal involvement in pupils' education and pupils' academic achievement.

Ha_2: There is a difference in paternal involvement in pupils' education between boys and girls.

Ha_3: There is a difference in paternal involvement in pupils' education among fathers of different levels of education.

Ha_4: There is a difference in paternal involvement in pupils' education among fathers of various types of occupations.

1.7 Assumptions of the Study

The study assumed the following:

(i) The participants would be honest in answering the questions.

(ii) The subjects would be co-operative and willing to participate in the study.

(iii) The pupils' progress record scores would be a reflection of their abilities and would be available in schools.

vi) The fathers had a positive attitude towards their involvement in their Children's education

1.8 Limitations of the Study

The study had the following limitations:

(i) The study utilized only questionnaires for fathers and standard six pupils.

(ii) Teachers' assessment was utilized because it was not possible to come up with one uniform test due to varied coverage of the content in different schools.

(iii) Time and financial constraints made the researcher not to cover as many subjects and schools as it could be required for the results to be generalized to all primary schools in Kenya.

1.9 Delimitations of the Study

The following was the scope of the study:

(i) This study was delimited to primary school standard six pupils in Nairobi County.

(ii) The study focused on fathers' involvement in their primary school children's education.

(iii) It only focused on fathers and not both parents.

(iv) Findings from the study were only generalized to the selected schools in Nairobi and any other community with similar characteristics but not all schools in Kenya.

1.10 Significance of the Study

The study is expected to contribute to many people in several ways. School administrators and teachers might make use of the findings to encourage fathers to get involved with their primary school children. Policy-makers may use the findings of this study make policies that encourage programmes that educate

fathers on the importance of their involvement in their children's education to improve children's performance in school. Information from this study may be useful to child welfare organizations and non-governmental organizations to develop appropriate training programmes for fathers on how they could enhance primary school pupils' performance. Findings from this study may be useful in helping fathers to involve themselves with their children in relation to children's school performance in a non-Western context. The findings may also assist scholars and other students who may be interested in pursuing studies in this field; it will provide a basis for further investigation and conclusive study on paternal involvement issues.

1.11 Theoretical Framework

This study was guided by Palkovitz's (1997) model of parental involvement, the role identity theory by (Stryker, 1987) and Piaget's (1970) Cognitive Development Theory. The model and theories are described in the next sub-sections.

1.11.1 Parental Involvement Model of (Palkovitz, 1997a)

According to Palkovitz Theory, the core features of mothering like nurturance and protection are more universally recognized. There is greater consensus that exists about good mothers than about good fathers. Men presumed to be good fathers may perform in different ways, sometimes being viewed as successful or unsuccessful. These views on being successful or not will depend on the definitions held by those making the evaluation (Palkovitz, 1997a). This fact calls

for efforts to examine fathers' involvement and to articulate the motivational factors related to it.

Palkovitz (1997a) model explains that thinking of fathers as being either more or less involved in their children's lives in a global sense does little to advance the understanding of paternal involvement, or how fathers' involvement affects children's wellbeing and development. Instead, it is more meaningful to assess the specific ways fathers are involved with their children in terms of different co-occurring continua. According to (Palkovitz, 1997a), the continua include time invested, degree of involvement, directedness, proximity and appropriateness. The most obvious continuum involves the amount of time fathers invest in any particular form of paternal involvement. Some of the parents may spend little time playing with their children but their degree of involvement in this area may be quite high if they make vital decisions about how their children's play time is structured. Other fathers may spend a great deal of time doing certain things with or for their children but they may invest little of their heart and soul into this situation. They may merely be going through the motion of being involved.

Palkovitz (1997a) in his model for parental involvement explains the extent to which involvement is direct or indirect. Given the long-standing importance of the traditional male breadwinner's role, much of what fathers have done for their children can be viewed as either direct or indirect involvement. Resident fathers who work overtime to provide financially for their children are engaged in indirect forms of involvement. At the same time, non-resident fathers who pay

child support or monitor their children's lives through third parties are indirectly involved. However, resident fathers who are always there for their children are engaged in direct involvement. (Palkovitz, 1997a) basically came up with specific general aspects of paternal involvement and described each of the aspects by identifying involvement activities for each. The specific general aspects are: communication, teaching, monitoring, thought processes, errands, child-related maintenance, shared interests, planning, shared activities, providing, affection, protection and supporting emotionally.

This study adapted Palkovitz's model of involvement but modified it to suit the participants of the study because the model focused on the general aspect of fathers' involvement and for children of various ages from infancy to adolescence. The model above used fathers and children from a totally different background from the ones in the present study. Due to that, the researcher tried to select the aspects of involvement that were relevant to the local situation. The aspects that were used by the researcher included: shared activities, teaching, providing and monitoring as described in the operational definition of terms section. This theory was relevant to this study because it brought out ideas on how fathers get involved with their children. However it had a limitation because it only describes what paternal involvement is and the specific ways in which fathers are involved. For this reason the researcher used a second theory, the Role Identity Theory which had a unique contribution that the first theory did not have.

1.11.2 The Role Identity Theory by (Stryker, 1987)

The role identity theory indicates that identity is internalized set of role expectations (Stryker, 1987). In connection to paternal involvement, a man's identity as a father comprises all the expectations for his behaviour that is associated with being a father such as being a bread- winner and being a caregiver. The expectations for a man's behaviour are associated to the extent that he internalizes those expectations for the role of a father. Therefore, a father matches his expectation to his actual behaviour. In this case, paternal identity theory posits that fathers' identification with their role should predict their enactment of expected behaviour like involvement with children.

The current study was interested in establishing fathers' involvement in relation to their primary school pupils' education. The theory was relevant to this study because it brings out ideas on how fathers' identity with their parenting role, influences their involvement with their children. Thus, if fathers perceive caregiving or assisting the child with school work as their role, then they are likely to get involved and this will enhance the child's performance. These two theories above did not have anything about the cognitive development, therefore, this prompted the researcher to use the third theory, the Cognitive Development Theory.

1.11.3 The Cognitive Development Theory Piaget (1970)

Piaget's (1970) Theory concerns the development of intelligence, that is, how children construct knowledge of the world and how they put that knowledge to

use. Piaget (1970) states that the infant will come to look at things he or she grasps and grasps things he or she looks at because of maturity and experience. Piaget (1970) believes that thinking is a progression from simple to mature thinking. He established a sequence of age related stages in which each stage is dependent on the one before it and is characterized by certain features that make it different from those preceding it and those succeeding it.

Piaget (1970) theory is based on the idea that a developing child builds cognitive structure – in other words, mental "maps" schemes, or networked concepts for understanding and responding to physical experiences within his or her environment (Piaget, 1970). Piaget further attested to the view that a child's cognitive structure increases in sophistication with development, moving from a few innate reflexes like crying and sucking to highly complex mental activities.

Piaget postulated four stages in the course of a child's cognitive development. The first stage is Sensori-Motor Period (birth to two years). During this stage, the children interact with the environment through actions. They throw, grasp, bang and suck on objects in order to understand them.

The second stage is Pre-Operational Period (two to seven years). This stage is a transition period beginning with the predominantly egocentric stage of early childhood and ending with cooperative social behaviour and more advanced conceptual thought and reasoning. This period is characterized by symbolic activity. The child acquires more language. With language, their mental schemes

are transformed into symbolic ones. The third stage is Concrete Operational (seven to eleven years). Thought of the children in this stage is marked by mental actions or operations. The children in this stage can classify, seriate, reverse and conserve.

The last stage is Formal Operational (eleven and above). Children in this stage are no longer bound by concrete experiences (Ault, 1983). Children in this stage develop formal operational thinking which is the systematic analysis, exploration and solution of abstract problems. They can deal skilfully with abstract questions or questions that are contrary to facts.

Piaget's (1970) theory has a very big impact on learning in that, on curriculum, he states that educators must plan a developmentally appropriate curriculum that enhances their students' logical and conceptual growth. On instruction, (Piaget, 1970) argues that teachers must emphasize the critical role that experiences – or interactions with the environment- play in students' learning. For instance, instructors or fathers who assist their children in their academic achievement, have to take into account the role that fundamental concepts such as the permanence of objects play in establishing cognitive structures. When pupils learn, they use a variety of experiences or interactions with the environment when applying what they have learnt theoretically.

Piaget (1970) also believed that an individual's knowledge is a function of one's prior experiences, mental structures and beliefs that are used to interpret objects

and events and that children adapt their thinking to include new ideas through Categorization, Classification and Adaptation (occurs through assimilation, incorporating new information into existing knowledge and accommodation; adjusting to new information). According to (Piaget, 1970) the process through which people interact with the environment remains constant.

The theory of cognitive development by Piaget (1970) was relevant to this study because it supported the study in explaining how children develop cognitively and how this development influences learning. It brought out ideas that helped the researcher to understand that as children grow, their thinking ability change and this has an obvious impact on what they learn at school. It also guided the researcher on what language to use on the pupils' questionnaire depending on their level of cognitive development.

The three theories that were used in this study complemented one another. The paternal involvement model of (Palkovitz, 1997a) brought out the specific general aspects of paternal involvement and their involvement activities. The role identity theory (1987) was related to parental involvement model in the sense that the fathers match their expectations to their actual behaviours. If the fathers perceive providing, monitoring or assisting their children with schoolwork as their role then they will get involved. The theory of cognitive development by Piaget complemented the above theories as it guided the fathers to carry out their involvement activities according to their children's level of cognitive development.

From the above discussion, it is clear that theoretically, paternal involvements affects children's well being and development as Palkovitz (1997) put it. According to Piaget (1970), there is a clear indication that there is a lot of learning that is developed from the environment through experience and that a child's cognitive structure increases in sophistication with development from innate reflexes to highly complex mental activities. Finally, the role identity theory by Stryker (1987) has shown that fathers' identification with their role predicts their enacted behaviour like involvement with their children.

The rationale derived from the theories stated above is that paternal involvement provides an environment for pupils to learn either consciously or unconsciously, therefore it has a positive relationship with academic achievement. A conceptual framework is drawn to illustrate the anticipated interrelationships (Figure 1.1).

1.12 Conceptual Framework

There are several variables involved in the child's performance at primary school. The variables that moderate paternal involvement includes fathers' level of education, fathers' occupation, gender of the child and the attitudes that the fathers hold towards their involvement with their children. The foresaid variables influence how the fathers are going to get involved like in monitoring the children's progress, attending school meetings, providing educational materials, disciplining and helping with homework. The moderating variables will influence paternal involvement which will be either low or high. The degree of involvement

will in turn influence the children's academic achievement at primary level as shown in figure 1.1.

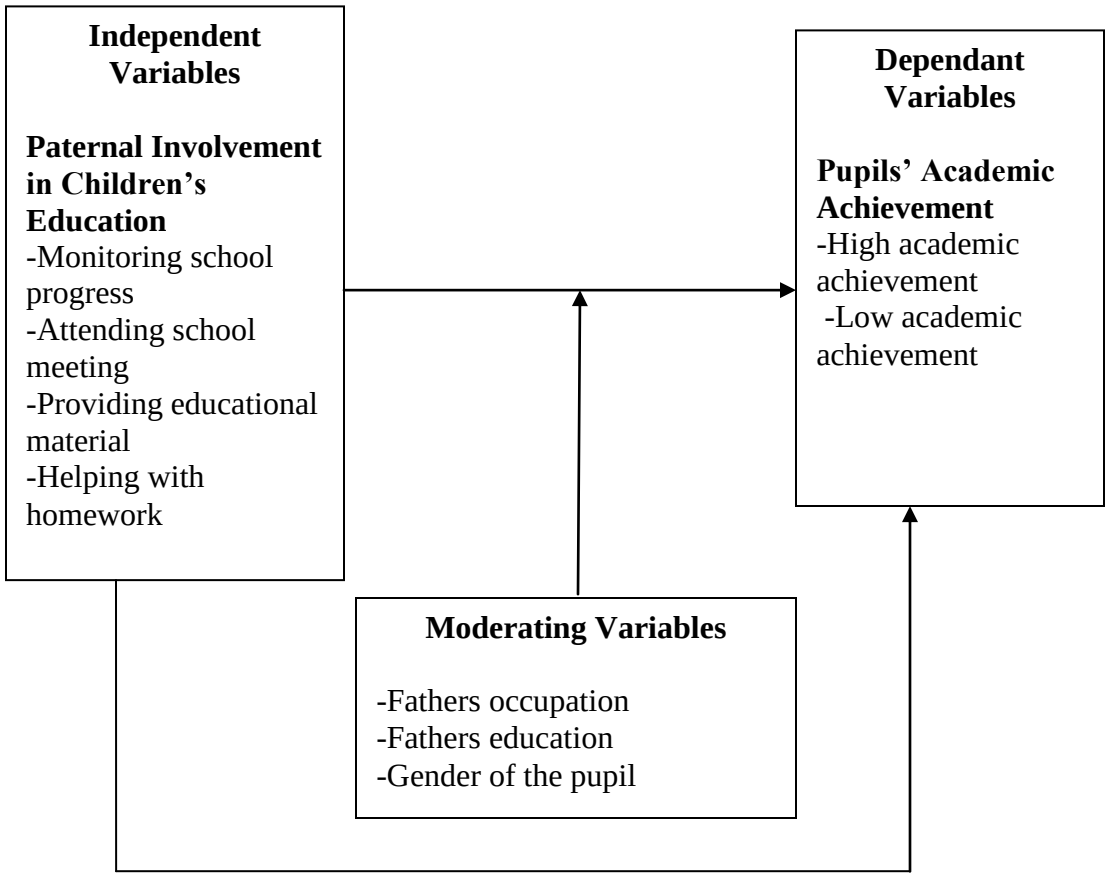

Figure 1.1: Interaction of variables of paternal involvement in children's education and pupils' academic achievement

Figure 1.1 shows how variables of the study interact with each other to influence school performance. Fathers' education, fathers' occupation and gender of the child will influence the way a father will be involved in his child's academic achievement. The moderating variables will moderate on how the fathers will be

involved in different activities like monitoring school progress, attending school meetings, providing educational materials and helping with homework. Depending on how the fathers will be involved in these activities it will lead to low academic achievement or high academic achievement. At the same time the way the fathers will be involved in the above activities will have direct influence on the dependent variables without the influence of the moderating variables.

1.14 Operational Definition of Terms

The following are the operational terms that were used in this study.

Academic Achievement: This is the outcome of education, that id the extent to which the pupil has achieved his or her educational goals. Academic achievement in this study has been measured using the exam the pupils had done in three previous consecutive terms.

Child's performance: The child's combined average score in the tests from the school record.

Communication: Incorporate activities like listening to the child, talking to the child, calling the child on phone when away, praising the child when he/she performs well, and showing genuine interest on the children's friends.

Education: This refers to the form of learning in which the

Knowledge, skill and habits of primary school pupils are passed to through teaching, training or research. It also refers to all school related activities

Fathers' education: Refers to the highest level of education attained by the fathers of children in standard six.

Fathers' involvement: Refers to the degree of fathers' participation in their children's schoolwork. This will be classified into high, moderate and low.

Fathers' occupation: This is the type of work that fathers of standard six pupils do for a living.

Gender: This refers to the social and cultural roles that define masculine and feminine.

High involvement: A father was considered highly involved if he scored a summed up score of between 2.1 – 3

Low involvement: A father was considered lowly involved if he scored Between 0.1 – 1

Moderate involvement: A father was considered lowly involved if he scored Between 1.1 – 2

Monitoring: This includes activities like ensuring that the child does his/her school homework, disciplining, attending parents teacher meetings, talking to the teacher about the child's progress, ensuring safety of the child while at home and finding out about the child's friends.

Non- resident: This refers to a father who is not there but provides through third party.

Paternal Involvement: Refers to the assistance the father gives to the child in his schoolwork either directly or indirectly. This includes giving rewards, proving, and direct reinforcement when the child has done well, academic guidance, participation in learning activities, monitoring, teaching the child and helping in homework.

Providing: Will include activities like selecting and purchasing books, paying school fees and buying the child a present when he performs well in school.

Resident: This means a father who is physically there and providing for the child.

Sex: These are the biological differences and physiological characteristics that define men and women.

Shared activities: These include activities like listening to the child, talking to the child about schoolwork, calling the child on phone, praising the child and helping the child do homework.

Teaching/Supervision: This includes activities like giving advice to the child, disciplining the child, commenting on the child's progress, answering the child's questions, teaching spiritual development and teaching the child how to read.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this study was to investigate the relationship between paternal involvement and their children's academic achievement. In this chapter, an attempt has been made to discuss the empirical studies that are related to this study. The researcher discusses; paternal involvement in pupils' education, paternal involvement and academic achievement, fathers' education level, fathers' occupation and gender of the child. There is a summary after the above variables have been discussed.

2.2 Paternal Involvement in Pupils' Education

Fathers' interactions exert a powerful influence on every domain of their children's functioning beginning from infancy. Research has shown that paternal involvement has an impact on their children's social, emotional and cognitive development (Darquise, Pomerlean & Malcuit, 2006). The long- term effects of fathers' involvement with their children are manifested through childhood and adolescence (Lamb, 2004). For children with a father figure who describe greater father support have a stronger sense of social competence and fewer depressive symptoms (Marsiglio & Day, 2007, Furr, 1998).

Muindi (2010:1) reported that the Kenya National Examinations Council carried out a survey to find out what determines the performance of students at the end of

the school cycle. The survey also examined the children's personal, home and school profiles and how they support and hindered learning. A total of 7931 pupils were interviewed in 328 primary schools in 76 districts countrywide. The study indicated that only 17% of fathers and 36% of mothers in Nairobi helped their children with homework. According to the study, the job of helping children with homework was left to siblings (46%). The study also showed that more than 60% of parents were not taking a close interest in their children's homework. Eighty-eight per cent of the pupils interviewed admitted that they were given homework at school yet only half reported having been helped by their parents.

The fathers were found not to be taking interest in their children's homework. The survey indicated that only 17% of fathers helped their children in doing their homework. This is supported by Wanja (2010:3), when she cited Ongeri the then minister for education, science and technology, as having expressed concern over the low numbers of fathers assisting their children with homework. She went further to say that fathers should know that their responsibility as fathers did not end with birth. From the above information, it was clear that there was need for a research to be done to find modalities to encourage the fathers to get more involved with their children's homework.

2.3 Paternal Involvement and Pupils' Academic Achievement

Oludipe (2009) did a study on the influence of early literacy on science achievement of junior secondary school students. The sample consisted of 360 junior secondary school II (JSSII) students (162 females and 198 males, mean age

was 13.47 years and SD 0.746). The students were randomly selected from 12 co-educational junior secondary schools in Osun state in Nigeria. An achievement test and a questionnaire (Early Literacy Parent Involvement Questionnaire, ELPIQ) were used for data collection. The study was an exposit-facto type of research. Data were analyzed using frequency counts percentages, Pearson product moment correlation, regression and t- test analyses. Findings revealed that there was a positive relationship between parental involvement in early literacy acquisition and students' science achievement. This study was done on parental involvement and secondary school students in Nigeria, while the current study investigated paternal involvement and the pupils' academic achievement. There was need for a study to be done on paternal involvement and on younger children in a Kenyan context.

Zhang (2010a) did a study to distinguish the influence of father and mother's involvement on adolescent academic achievement. The study was done on a sample drawn from Taiwan Education Panel Survey and consisted of 8108 adolescents. Father and mother's involvement related to academic achievement was measured by four types of involvement: career plan discussion, listening to adolescent thinking, monitoring academic progress and participation in school activities. The result indicated that mothers were more involved than fathers in their children's education. Mother's involvement had more predictive power of adolescent academic achievement. Brimhall & West (1997) examined the extent to which fathers are involved in their children's schooling; they found out that fathers were less involved than mothers in all types of school activities. This study

investigated the level of fathers' involvement in their children's education and how it was related to their children's achievement.

Kapila (1978) carried out a study on association between parents' participation in the children's schoolwork and academic performance. She noted that when a parent, be it a father or a mother is involved in the child's education at home, then he or she takes the child to a good school where there is good performance. She goes further to report that the home environment that encourages learning is more important to students than income level of education of parents and the cultural background. Besides, she concludes that involvement helps send a message to the student that school is important and the family encourages the child to take school seriously.

Mc Cathey (2000a) also carried out a study on home school connections and he established that fathers who involved themselves in their children's school homework made the children to experience greater academic success. Some fathers may not see the importance of getting involved in their children's education and this affects their performance. This is supported with what Schickedanz (1995) found out in his study on family socialization and academic achievement. He reported that children of passive parents were found to perform poorly academically. This study was to determine fathers' level of involvement in their children's education.

Nyarko (2007) carried out a study on parental involvement in adolescents' educational achievement in Ghana. The study was to investigate factors that

predict parental involvement and to find out the relationship between parental home and school involvement and educational achievement of adolescents. The sample of the study was 239 students from diverse socio – economic backgrounds between the ages of 15 – 20 and their teachers. The researcher used a correlational research design. Questionnaires used were of 5 point Likert scale ranging from 1 almost never to 5 very often. A simple regression was used to find out the predictors of parental home and school involvement and achievement of the adolescents. The results indicated a positive and a significant correlation between mothers and fathers' home involvement and the academic achievement of the adolescents. The study highlighted the importance of parental involvement in academic achievement school success. There was a possibility that only one parent was more involved than the other. This therefore, called for a study to focus on one parent. This current study focused on fathers only.

Adams and Trost (2005a) did a study on parental involvement and children's school academic achievement. They wanted to find out the association between children's perception of their parents' educational involvement, children's personal characteristics and their social achievement. The participants in the study were 110 fifth-grade (47 boys and 63 girls) and 120 sixth-grade (63 boys and 58 girls) children sampled from four elementary schools in a small Canadian city. The data was collected through the use of questionnaires. The researchers used path analytical techniques and an ecological framework to examine the association between the variables. The results indicated that fathers' academic pressure was predictive of lower academic achievement, whereas, mothers'

encouragement and support predicated higher achievement. From the findings, an examination of the fathers' model showed that active management of the learning environment was a positive predictor of academic competence. That is, when fathers take an active and operative role in their children's learning, their children are likely to show higher academic achievement. However, the findings also indicated that fathers who placed pressure on their children to excel at school and engage in their children's schoolwork processes appeared to have children with lower academic competence and hence, lower achievement. Using more academic pressure around the children's learning is concerning because it can easily affect the children's performance. This is supported with what Gronlnick (2003) stated in his study, he suggested that the use of paternal pressure and control as it relates to academic achievement can decrease children's intrinsic motivation and children's sense of personal value and responsibility.

Adams and Trost (2005a) mentioned above, in their study they also found that maternal encouragement and support for learning was associated with higher levels of academic achievement. Furthermore, maternal participation with homework was associated with higher academic achievement than paternal involvement. In support of this finding other researchers have also found that in comparison to mothers, fathers are more authoritarian than mothers and they are perceived by their children to be less responsive, more demanding and less concerned (Grolnick, 2003). This study was to determine whether fathers' less concern in their children's academic achievement resulted to low performance.

Coyer (2006) did a study on parental involvement. The study sought to determine how parental involvement affects students' academic achievement. The researcher used a qualitative approach and data collection was done through a questionnaire. Case study design was used of four parents and four students. The results showed that there was a correlation between parental participation and students' academic achievement. The results also revealed that students don't react well to threats but they do respond well to encouragement and praise. The sample size of the above study was small, this current study had a sample size of 320 pupils and their fathers.

Mdada (2000) carried out a study where he examined the impact of home-environment on pupils' academic achievement. One of his objectives was to find out the relationship between parental-involvement and pupils academic achievement. He used a questionnaire to collect data. Cluster sampling was used to get the participants from different districts. A sample size of 500 pupils was selected randomly from the foregoing inspection districts. The researcher used Chi-square to find out the relationship between variables. His findings indicated that children whose fathers involved themselves in school matters fared reasonably well in terms of academic performance than those pupils whose fathers did not get involved. He noted that fathers of these children often involved themselves administratively and instructionally in school matters. The findings also showed that children whose fathers paid school fees performed better in their school work than those whose fathers did not pay. In the relationship between parental involvement and pupils' academic achievement, the results indicated that

there was a relationship. The relationship was significant at a probability of 0.05. This study was to determine fathers' provision of school related materials like fees was associated with the children's education.

Father's involvement has been associated with the promotion of healthy child development. Important paternal behaviours have been identified to include the quality of time a father spends with a child, physical and emotional presence, father's warmth, his masculinity, father's expectation of the child, father's attitude and behavioural sensitivity towards the child (Waime, 2007b). These paternal behaviours are related to the development of the following characteristics in the child: adaptive and problem solving abilities, cognitive abilities, social competences and capacity for attachment, empathy, self-control, moral sensitivity and higher sociability and compliance (Waime, 2007b).

Furthermore, Orodho (1993) did a study on fathers determining achievements in science subjects in secondary schools. In his study, he recommended that fathers should be encouraged by school administrators to take an active role in educational pursuit of their children. He added that fathers should prioritize their meagre resources to purchase instructional resources such as textbooks for their children. This study was to determine fathers' provision of school related materials like buying books was associated with the children's education.

Cotton and Wikelund (2005) carried out a study on parent involvement in education and their results indicated that the more intensively fathers are involved in their children's learning, the more beneficial are the achievements effects. They

went further to state that when fathers monitor homework, encourage participation in extracurricular activities, are active in parent-teachers associations and help children develop for their future life then there is high likelihood of the children doing well in school. This study was to find out whether paternal involvement in children's education was related to the academic achievement.

Tella, Tella, and Oyesoji (2005a) did a study on the relationship among emotional intelligence, parental involvement and academic achievement of secondary school students in Ibadan, Nigeria. Their sample was 500 senior secondary school students who they randomly selected from 10 senior schools. They used a questionnaire titled student emotional intelligence and parental involvement rating scale. Through the analysis of data using the Pearson product moment correlation coefficient statistics and multiple regression statistics, their results indicated that both emotional intelligence and parental involvement were good predictors of academic achievement of the participants. Their study also showed that students from one parent-household were observed to show less positive attitude towards schools and studies as compared to students from two-parent household. Furthermore, their study showed that despite mothers' sincere endeavours, the role of fathers could not be ignored and both serve as an important foundation for the future progress of the child. This study focused on only fathers and their involvement in their children's education.

Nermeen, Bachmark, and Drzal (2008a) did a study on parental involvement and children's academic and social development in elementary schools in USA. The

researchers used 1364 children. One of the objectives was to investigate children's trajectories of academic and social development across first, third and fifth grade. Hierarchical linear modelling was used to examine within – and between- child association between parental involvement and children's standardized achievement scores, social skills and problem behaviours. A five point Likert scale was employed with responses ranging from 1 not at all to 5 a great deal. The study was a longitudinal and the results showed that greater engagement in a variety of parent involvements practices was largely not related to academic achievement of the children and improvements in parent involvement did not predict gains in any of the standardized achievement.

The above lack of association may have been caused by the measure of parental involvement that they used. They used a measure that contained widely accepted dimensions of parental involvement like the values parents placed in education and the frequency with which they visited their children's school. There was need for a study to be done that did not use widely accepted dimensions of parental involvement and to focus on one parent.

2.4 Paternal Involvement and Sex of the Child

According to Doherty (1998), Child characteristics like gender can influence fathers' involvement into children. This is supported by a study carried out by Power, Parker, and Wootton (1996) who found that fathers displayed differential treatment for boys than for girls. They went further to say that fathers of boys were more directive and provided more physical stimulation. Normally, fathers

may perceive boys as being less fragile than girls and, therefore, more able to participate in physically active play.

In their study, Gakuru, Koech, and Nduati (1995) also established that the value parents hold for their children has a gender bias. The expected contribution of female children was valued lower by parents in Machakos than those of male children. The relative costs of sending a girl to secondary school were considered greater than for sending a boy.

Haris and Morgan (1991a) conducted a study on fathers, sons and daughters. They wanted to find out the differential paternal involvement in parenting. They established that fathers were more involved with their male children than the female children. This was inconsistent with what Carter and Wojtkiewicz (2000) found when they carried out their study on parental involvement with adolescents' education. They established that parents especially fathers were involved in the education of their daughters more than their sons. In some societies such as Ghana, female children are requested to care for the home, look after younger siblings as their parents go to the farm. Madam Agnes Agrobasah, a teacher at the Damango primary school in Ghana revealed that parents withdraw their girls from schools especially during farming season to care for the home whilst they go to the farm (Nyarko, 2007). Furthermore, studies on socialization role of gender hold that the treatment that fathers met out to their male and female differs as a result of the value some African societies put on males, which make males superior to females in the social system (Lorber, 1994). This study sought to

establish whether there was any difference in the way the fathers got involved in their male and daughters' education.

Shaver and Wall (1998) carried a study on the effects of title 1 parent's involvement on students' reading and Mathematics achievement. They established that there was no significant difference in parental involvement between boys and girls. Moreover, Mwoma (2009d) cited earlier, in her fifth objective of the study, wanted to find out whether there was a significant relationship between fathers' involvement and gender of the child. A chi- square was utilized to measure this relationship. Her findings were that fathers' involvement in their children's education was not influenced by sex of the child. Therefore, she concluded that fathers do not value boys differently from girls. This was inconsistent with the findings of Gakuru et al., (1995) who established that the values parents hold for their children have gender bias. Mwoma (2009d) did a study on pre-school children but this study looked at primary standard six pupils who are older to see whether the fathers' involvement is influenced by the gender of the child.

Houtenville & Conway (2008a) carried out a study where they used data from more than 10000 eighth–grade students in public and private schools, their parents, teachers and school administrators. Their objective was to find out how frequently parents discussed activities or events of particular interest to the child and how frequently they discussed the things the child studied in class. They established that parents seemed particularly interested in the academic

achievement of their daughters. They also noted that parents spent more time talking to their girls than the boys. According to them, girls are more communicative with their parents than the boys on academic matters.

Adams and Trost (2005) did a study on family relationship and academic achievement and they found out that the presupposition in the post colonial Kenya has been that boys will receive more formal education than girls. They went further to state that a minority of Kenyan mothers prefers to educate their daughters so that they will not forget their families. The reason for this preference is that daughters will assist younger siblings and old parents while educated sons will become urban dwellers and forget their family. They go further to state that the majority of parents still favour education for males. This study does not show whether fathers prefer educating their sons or daughters, like mothers do, or whether they get involved at all.

Aswani (1989) established that fathers' level of education was significantly related to both male and female pupils' educational aspirations. However, fathers' level of education seemed to be more related to female pupils' educational aspiration than to male pupils' educational aspiration. The study failed to explain whether this differential in educational aspiration between male and female pupils was as a result of fathers getting more involved in the education of their daughters and sons. The present study sought to find out the relationship between paternal involvement and the gender of the child.

Adams and Trost (2005c) did a study on parental involvement and children's school academic achievement. They wanted to find out the association between children's perception of their parents' educational involvement, children's personal characteristics and their social achievement. They found that the fathers used more pressure with their sons than their daughters. Moreover, when it came to encouragement and support, their findings indicated that fathers were more supportive with their daughters than their sons.

Research has revealed the detrimental effects that gender bias have on the children. For instance, Wingfried and Eccles (1994a) did a study on children's competence beliefs, achievement values and general self esteem change across elementary and middle school and they found out that as compared to their male counterparts, female students have been identified to have lower self – concepts as regards their Maths ability. However, other studies have shown that girls do better than boys. Mare (1995) did a study on changes in educational attainment and school enrolment and he established that daughters earn high grades and are to an extent more likely to enrol and graduate from college at about the same time as sons.

2.5 Paternal Involvement and Fathers' Level of Education

Research that examines the extent to which fathers are involved in their children's education has generally shown that fathers are less involved than mothers in all types of school activities. In particular, Nord, Brimhall, and West (1997) found out that fathers with less than a high school education were much less likely to be

involved in their children's schoolwork than fathers with higher levels of education. This study was to find out the relationship between paternal involvement in children's education and paternal level of education.

Contrary, Mclntosh (2008) did a study where he analysed school grade performance in 2002 of a representative sample of Canadian students aged 5 to 18 years. He wanted to find out whether family background variables like parental characteristics, attributes and how they viewed the importance of education was important in the success of their children in primary and secondary school system. He found that children from disadvantaged families were not condemned to be at the bottom of the grade distribution. He found that children with poorly educated fathers did better than those with fathers of average ability. He went further to indicate that, it is what the fathers did with their children depending on their attitudes about their importance of doing well in school than their characteristics like educational qualification that account for most of the explained variation in school grades. This study focused on only the fathers' involvement and not both parents were used.

Furthermore, Vellymalay (2010) carried out a study on parental involvement in children's education. He wanted to find out whether parental education level really mattered. The study investigated the relationship between parental education level and parental involvement in their children's education among National Medium Tamil schools in Malaysia. He used a sample of 150 students from a total of 588 Indian students. The students were selected randomly and one

parent for each student was selected according to the view of the students on who was involved more in their education. The researcher used structured interviews and questionnaires to obtain quantitative data from this sample. The findings observed from the correlation analysis done revealed that the difference between parents especially fathers' education level was not significant. The evidence from the study showed that the parents' education level did not play an important role in influencing parental involvement among National Medium Tamil schools in Malaysia.

A study done by Muola (1990) on the effects of academic achievement motivation and home environment on academic performance among standard eight pupils indicated that, there was a significant relationship between the pupils' score in academic achievement motivation and six of the home environmental factors. These factors included parental occupation and education, family size and learning facilities at home. The correlation coefficients between the pupils' academic achievement motivation and these home variables ranged from 0.14 to 0.26. The researcher looked at the home environmental factors but did not look at a factor like the gender of the child and the fathers' involvement in their children's academic achievement. Therefore, this study sought to establish whether there is any relationship between the foresaid two factors and the involvement of the fathers in their children's education.

Muola (1990) used a correlational study to determine whether academic achievement motivation and the selected home environment factors were related

with the academic performance of standard eight urban and rural pupils selected from Machakos District of Kenya. He used a sample of 235 pupils. This study was done for both the rural and urban pupils but this current study focused on pupils of standard six from the urban environment only. Muola (1990) used a stratified random sampling technique. He used the home environment questionnaire and the results of a standard seven district mock examination to collect data. This study borrowed ideas from the home environment questionnaire.

Muola (1990) states that the educated parent was likely to have a wider knowledge of school subjects by which the child would benefit. He went further to note that this could only happen if the educated parent had the time to help the child with schoolwork This is supported by what Fraser (1960) found that pupils' school progress was closely related to their home environment (which included a measure of the parental level of education than to his intelligence). She asserts that even when two children are of equal intelligence, the child with better educated parents reaches a higher standard in his schoolwork.

Arasa (1995a) carried out a study on the relationship between students' achievement motivation, and attitude towards school, parental education and involvement in their children's schoolwork among slum children. She found that the relationship between parental level of involvement and fathers' level of education was positive at. 0.08 In this case, as fathers' level of education increased, parental level of involvement also increased. According to (Arasa,

1995a), fathers who were educated were likely to be involved in their children's schoolwork and vice versa.

A study conducted by Bali, Drenth, Flier, and Young (1984) on contribution of aptitude tests to the prediction of school performance in Kenya notes that educational background of the family was related to the academic performance of the child. They carried out correlational studies to establish the relationship between the educational and occupational level of the family and the pupils' performance in English, mathematics and general paper overall achievement. They found that the correlation between the pupil's aggregate score in KSCE and the educational and occupational level of the family was 0.17. Though positive, this correlational was not high. However, the parental level of educational and the children's academic performance has been found to be positively related to most of the studies reviewed in this section.

The relationship between the parental education and occupational level reported in the study above needs a further investigation into this area. The above study looked at family members but the current study focused on only fathers' education level and how it relates to children's academic achievement.

Mwoma (2009b) did a study on paternal involvement in children's education: An implication of children's performance at pre-school in Gucha District, Kenya. She used a sample of 160 pupils and 160 fathers who were purposively selected from the rural and urban schools. In her study, she wanted to establish the significant difference in means on fathers' involvement between fathers of different

academic levels. Her findings showed that there was significance in means of father's involvement in their children's education among fathers of different academic levels. From the significance value of p= 0.000< 0.05 with calculated (f =25.149) at 3 degrees of freedom) and the critical f = 2871, the findings indicated that the p value was less than the critical value of 0.05. The null hypothesis was rejected on this basis. Therefore, her findings suggested that fathers' involvement in their children's education was determined by their education level. There was need for a research to be done on older pupils to see whether the results would be consistent.

Muriithi (2003a) carried out a research on parental involvement in facilitating the learning process: a case study of standard eight parents in selected schools of Egoji Meru, Kenya. She did the study on three schools with a sample of 60 pupils and their parents and teachers. One of her objectives was to investigate the relationship between the level of involvement and the parental education level. In her study, the majority of the parents were primary school graduates, a few of them having attended college and a few with no academic education. From her interview with teachers, 75% of the teachers indicated that illiterate parents were very difficult to involve. There was a significant relationship between the levels of education of parents to the level of involvement. This was possible due to the fact that the majority of parents in the rural areas had primary level with only a few having secondary and college training. There was need to carry out an urban study where there is diversity of parental level of education. Furthermore, one parent might have been involved more than the other. For this reason, there was

need for a research to be done focusing on one parent. Luckily, this current study focused on fathers only.

Aswani (1989) carried out a study on some of the home environmental factors that influence educational and occupational aspiration of standard eight pupils. She indicated that fathers' educational level influences children's educational aspiration. Children whose fathers had attained high standards of education showed relatively higher educational aspirations than their colleagues whose fathers had not received any formal education or had just attained a maximum of primary education level. Seventy-five per cent of the children whose fathers had attained post-secondary level aspired to attain university education, while those whose fathers attained only primary only aspired to secondary. It was only 13% of the children that had aspired to attain university education. The study did not indicate whether the results implied that when fathers are more educated, they get more involved with their children's education. This study therefore intended to establish whether fathers' academic level influenced their involvement in their children's education.

In areas such as children early reading, Gadsden and Bowman (1999) in a critical review of research on fathers' involvement in children's education and schooling concluded that fathers' participation was affected by low literacy and their perceptions of the role that they thought they could play in their children's literacy development. These two foresaid factors influence their children's preparedness for school. They also influence the direct and subtle message that

fathers send to their children about the value, achievability and power associated with literacy, schooling and knowledge. They went further to say that fathers who have limited schooling as well as low reading and writing abilities have difficulty participating in school-related activities requiring high levels of literacy.

Adewale and Ogunshola (2012) did a study on the effects of parental Socio-economic status on academic performance of students in selected schools in Edu Lga of Kwara state in Nigeria. They used a sample size of one hundred and eight (180) students. The students who participated in the study were randomly selected from three secondary schools. Four factors that were examined and statistically analysed were; parental Socio-economic background, parental educational background, parental education qualification and students' health statuses. The researchers used a questionnaire to elicit relevant information about the demographic data of the students (age, gender), parental Socio-economic background, parental educational background, parental education qualification and students' health statuses. Data was analysed using frequency count, percentage for variables like age and sex. They tested their hypotheses using t-test, analysis of variance (ANOVA) and pair-wise turkey tests comparison at 0.05 level of significance. Their findings in connection to fathers indicated that, fathers' educational background had no significant effect on students' academic achievement. However, they found that the fathers 'education qualification had statistical significance effect on the academic performance of the students. This study was done in Nigeria and on older children (secondary school students).

There was a need for a study to be done on younger children and in a Kenyan context.

Furthermore, Hill et al. (2004) carried out a study on parents' academic involvement as related to school behaviour, academic achievement and aspirations: demographic variations across adolescent child development. They found out that illiterate and semi-illiterate fathers with feelings of inadequacy were not able to assist their children out of different academic problems, thus making the academic performance of such children to be greatly or significantly hindered.

Suleman, Aslam, Shakir, Akhtar, and Hussain (2012) carried out a study on the effects of parental socio-economic status on the academic achievement of secondary school students in District Karak (Pakistan). One of their objectives was to determine the effect of parental educational level on the academic achievement of the secondary school students. All the secondary school students in District Karak were constituted in the population of the study. In order to represent adequate representation of the population, 1500 students were randomly selected at the rate of 25 students from each school. The study was a survey type and the researchers developed a self developed questionnaire to collect data. Data was analysed through the use of frequency count, percentage and Chi-square. The findings in connection to fathers indicated that fathers' educational level affected the achievement of students at secondary school. This study was done on older

children but the current study looked at the relationship between paternal involvement and primary pupils' academic achievement.

James (2002) indicated in his study that parental educational level exposed the clearest patterns of variation in students' attitudes towards school and post school options. In the same way, Western and Grayson (1998) found that students whose parents had high educational level had access to a variety of resources which assisted and facilitated their children to participate in their studies. Furthermore, (Krashen, 2005) found that students whose parents were educated scored higher standardized tests as compared to those whose parents were not.

Shapiro (2009) did a study in USA on parental education level and academic involvement among the college students. The study sample size was 126 students and a questionnaire was used to collect data. One of the objectives was to examine whether paternal education level was related to the amount of paternal involvement in students' academic achievement. The findings revealed that there was no significant relationship between paternal education level and how involved the fathers were in students' academic achievement. The results suggested that paternal education level was not an important factor in the academic success of college students. This current study looked at younger children in primary school and in the Kenyan context.

2.6 Paternal Involvement and Father's Occupation

The father's occupation is another variable which may influence the children's education. Muola (1990) cited earlier pointed out that those parents in high

occupation were usually in a position to provide adequate learning facilities for their children and they were also able to send them to good schools. He explained that parents who were placed in low income occupations were normally financially handicapped and as a result, were not able to provide adequate learning facilities for their children. There is considerable evidence to suggest that paternal occupational level is related to the educational achievement of the child. Fraser (1960) in a study of 400 Aberdeen school children aged between 12.5 and 13.5 years old found that the occupation of the father is significantly related to the child's school success.

Mwoma (2009b) cited earlier used SPSS to analyze data to test the significance levels between variables at 0.05. She used Pearson product moment, correlation co-efficient, ANOVA and chi- square to see whether there was a significant relationship or differences between the variables. For the study, a questionnaire adapted from Palkovitz (1997b) was developed for the fathers to fill. The current study adapted the same with modification due to activities of different age groups.

Mwoma (2009b) used pre-school pupils but this study looked at standard six pupils in the urban environment. Data analysis was done by descriptive and inferential statistics. Her findings indicated that fathers' involvement in their children's education was influenced by the kind of job they did. This was inconsistent with what Muriithi (2003a) found. According to Muriithi (2003a), there was no significant relationship between the level of parental involvement and the occupation of the parents.

Muriithi (2003a) cited earlier wanted to find out the relationship between the level of involvement and the sex, education level and occupation of the parents. Her target population was standard eight pupils from three primary schools, teachers of the three primary schools and parents of these pupils in Egoji sub-location. Sixty pupils were used in the study. It is clear that the sample used was small. She used random sampling and the instruments utilized were a questionnaire and an interview schedule to collect data. The statistical tools used for data analysis were descriptive statistics and inferential statistics. From her study, it was clear that the majority of the parents were self- employed. They were peasant farmers with few of them involved in small-scale businesses. There was likelihood that this high poverty level affected the involvement.

Muriithi (2003a) did her study in the rural area and that is why there was need for a study to be done in the urban where there is diversity of fathers' occupation. Besides, there was a possibility that only one parent was more involved than the other. This therefore, called for a study to focus on one parent. This current study focussed on fathers only. There was need for a study to be done in the larger area to cover a larger population to allow for generalization of the results. This study covered four schools from four districts in Nairobi.

Morales and Saenz (2007) carried out a study where they correlated Mexican American students' standardized test scores. They sought to find out the influence of multiple social economic components on youth's academic achievements. In their longitudinal study they used data from 1609 Mexican American students and their parents. Their findings indicated that family socio-economic status was a

significant predictor of youth's academic outcome, including test scores. Furthermore, these researchers found that since education and occupation are indicators of paternal and human capital, it was most likely that a parent's individual access to these resources could influence his/her involvement in the children's education.

In the study by Bali et al. (1984), a significant positive relationship was reported between the educational and occupational level of the family and pupil's overall achievement in the KSCE examination. The evidence given by the literature review in this section tries to emphasize the argument that children of fathers in high income occupation tend to perform at a significantly higher level than children of fathers in low income occupation. However, there have been conflicting results noted by some researchers. This required further studies to investigate the relationship between the father's occupation and the child's academic performance. The current study was to find out whether the nature of work the fathers in Nairobi did had an effect on their involvement in their children's education.

Many studies have examined the effects of employment on fathers' involvement with their children's academic achievement (Gadsden & Bowman, 1999; Gadsden, 2007a; Marsiglio, 1995a). Some study findings indicate that both employed and unemployed men think of childrearing as women's work. Some researchers have found that unemployed men spend more time with their children while others have found out that joblessness did not increase fathers' involvement

in their child care, implying that caregiving is not simply a function of time available to the father but the quality of the activities done (Gadsden & Bowman, 1999; Gadsden, 2007a; Marsiglio, 1995a). The above researcher also found out that fathers who work in work sites where they have little or no autonomy or who work long hours are more irritable and more likely to be authoritarian and conflictive in their relationships with their children.

Mdada (2000) mentioned earlier carried out a study where he examined the impact of home-environment on pupils' academic achievement. One of his objectives was to find out the association between parent- occupational status and pupils' academic achievement. He stated that parent-occupational status is one of the determinant factors of pupils' academic achievement. His findings indicated that pupils born of parents from unskilled and lower-socio-economic occupations fared badly in terms of academic achievement. Furthermore, Jubber (1994) in his study, he found that fathers who occupied high status occupations exerted a progressive positive influence in their children's education, while those in lower status occupations were unable to match this influence.

Adewale and Ogunshola (2012) cited earlier, did a study on the effects of parental Socio-economic status on academic performance of students in selected schools in Edu Lga of Kwara state in Nigeria. One of their objectives was to find out whether parental socio-economic status had any effect on students' academic achievement. Their findings in connection to fathers indicated that, fathers' socio-economic status had no significant effect on students' academic achievement.

However, this was different from what other researchers found out. Craig and Ronald, 2003; Eze, 2002; Hill et al. 2004; Rothestein (2004) in their study, they asserted that status of fathers did not only affect the academic achievement of the students but also made it impossible for children from low socio-economic background to compete well with their counterpart from high socio-economic background under the same academic environment. In the same way Suleman, et al. (2012) carried out a study on the effects of parental socio-economic status on the academic achievement of secondary school students in District Karak (Pakistan). One of their objectives was to find out the effect of parental occupational level on the academic achievement of the secondary school students. Their findings indicated that parental occupational level affected the academic achievement of students at secondary schools.

2.7 Summary of the Literature Reviewed

This chapter has reviewed related literature to the present study. Past studies have revealed that paternal involvement facilitates children's academic achievement. The studies have indicated that those children who have involved fathers perform better at school. The literature review has shown that when fathers are involved in their children's educational development, they tend to provide better economic support to their children. It has also indicated that different factors influence paternal involvement. These factors are; paternal involvement, education, occupation and gender of the child. Some studies have shown that paternal educational and occupational levels are related to the educational achievement of the child.

On the contrary, other studies have indicated that fathers' educational level and the job they do does not affect their involvement in their children's academic achievement. This study sought to find out whether paternal involvement is related to performance of primary school children among the fathers of Nairobi County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used in carrying out the study. It addresses the following: research design, variables of the study, location of the study, target population, sampling techniques and sample size, the instruments used to collect data, data analysis, pilot study, validity and reliability of the instruments and data collection procedures. Finally, logistical and ethical considerations that were observed are also highlighted.

3.2 Research Design

The study adopted the ex post facto research design because the researcher could not directly manipulate the independent variables of the study since their manifestations had already happened. The use of this design in research has been supported by many researchers. For instance, (Best, 1992) in supporting the use of ex post facto research design, point out that ex post facto research design is used to analyze past events or already existing conditions to study causation when its impracticable or unethical to arrange occurrences. Furthermore, (Nachimias and Nachimias 1996)) stated that ex post facto research design is useful when trying to describe patterns of relationships between variables that can not be manipulated. Since fathers could not be manipulated to get involved in their children's education at primary level, the design was found to be the most convenient for this study.

in order to obtain descriptions of phenomena, one can employ correlation techniques. He goes further to say that correlation techniques are used to ascertain the extent to which variables are related, that is, the extent to which variations in one factor correspond to variations in another. The design was applicable to the study because the researcher wanted to know about the relationships that existed between the study variables (paternal involvement in monitoring school progress, attending school meetings, providing educational materials and helping with homework., fathers' academic achievement, fathers' occupation, gender of the child and pupils' academic achievement). It was also a correlation survey study because sampling was done and a questionnaire was the major mode of data collection.

3.2.1 Variables of the Study

The independent variable in the study was paternal involvement in children's education.

(a) The components of paternal involvement were; monitoring school progress, attending school meetings, providing educational materials and helping with homework.

(b) The moderating variables were fathers' education level, fathers' occupation, and gender of the child. For involvement, a total score on the frequency of activities done by fathers was used. Fathers' education level was measured in terms of the highest educational qualification the fathers had attained (primary 1, secondary 2, college 3, bachelors degree 4 and masters and above 5). Father's

occupation was measured in terms of what the fathers did to earn a living (not working 1, business 2, casual labourer 3, civil servant 4, private employee 5 or manager 6).

(c) The dependent variable of the study was pupils' academic achievement. The pupil's average score was calculated from the scores of the five subjects that the pupils had done for the previous three consecutive terms (term I, II, III year 2011).

3.2.2 Location of the Study

This study was carried out in Nairobi County, Kenya. Nairobi has eight districts. Nairobi was selected because most of the studies that have been done about paternal involvement have been done in the rural setting. Nairobi was also chosen as the study area because of its metropolitan nature, thus, a research carried out in the city public primary schools could bring out the opinions of pupils and fathers from a multi-cultural background and different social economic backgrounds. These variations make Nairobi County to be more representative than any other location in Kenya. This made the study findings to be a bit more generalized. The map of Nairobi County has been presented as appendix XVI

3.3 Target Population

The target population for the study was all public primary school-going children in Nairobi County and their fathers, specifically those in standard six. According to the grand enrolment data from Nairobi City Council of Nairobi (2009), there were 206 public primary schools and 334 private primary schools excluding international schools. Public primary schools had a pupil population of about

209,705 pupils, out of these, 27,812 were standard six pupils (Nairobi City Concil of Nairobi, 2009). Public primary schools were chosen due to the fact that, they have diverse population and it is easy to have access than in private schools.

Standard six pupils were selected because some studies that had been done on parental or paternal involvement had been done in lower primary and in secondary school. Few studies in upper primary had been done. Furthermore, most parents and pupils start to be serious with schoolwork in standard six as the pupils start preparing for class eight National examinations. The class was also chosen because at this level it is assumed that majority of these children can read fluently and write in English. Fathers of these children were involved to provide information on their involvement in the children's school work.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

The researcher used Multistage sampling to select the pupils and fathers who took part in this study. Multistage sampling was used because different sampling methods were used at different stages and the study used multiple randomizations. First, Nairobi was selected purposively because of its metropolitan nature. Four districts were selected from the eight districts in Nairobi through simple random sampling. Each of the selected districts had two zones therefore; the researcher randomly selected one zone from each district. From each of the selected zone, one school was randomly selected giving rise to four schools. Forty standard six pupils were purposively selected from each selected school. The sampling criteria for including the pupils were based on cut-off mark. An average score was

calculated for each pupil in all her/his five subjects. The total class mean was also calculated. The pupils who had scores above their class average were classified as high performers while those who got below the class average were considered as low performers. Twenty bottom pupils and top pupils were then selected for the study. Another criterion for selection was that the pupil was from a house with a living father.

3.4.2 Sample Size

A sample size of 160 pupils and their fathers was used in the study. The researcher purposively sampled 40 pupils from each of the four selected schools. The researcher used 40 pupils because that was the number that was equal to one stream. The selection was 10 girls and 10 boys from the top and 10 girls and 10 boys from the bottom. Fathers of the selected children were automatically included in the study. Table 3.1 shows the sample size of the participants.

Table 3.1

Sample Size

Schools Sampled	Total	Pupils	Total	Fathers	Total
School A	135	40	135	40	80
School B	128	40	128	40	80
School C	125	40	125	40	80
School D	134	40	134	40	80
Total	**522**	**160**	**522**	**160**	**320**

3.5 Description and Construction of the Research Instrument.

Two questionnaires and document analysis were used in the study. One questionnaire was used to collect data from the pupils and the other from their fathers. School records were also utilized to get the scores that were used for the pupils' academic achievement.

3.5.1 Questionnaire for Pupils

A questionnaire constructed by the researcher with the assistance of her supervisors measuring paternal involvement was used. In the Likert scale, the researcher borrowed some ideas from (Mwoma, 2009b). The questionnaire had two sections. The first section sought bio-data of those pupils while the second section had items that collected information on paternal involvement. Data on paternal involvement was scored on a three point Likert scale. The scores for activities 1-20 ranged from 1 for no involvement at all to 3 for always involved. The first 20 activities were on how often the fathers were involved and the last 6 activities were on how often the fathers left the activities to the mothers. Father involvement was analyzed using mean score analysis as well as frequencies. The mean scores ranged between 1 for no involvement at all, 2 for moderate involvement and 3 for high involvement, the mean scores were therefore interpreted by rounding off the means to the nearest whole number (1 or 2 or 3). (See appendix 1).

3.5.2 Questionnaire for Fathers

This questionnaire was also constructed by the researcher with the assistance of her supervisors measuring paternal involvement. In the Likert scale, the researcher also borrowed some ideas from (Mwoma, 2009b). It had two sections. The first part collected demographic information. The second part gathered information on fathers' involvement in their children's school activities.

The questionnaire was scored as follows: For demographical information, paternal level of education included categories primary (1), secondary (2), college(3) bachelors degree (4) and masters and above (5). Paternal occupation had categories not working (1), businessman (2), casual labourer (3), civil servant employee (4), private employee (5) and manager (6). The categorization of occupation was based on what the fathers gave as to what they did to earn a living. The time the fathers worked was categorized day (1) and night (2). A three- point Likert scale was used to measure information on the extent to which fathers are involved with their children's schoolwork. The scale ranged from 1 for (not at all) to 3 for (always). Father involvement was analyzed using mean score analysis as well as frequencies. The mean scores ranged between 1 for no involvement at all, 2 for moderate involvement and 3 for high involvement, the mean scores are therefore interpreted by rounding off the means to the nearest whole number (1 or 2 or 3). (See appendix 11).

3.5.3 Document Analysis

Academic performance scores were obtained from the records of the examinations that the pupils had done in the consecutive three terms. Each pupil's average total

score in the subjects examined at the end of term one 2011, term two 2011 and term three 2011 examinations were obtained from the school examination records (see appendix iii). The average total score from all the five subjects taken was used to give the raw score for each pupil.

3.5.4 Pilot Study

According to Mugenda & Mugenda (1999), the pilot procedure helps ascertain that the instrument for collecting data is free of any pitfalls and mistakes that would have surfaced in the main data collection process if the pilot of the instrument had not been done. Furthermore, Saunders, Lewis, and Thornhill (2003) suggest that prior to using the questionnaire to collect data it should be tested in order to refine it. A pilot study was carried out prior to the actual study. The questionnaires were administered to a selected sample of 40 pupils and their fathers which had similar characteristics as the actual sample. The procedures for the pilot were the same as those of the main study. The instruments were piloted in one public primary school, similar to schools in the main study. These were drawn from the population of the study but were not included in the main study. Piloting of the instrument was done to help point out any flaws or errors in the instruments. The researcher used the findings of the pilot study to revise and refine the research instruments and to enhance their validity and reliability. The pilot study also helped to estimate the time sufficient for the respondents to attend to the questionnaires. The validation and reliability of the research instruments are discussed in the subsequent two subsections.

3.5.5 Validity of the Instruments

To establish content validity, the researcher assessed the clarity of the items and checked on how the items were relevant to the objectives of the study. The items were also cross examined against the stated objectives to ensure content validity. The researcher checked whether the items covered all the objectives and the variables of the study. After pilot study some of the items were changed. For instance, the fathers' questionnaire in the demographic section there were items like primary, primary K.C.P.E, secondary, secondary K.C.S.E, college certificate, college diploma and university degree. This was changed to primary, secondary, college, bachelor's degree and masters and above.

3.5.6 Reliability of the Instruments

Best (1992) suggest that an instrument is reliable to the extent that it measures what it is measuring consistently. Reliability analysis provided information about the relationships between individual items in the scale. The study used three-point Likert scales with varying number of items in each scale. Cronbach's alpha coefficient was used to measure the reliability (repeatability) of the scale. Table 3.2 summarizes the findings of the analysis.

Table 3.2
Summary of Analysis of the Reliability of Likert Scales Used in the Study

Name of Indicator Measured	No of Cases	Cronbach's Alpha	No. of Items
Paternal involvement (father) in pupils' education: According to the pupils	15	0.7213	26
Paternal involvement (father) in pupils' education: According to the father	15	0.8964	20

Although there is no lower limit for Cronbach's alpha coefficient, the general rule is that the closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. However, George and Mallery (2003, p. 231) provide the following rules of thumb: "Alpha ≥ 0.9 – Excellent; Alpha ≥ 0.8 – Good; Alpha ≥ 0.7 – Acceptable; Alpha ≥ 0.6 – Questionable; Alpha ≥ 0.5 – Poor; and Alpha < 0.5 – Unacceptable". Glien and Glien (2003) added that it should also be noted that an alpha of 0.8 is probably a reasonable goal. Going by these two guidelines, all the two Likert scales used had alpha coefficients greater than 0.7, which are within accepted levels. The likert scale for the pupils had a reliability of 0.7213 while that of the fathers had 0.8964.

3.6 Data Collection

The questionnaires were filled by the respondents. The first questionnaire to be administered was for the pupils. It was administered in the respective primary

schools. The pupils were given one hour to respond to all the items. The second questionnaire to be administered was for the fathers. The researcher with the assistance of the class teachers gave the pupils the fathers' questionnaires to take home to be filled by their fathers. These questionnaires were returned by pupils after one week. Where some fathers did not fill the questionnaires taken to them for one reason or another, the researcher had the questionnaires filled during the school's academic day meeting. Finally, data on pupil's academic performance were collected from the school records using the record form in appendix III.

3.6.1 Logistical and Ethical Considerations

The researcher obtained permission from the Graduate School to conduct the study, see appendix III. Permission was also sought from City Council to conduct research in primary schools in Nairobi, see appendix IV. The researcher also obtained permission to collect data from the Ministry of Education, Science and Technology (MOEST) through the National Council for Science and Technology to allow successful implementation of the research process, see appendix V. The researcher also got permission from the Head teachers to carry out the study in their schools. All the school heads were contacted in advance and the purpose of the research was explained. A copy of the questionnaire was given to both the school head and a teacher chosen to assist the researcher. The researcher got consent from the respondents to participate in the study, see the consent form signed by the fathers for themselves and on behalf of their children in standard six.

Ethical issues are critical for the success of any investigation and particularly in social research (Blaxter, Hughes, & Tight, 2006). The privacy of every person taking part in the study was respected by having the participants assured that the information they gave could be treated with confidentiality. The class teachers who assisted in the study were also explained to the purpose of the study and methods of data collection. Anonymity was also guaranteed by the respondents not writing their names or identity filled on anywhere on the questionnaires, instead code numbers were used

3.7 Data Analysis

Data analysis involved both descriptive statistics and inferential statistics. According to Harper, Ralph, and Stanley (1997), descriptive statistics are used to describe the basic features of data into simple summaries in a study while inferential statistics are used to make inferences about the population. The study used descriptive statistics such as mean scores, standard deviation, mode and frequencies. Some of the descriptive summaries have been presented using graphs and tables. These have been used mainly in analyzing the demographic data. The study also employed inferential statistics such as Pearson correlation, t-test and ANOVA. Pearson correlation analysis was used to determine and test the significance of the relationship between paternal involvement in children's education and children's academic performance. ANOVA and t-test were used to the variations paternal involvement in children's education by gender of the child, fathers' education, and fathers' occupation. All the significance tests were done at

95% confidence level for example a significance level of 0.05 was the cut-off point for testing the hypotheses.

The following were the null hypotheses tested a long with the statistical tests used:

H_{01}: There is no relationship between paternal involvement in pupils' education and pupils' academic achievement. Pearson Product Moment Correlation Co-efficient was used.

H_{02}: There is no difference in paternal involvement in pupils' education between boys and girls. T-test for independent sample was used

H_{03}: There is no difference in paternal involvement in pupils' education among fathers of different levels of education. Analysis of Variance (ANOVA) was used.

H_{04}: There is no difference in paternal involvement in pupils' education among fathers of various occupations. Analysis of Variance (ANOVA) was used.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings, interpretation and discussions. The results have been presented according to objectives, research questions and hypotheses of the study. The discussions have been done in relation to the relevant literature to the present study. The demographic information of the respondents is presented first followed by descriptive and inferential statistics. The researcher sought to find out:

i. The relationship between paternal involvement in pupils' education and pupils' academic achievement.

ii. The difference in paternal involvement in pupils' education between boys and girls.

iii. The difference in paternal involvement in pupils' education among fathers of different levels of education.

iv. The difference in paternal involvement in pupils' education among fathers of various types of occupations.

4.2 General and Demographic Information

This section describes the basic characteristics of the respondents who participated in the study. The study comprised of 160 class six pupils and their fathers, making a total sample of 320 respondents. The response rate was 100%. The characteristics of the pupils included the gender, age, and the person the child

was staying with. The characteristics of the fathers included their level of education, type of occupation, and time of the day when they work.

4.2.1: Demographic Data

4.2.1.1: Pupils' Age and Sex

The pupils' age and sex were determined and Table 4.1 presents the results.

Table 4.1

Distribution of the Pupils' Age by Sex

		Gender of the respondents		Total
Age of respondents		**Boys**	**Girls**	
10	Freq	1	2	3
	%	33.3%	66.7%	100.0%
11	Freq	16	29	45
	%	35.6%	64.4%	100.0%
12	Freq	44	35	79
	%	55.7%	44.3%	100.0%
13	Freq	17	11	28
	%	60.7%	39.3%	100.0%
14	Freq	2	3	5
	%	40.0%	60.0%	100.0%
Total	Freq	80	80	160
	%	50.0%	50.0%	100.0%

N= 160

Data on sex showed that the respondents who participated in the study were 50 (50%) girls and 50 (50%) boys. Table 4.1 shows that the youngest pupils were only three and they were aged 10 years while the oldest pupils were five and aged

14 years. On average the participants who were 12 years were 79 of them. The boys who were 12 years were more than the girls. The boys were 44 while the girls were 35. This is not similar with the age distribution of the respondents of Shapiro (2009) who had the majority of the students being between 19- 21 years old.

4.2.1.2: The Person Staying with the Pupils

The researcher also required the pupils to indicate whether they stayed with both parents, mother only, or father only. Table 4.2 presents the results.

Table 4.2

Distribution of the Pupils by the Type of Parent they stay with

Parents	Frequency	Percent
Mother	10	6.3
Father	7	4.4
Both parents	140	87.5
Total	157	98.1
Non response	3	1.9
Total	160	100.0

N= 160

Table 4.2 shows that majority of the pupils reported that they stayed with their both parents. The pupils who reported that they stayed with their fathers were 7(4.4%), while those who stayed with their mothers were 10 (6.3%).

4.2.1.3: Fathers' Level of Education

The researcher was interested in establishing the fathers' level of education. The fathers were asked to state the highest level of education attained. Results are presented in Figure 4.1

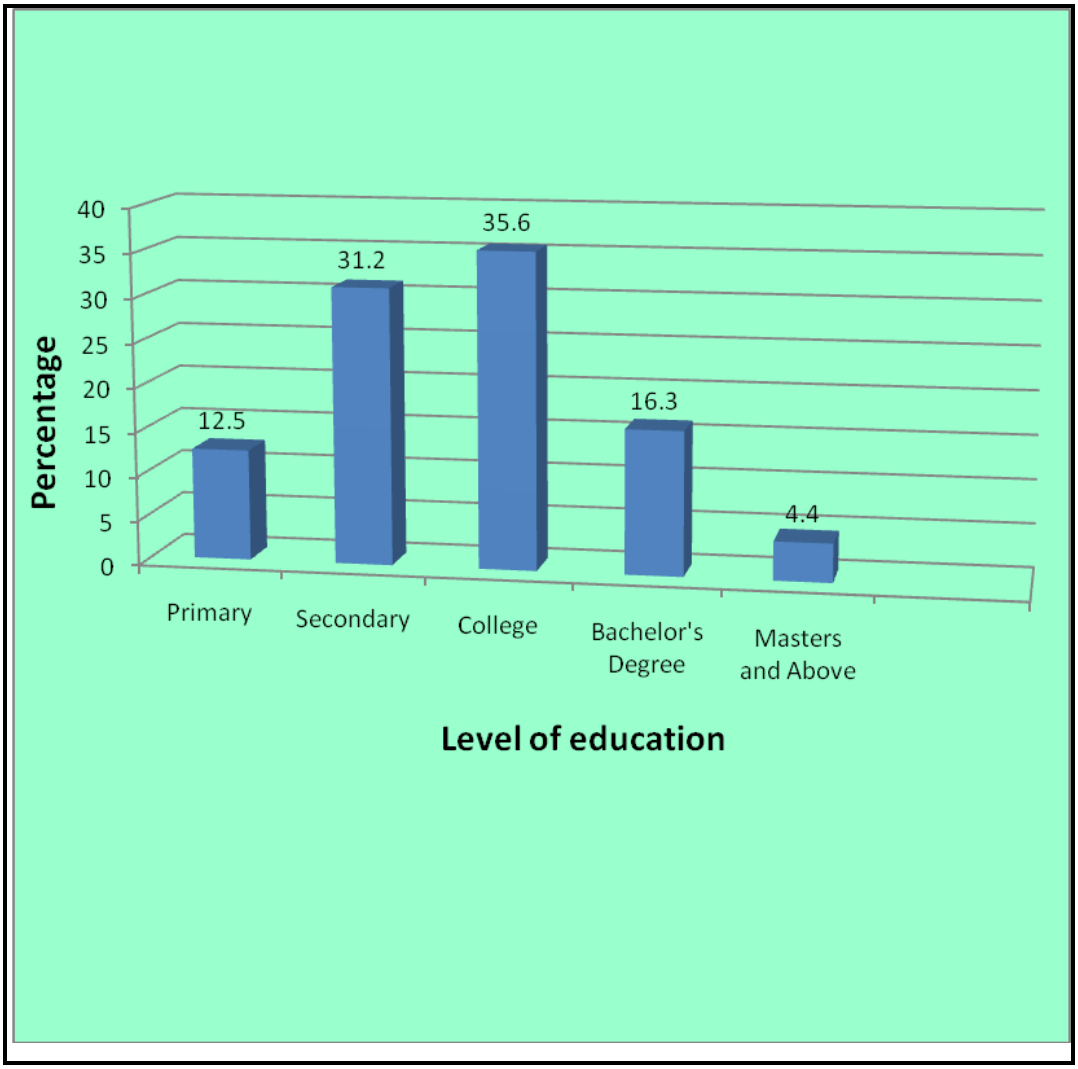

Figure 4.1: Fathers' Highest Level of Education

Figure 4.1 shows that a few 20(12.5%) of the fathers had primary education while less than a third 50(31.2%) had secondary education. Majority 60(35.3%) had attained college education with a small number 7(4.4%) with postgraduate university degrees. The results show that all the fathers involved in the study were literate and had the minimum education to enable them involve in their children's education meaningfully. These results are similar with Ogoye, Mengich, and

Abidha (2007) who have investigated parental participation in pupils' homework. Their results indicated that all the parents who participated in their study were literate with 56% having attained primary education.

4.2.1.4: Fathers' Occupation by Time Worked

The study sought to establish the types of occupations the fathers were engaged in. They were also asked to state the time when they worked. Table 4.3 presents the results.

Table 4.3 ***Distribution of the Fathers' Occupation by the Time they worked***

		What time of the day do you work		Total
Occupation		Day time	Night	
Business	Freq	61	6	67
	%	91.0%	9.0%	100.0%
Casual labour	Freq	17	7	24
	%	70.8%	29.2%	100.0%
Civil servant	Freq	25	6	31
	%	80.6%	19.4%	100.0%
Private employee	Freq	27	2	29
	%	93%	7%	100.0%
Manager	Freq	8	0	8
	%	100.0%	.0%	100.0%
Total	Freq	138	21	159
	%	86.7%	13.3%	100.0%

N= 160

The findings show that majority of the fathers were working during the day while a few of them were working during the night. Table 4.3 reveals that the fathers

who were involved in business were about three quarters and majority 61(91.0%) of them worked during the day. The results show that all 8(100%) of the respondents who were in managerial positions worked during the day. The result implies that at least all the fathers had some source of income and livelihood for the family. The result also shows that almost all of the fathers included in the study were available in the evening to assist their children with home work.

However, there is a possibility that by the time some of the fathers reach home some of the children will have slept thus not being able to help them. This finding also seems to indicate that during day time, especially during the holidays, the children are on their own most of the time thus not having their fathers to assist them in their academic achievements. This concurs with what Kibera (1998b) stated in his study that, impact of inflation and poverty are greatly felt in urban areas necessitating many parents to be away from home most of the day and are only there in the evening.

4.3 Paternal Involvement in Pupils' Education

The first task was to determine fathers' level of involvement in their children's education. Paternal involvement was measured using a three point Likert scale, from 1-3, where 1-No involvement, 2-Sometimes/rarely and 3-Always involved. Two similar scales were administered to pupils and fathers separately. Paternal involvement was analyzed using mean score, the results are presented in the following two sections starting with the pupils' perspective then the fathers' perspective. The mean scores ranged from 1 for no involvement at all, 2 for

moderate involvement and 3 for high involvement, the mean scores were interpreted by rounding off the means to the nearest whole number (1 or 2 or 3). The respondents were asked how often the fathers involved themselves in some activities. The activities were teaching, sharing, monitoring, provision activities and results are described in the following subsections.

4.3.1 Paternal Involvement in Teaching Activities

Both the pupils and their fathers were asked to state how often the fathers were involved in "teaching activities". In this study teaching activities was used to mean the activities that the fathers did to assist the children in their academic achievement. The word teaching has been used because teaching is one of the specific general aspects of paternal involvement described by Palkovitz (1997b) theory. These teaching activities included; giving advice about school work, giving comments, answering academic questions and helping in homework. Table 4.4 presents information of paternal involvement of different teaching activities according to the pupils' perspective. Key: A- Always, S- Sometimes, NA- Not at all and Std. Dev – Standard Deviation,

Table 4.4

Fathers' Involvement in Teaching Activities from Pupils' Perspective

	Low performers			High performers			Low performers		High performers	
Activities	**NA %**	**S %**	**A %**	**NA %**	**S %**	**A %**	**Mean**	**Std. Dev**	**Mean**	**Std. Dev**
Giving advice on school work	10.2	39.0	50.8	5.9	21.8	72.3	2.41	0.67	2.66	0.59
Giving praise when the child has done well in school work	10.2	23.7	66.1	4.0	13.9	82.2	2.56	0.68	2.78	0.50
Answering child's academic questions	15.3	37.3	47.5	4.0	24.0	72.0	2.32	0.73	2.68	0.55
Helping the child to do homework	25.4	35.6	39.0	15.8	34.7	49.5	2.14	0.80	2.34	0.74
Giving comments when the child has done well in school work	10.3	37.9	51.7	10.0	14.0	76.0	2.41	0.68	2.66	0.66
Overall Score	**14.3**	**34.7**	**51.0**	**7.9**	**21.7**	**70.4**	**2.37**	**0.71**	**2.62**	**0.61**

N = 160

Generally, the findings show that the high performers received more advice from their fathers than the low achievers. Table 4.4 indicate that half 80(50%) of the low performers reported to always have gotten answers from their fathers while majority 115(72%) of high performers reported that they always got answers from their fathers. Less than half of the fathers of both low and high performers were always involved in showing or helping their children with home work, they had

mean scores of 2.14 and 2.34 respectively which meant moderate involvement. The results also indicated that more fathers of low performers did not at all involve themselves in any of the teaching activities as compared to the fathers of high performers. Furthermore, findings showed that children who received more attention or fathers involvement in their teaching activities on average performed better than children whose fathers were less involved in their teaching activities. Father's involvement in children's education in teaching activities was found to be moderate among low performers and high among high performers with an overall mean score of 2.37 and 2.62 respectively.

Table 4.5 shows the percentage distributions and mean scores of the extent of paternal involvement in teaching activities in children's education according to the fathers' perspectives. Key: A- Always, R- Rarely, NA- Not at all and Std. Dev- Standard Deviation.

Table 4.5

Paternal Involvement in Teaching Activities from Fathers' Perspectives

	Low performers			High performers			Low performers		High performers	
Activities	**NA %**	**R %**	**A %**	**NA %**	**R %**	**A %**	**Mean**	**Std. Dev**	**Mean**	**Std. Dev**
Giving advice on school work	7.5	30.0	62.5	7.5	32.5	60.0	2.55	0.63	2.53	0.64
Giving praise when the child has done well in schoolwork	7.5	18.8	73.8	3.8	10.0	86.3	2.66	0.62	2.83	0.47
Answering child's questions	1.3	32.5	66.3	5.0	40.0	55.0	2.65	0.51	2.50	0.60
Helping the child to do homework	13.8	58.8	27.5	25.0	45.0	30.0	2.14	0.63	2.17	1.24
Giving comments when the child has done well in school work	13.8	38.8	47.5	16.3	22.5	61.3	2.34	0.71	2.45	0.76
Overall	**8.8**	**35.8**	**55.5**	**11.5**	**30.0**	**58.5**	**2.47**	**0.62**	**2.50**	**0.74**

N = 160

Table 4.5 shows that data from the fathers' perspective indicated that the mean score of fathers' involvement for high performers was 2.50 while that of low performers was 2.47. The results are similar with those of the pupils in the sense that fathers of high performers were more involved in teaching activities than the fathers of low performers. Father's involvement in children's teaching activities was found to be moderate among low performers and high performers with

overall mean scores of 2.47 and 2.50 respectively. Generally the findings showed that children who received slightly more fathers' involvement in their teaching activities on average performed better than children whose fathers were less involved in their teaching activities.

The findings from the pupils' and fathers' data above indicated that more than half of both the fathers of high performers and low performers always gave advice to their children about school work. There is an indication that most fathers were concerned with their children's school work. For instance, from the results of the pupils' perception in Table 4.4 indicated that more of the fathers of high performers seemed to have been more involved in this activity than the fathers of low performers with the mean of 2.66 and 2.41 respectively. There is a possibility that some of the fathers of the low performers felt that their children were weak thus not being keen in advising them. A few fathers of both the high and low performers were reported not to have been involved at all. These children who had fathers who were not involved at all did not perform well. This is in agreement with what Schickedanz (1995) found out in his study on socialization and academic achievement. He reported that children of passive parents were found to perform poorly academically.

When it came to fathers helping their children with their homework there was some inconsistency between the pupils and the fathers. Findings according to the pupils revealed that there was moderate involvement in fathers helping their children with home work among the fathers of high and low performers.

However, the number of fathers who said that they helped their children was less than what the children reported. There is an indication that the children wanted their fathers to be seen to be involved with them than they were.

The fact that some of both the fathers of high 79(49.5%) and low 62(39%) performers in Table 4.4 reported that they always helped their children to do homework does not necessarily mean that the assistance was effective, especially if they were just sitting with them as the children did their homework. Sometimes, this may take a passive mode like a father who is reading a newspaper while the child does homework may consider himself assisting. The child's reaction could be the exact opposite of what the father expects. To the child the passive mode could be destruction from concentration or could be interpreted to mean being watched to ensure the work is done. Specifically, if the children believe that the fathers are pressurizing them to perform then the outcome might be negative. This is supported by what Adams and Trost (2005c) observed that fathers' academic pressure was predictive of lower academic achievement, whereas, mothers' encouragement and support predicated higher achievement. They went further to say that fathers who placed pressure on their children to excel at school and engage in their children's schoolwork processes appeared to have children with lower academic competence and hence, lower achievement. From the aforesaid, using academic pressure around the children's learning is detrimental because it may easily affect the children's performance negatively. This is also supported with what Grolnick, 2003; Nord, Gunneriusson, Uhlén, and Nygren (1997) stated in his study, he suggested that the use of paternal pressure and control as it relates

to academic achievement can decrease children's intrinsic motivation as it affects the children's performance.

Data from the pupils also indicated that despite of the fathers being moderately involved in helping their children with homework, some of them never involved themselves at all. This might have been caused by some of the fathers having low education. This is evident from the findings on the data about the fathers' level of education in Table 4.2 where 20(12.5%) of them had primary level. Transformations in education system has meant that some topics, previously, handled at secondary level have found their way into primary school curriculum. Fathers who only reached primary level will find it hard to cope with the academic demands of their own children unless they take a keen interest to follow up diligently with their own children. An example is in the Kiswahili language at junior levels. Books currently selected for standard five pupils up to standard eight are significantly a notch higher than was the case 10 – 15 years ago. There is a possibility that a few of the fathers, rather than face up to exposure due to lack of knowledge, would opt to skip discussing school matters completely with the children.

According to findings from the pupils, more fathers of high performers were involved in answering their children's academic questions than fathers of low performers with a mean score of 2.68 and 2.32 respectively. Furthermore, few fathers of high performers did not involve themselves at all in this activity as compared with the fathers of low performers. There was an indication that the

fathers of high performers were more serious than the fathers of low performers. Results from Table 4.2 indicated that lack of some fathers' involvement at all might have been caused by the fact that almost half of the fathers who participated 70(43.8%) had low education, that is, primary and secondary education while those who had postgraduate education were very few 7(4.4%). This is supported with what Nord, Brimhall, et al. (1997) found out, that fathers with less than a high school education were much less likely to be involved in their children's schoolwork than fathers with higher levels of education. Furthermore, Hill et al. (2004) also found out that illiterate and semi-illiterate fathers with feelings of inadequacy were not able to assist their children out of different academic problems, thus making the academic performance of such children to be greatly or significantly hindered.

When it came to fathers commenting when their children had done well, results from both the pupils and fathers showed that more fathers of high performers commented when their children had done well than those of low performers. This probably explains why some pupils did better than others. There is an indication that the high performers were more encouraged than the low performers. This is supported with what Coyer (2006) found, when he indicated that students respond well to performance when they are encouraged and praised.

4.3.2 Paternal Involvement in Shared Activities

The participants were asked on how often the fathers were involved in "shared activities". In this study shared activities was used to mean the activities that

fathers did together with their children The word shared has been used because sharing is one of the specific general aspects of paternal involvement described by (Palkovitz, 1997b) theory. These shared activities included the following: listening carefully when talked to, talking to the child about schoolwork, calling the child on phone when away

Table 4.6 shows the frequency distributions and mean scores of the extent of paternal involvement in different shared activities in children's education according to the pupils' point of view. Key: A- Always S- Sometimes, NA- Not at all and Std. Dev- Standard Deviation.

Table 4.6

Paternal Involvement in Shared Activities from Pupils' Perspectives

	Low performers			High performers			Low performers		High performers	
Activities	**NA %**	**S %**	**A %**	**NA %**	**S %**	**A %**	**Mean**	**Std. Dev**	**Mean**	**Std. Dev**
Listening carefully to the child when he/she talks	3.4	29.3	67.2	1.0	17.8	81.2	2.64	0.55	2.80	0.43
Talking to the child about his/her school work	8.5	28.8	62.7	6.9	23.8	69.3	2.54	0.65	2.62	0.61
Calling the child on phone when away from home	39.0	28.8	32.2	21.8	34.7	43.6	1.93	0.85	2.22	0.78
Overall Score	**17.0**	**29.0**	**54.0**	**9.9**	**25.4**	**64.7**	**2.37**	**0.68**	**2.55**	**0.61**

N = 160

Table 4.6 shows that according to the pupils' perspective the mean score of fathers' involvement in shared activities for high performers was 2.55 while that of low performers was 2.37. The results showed that more fathers of high performers were always involved in shared activities as compared to fathers of low performers. The findings show that children who received more attention or fathers involvements in their shared activities on average performed better than children whose fathers were less involved in their shared activities. Father's involvement in children's shared activities is moderate among low performers and high among high performers with overall mean scores of 2.37 and 2.55 respectively.

The table 4.7 shows the percentage distributions and mean scores of the extent of paternal involvement in shared activities in children's education from the fathers' point of view. Key: A- Always, R- Rarely, NA- Not at all and Std. Dev-Standard Deviation.

Table 4.7

Paternal Involvement in Shared Activities from Fathers' Perspectives

	Low performers			High performers			Low performers		High performers	
Activities	**NA %**	**R %**	**A %**	**NA %**	**R %**	**A %**	**Mean**	**Std. Dev**	**Mean**	**Std. Dev**
Listening carefully to the child when he/she talks	3.8	22.5	73.8	1.3	28.8	70.0	2.70	0.54	2.69	0.49
Talking to the child about his/her school work	3.8	31.3	65.0	6.3	35.0	58.8	2.61	0.56	2.53	0.62
Calling the child on phone when away from home	22.5	35.0	42.5	15.0	43.8	41.3	2.20	0.79	2.26	0.71
Overall	**10.0**	**29.6**	**60.4**	**7.5**	**35.9**	**56.7**	**2.50**	**0.63**	**2.49**	**0.61**

N = 160

Table 4.7 shows that data from the fathers' perspective indicated that the mean score of fathers' involvement for high performers was 2.49 while that of low performers was 2.50. This means that paternal involvement in shared activities was moderate. The results are not similar with those of the pupils in the sense that fathers of high performers were slightly less involved in shared activities than the fathers of low performers. Generally the findings showed that on average children received the same moderate sharing attention from their fathers therefore their different performance was due to other activities.

Data from the findings from the pupils in Table 4.6 indicated that majority of the high performers reported that their fathers always listened to them carefully when

they talked to them as compared to what low performers reported. Fathers' involvement in listening activity was high involvement for both the fathers of high and low performers with a mean score of 2.69 and 2.70 respectively. There is an indication that if both the high and low performers had something to enquire about their academic achievement, the fathers were always ready to listen to them. On the other hand, some of the fathers never listened to their children at all. Failure to listen is in part cultural. In some African communities, it is standard practice not to listen to children. However, urbanization is now slowly dissolving this practice and ushering in greater communication between fathers and children. In some African culture it was sometimes seen as a sign of weakness for a father to be seen talking or listening to children unless some very important thing was happening in the community.

In connection to how often the fathers called their children while away, findings from both the pupils and their fathers indicated that fathers' involvement was more among the fathers of high performers than fathers of low performers. However, some fathers never called their children at all. This could be probably because it is expensive for some fathers to ring or they are too busy and therefore, don't have enough time to ring. This could also be an indication of the social class of the family the participants came from. This is supported by what Ogoye et al. (2007) indicated that some of the fathers are preoccupied with different chores to fend for their families instead of talking or helping their children with homework.

4.3.3 Paternal Involvement in Monitoring Activities

The respondents were asked to indicate how often the fathers involved themselves in “monitoring activities”. The word monitoring has been used because it is one of the specific general aspects of paternal involvement described by (Palkovitz, 1997b) theory. Monitoring incorporated activities like finding out about the children’s friends, checking if homework has been done, ensuring school work has been done and there is progress, attending the parents’ meetings talking to the teacher about the children’s homework.

Table 4.8 shows the frequency distributions and mean scores of the extent of father involvement in child monitoring activities during children’s education according to the pupils’ point of view. Key: A- Always, S- Sometimes, NA- Not at all and Std. Dev- Standard deviation.

Table 4.8

Fathers Involvement in Monitoring Activities from Pupils' Perspectives

	Low performers			High performers			Low performers		High performers	
Activities	**NA %**	**S %**	**A %**	**NA %**	**S %**	**A %**	**Mean**	**Std. Dev**	**Mean**	**Std. Dev**
Showing genuine interest in child's friends	20.3	44.1	35.6	12.9	35.6	51.5	2.15	0.74	2.39	0.71
Disciplining the child	10.2	33.9	55.9	7.9	18.8	73.3	2.46	0.68	2.65	0.62
Checking whether child has homework to do	15.3	44.1	40.7	10.9	27.7	61.4	2.25	0.71	2.50	0.69
Ensuring that child does his/her school work	15.3	39.0	45.8	8.9	22.8	68.3	2.31	0.73	2.59	0.65
Attending the parents-teacher meeting	44.1	32.2	23.7	15.0	34.0	51.0	1.80	0.81	2.36	0.73
Talking to the teachers about child's progress	32.2	42.4	25.4	21.8	35.6	42.6	1.93	0.76	2.21	0.78
Ensuring child's safety at home	8.5	10.2	81.4	5.0	7.9	87.1	2.73	0.61	2.82	0.50
Finding out about child's friends	31.0	44.8	24.1	11.9	30.7	57.4	1.93	0.75	2.46	0.70
Overall Score	**22.1**	**36.3**	**41.6**	**11.8**	**26.6**	**61.6**	**2.20**	**0.72**	**2.50**	**0.67**

N = 160

Table 4.8 shows that according to the pupils' perspective the mean score of fathers' involvement in monitoring activities for high performers was 2.50 while that of low performers was 2.20. The results in Table 4.8 show that more fathers

of high performers 99(61.6%) were always involved in monitoring activities as compared to fathers of low performers 67(41.6%). The results imply that paternal involvement influences pupils' performance according to the pupils' data. The findings also show that children who received more attention or fathers involvements in their monitoring activities on average performed better than children whose fathers were less involved in their monitoring activities. The results also imply that quite a number of fathers are involved in monitoring their children's performance. Fathers' involvement in children's monitoring activities is moderate among low performers and high performers with an overall mean score of 2.20 and 2.50 respectively. Generally the findings show that on average children whose fathers are always involved in monitoring activities perform better than children whose fathers are less involved in monitoring their academic activities.

Table 4.9 shows the frequency distributions and mean scores of the extent of father involvement in child monitoring activities during children's education according to the fathers. Key: A- Always, R- Rarely, NA- Not at all and Std. Dev – Standard Deviation,

Table 4.9

Fathers Involvement in Monitoring Activities from Fathers' Perspectives

	Low performers			High performers			Low performers		High performers	
Activities	NA %	R %	A %	NA %	R %	A %	Mean	Std. Dev	Mean	Std. Dev
Showing genuine interest in child's friends	10.1	41.8	48.1	12.7	44.3	43.0	2.38	0.67	2.30	0.69
Disciplining the child	10.0	46.3	43.8	8.8	40.0	51.3	2.34	0.66	2.42	0.65
Checking whether child has homework to do	5.0	28.8	66.3	8.8	22.5	68.8	2.61	0.58	2.60	0.65
Ensuring that child does his/her school work	11.3	38.8	50.0	22.8	36.7	40.5	2.39	0.68	2.18	0.78
Attending the parents-teacher meeting	27.8	31.6	40.5	22.5	31.3	46.3	2.13	0.82	2.24	0.80
Talking to the teachers about child's progress	27.5	33.8	38.8	31.3	37.5	31.3	2.11	0.81	2.00	0.80
Ensuring child's safety at home	3.8	10.0	86.3	1.3	15.0	83.8	2.83	0.47	2.83	0.41
Finding out about child's friends	27.5	40.0	32.5	25.0	38.8	36.3	2.05	0.78	2.11	0.78
Overall	**15.4**	**33.9**	**50.8**	**16.7**	**33.3**	**50.2**	**2.36**	**0.68**	**2.34**	**0.69**

N = 160

Table 4.9 shows that data from the fathers' perspective indicate that the mean score of fathers' involvement for high performers was 2.34 while that of low performers was 2.36. The results are not similar with those of the pupils in the

sense that fathers of high performers were slightly less involved in monitoring activities than the fathers of low performers. Fathers' involvement in children's monitoring activities was moderate among low performers and high performers with an overall mean score of 2.36 and 2.34 respectively. Generally the findings showed that on average children received the same moderate monitoring attention from their fathers therefore their different performance is due to other activities.

In connection to monitoring activities, data from both the pupils and their fathers in Table 4.8 and Table 4.9 showed that more fathers of high performers 117(73%), 82 (51%) disciplined their children as compared to fathers of low performers 96(60%) ,70 (44%). There is a likelihood that the high performers did better than the low performers because they had fathers who always monitored them and always corrected them whenever they were not in the right truck. Contrary, findings from both the pupils and the fathers indicated that there were some fathers who never disciplined their children at all. This is possible depending on the fathers' cultural background. Some fathers might have come from where a father is not supposed to punish a girl. Furthermore, some fathers might discipline boys than the girls due to their being less fragile. This is evident in what Adams and Trost (2005c) found when they did their study on parental involvement and children's school academic achievement. They found that the fathers used more pressure with their sons than their daughters.

The results from the pupils indicated more than a half of the high performers and about two fifth of low performers reported that their fathers always checked

whether they had homework to do. It was noted in Table 4.8 that when it came to making sure that the children have done their school work, more high performers 109(68.3%) reported that their fathers always made sure that they had done their schoolwork in comparison to low performers 73(45.8%). It is rather obvious that the fathers of high performers were more serious with their children's academic achievement than fathers of low performers. There is a possibility that these fathers of high performers know that most children need pushing and doing homework improves their children's performance. It is good to check whether the child has homework to do but it is better to make sure that the work is done.

The findings from both the high performers and low performers were in agreement with those of the fathers' in that more fathers of high performers always attended parents- teachers meeting than the fathers of low performers. There is an implication that more of the high performers did better than the low performers because they got encouragement and motivation when their fathers showed concern in attending the parents-teachers meetings. There is likelihood that some fathers of low performers felt ashamed to attend the parents-teachers meeting because their children performed poorly. During these meetings a lot is discussed on how to improve the children's performance and those fathers who attended these meetings were in a better position to assist their children. Data from both the pupils and the fathers indicated that quite a number of fathers did not attend the parent-teachers' meeting at all. Failure to attend parents-teachers' meeting might have had a negative impact on the children's performance. There is

likelihood that these fathers left this activity for another person to do it probably the mothers.

The above findings clearly indicate that those children who had fathers who were more involved in the monitoring activities performed better. This finding is consistent with what Cotton and Wikelund (2005) established when they carried out a study on parent involvement in education. Their results indicated that the more intensively fathers are involved in their children's learning, the more beneficial are the achievements effects. They went further to state that when fathers monitor homework, encourage participation in extracurricular activities, are active in parent-teachers associations and help children develop for their future life then there is high likelihood of the children doing well in school.

4.3.4 Paternal Involvement in Provision Activities

The respondents were asked to state how often the fathers involved themselves in "provision activities." Provision activities were used to mean the activities that fathers did to provide their children with materials that assist them in their academic achievement. The researcher has used the word provision because providing is one of the specific general aspects of paternal involvement described by (Palkovitz, 1997b) theory. Providing incorporated activities like selecting and buying books, buying uniform, paying fees, buying presents/gifts

Table 4.10 shows the frequency distributions and mean scores of the extent of paternal involvement in pupils' education according to the pupils' point of view.

Key: A- Always, S- Sometimes and NA- Not at all and Std. Dev-Standard Deviation,

Table 4.10

Fathers Involvement in Provision Activities from Pupils' Perspectives

	Low performers			High performers			Low performers		High performers	
Activities	**NA %**	**S %**	**A %**	**NA %**	**S %**	**A %**	**Mean**	**Std. Dev**	**Mean**	**Std. Dev**
Selecting and purchasing books for the children to read	15.3	39.0	45.8	7.9	27.7	64.4	2.31	0.73	2.56	0.64
Purchasing school uniform for the child	5.1	18.6	76.3	5.9	11.9	82.2	2.71	0.56	2.76	0.55
Paying school fees for the children	8.5	20.3	71.2	8.0	11.0	81.0	2.63	0.64	2.73	0.60
Buying presents for the child when he/she performs well in school	15.3	39.0	45.8	10.9	26.7	62.4	2.31	0.73	2.51	0.69
Overall Score	**11.1**	**29.2**	**59.8**	**8.2**	**19.3**	**72.5**	**2.49**	**0.66**	**2.64**	**0.62**

N =160

Table 4.10 reveals that fathers of high performers were more involved in provision activities 2.64 than the fathers of low performers 2.49 according to the pupils' point of view. The results imply that quite a number of fathers are involved in providing their children materials needed to improve their

performance. There is also an indication that paternal involvement influences pupils' performance according to the pupils' data. Father's involvement in provision activities is moderate among low performers and high among high performers with an overall mean score of 2.49 and 2.64 respectively.

Table 4.11 also shows the frequency distributions and mean scores of the extent of father involvement in pupils educational according to the fathers' point of view. Key: A- Always, R- Rarely and NA- Not at all and Std. Dev- Standard Deviation.

Table 4.11

Fathers Involvement in Provision Activities– Fathers' perspective

	Low performers			High performers			Low performers		High performers	
Activities	**NA %**	**R %**	**A %**	**NA %**	**R %**	**A %**	**Mean**	**Std. Dev**	**Mean**	**Std. Dev**
Selecting and purchasing books for the children to read	5.0	13.8	81.3	6.3	20.0	73.8	2.76	0.53	2.68	0.59
Purchasing school uniform for the child	6.3	12.7	81.0	6.3	16.3	77.5	2.75	0.57	2.71	0.58
Paying school fees for the children	3.8	16.3	80.0	6.3	8.8	85.0	2.76	0.51	2.79	0.54
Buying presents for the child when he/she performs well in school	10.0	50.0	40.0	13.8	36.3	50.0	2.30	0.64	2.36	0.72
Overall	**6.3**	**23.2**	**70.6**	**8.2**	**20.4**	**71.6**	**2.64**	**0.56**	**2.64**	**0.61**

N = 160

According to the data from the fathers' questionnaire, paternal involvement in provision activities among the fathers of high and low performers was the same with a mean score of 2.64. The results imply that quite a number of fathers were involved in providing their children materials needed to improve their performance. Generally, the findings showed that there was high involvement of fathers in provision activities.

The findings also showed that among the low performers about half reported that their fathers always selected and purchased books for them to read while among the high performers it was more than half; selecting and purchasing books for the children to read had a mean score of 2.31 and 2.56 for low and high performing children respectively. The result also showed that fathers' involvement in the activities of buying school uniforms and paying fees among fathers of high and low performers was high involvement. This means that children were more or less treated the same when it came to the provision of school uniforms and paying of school fees. Fathers who always bought presents for the children when they performed well in school were lower among low performing children with a mean score of 2.31; the same was reported more among high performing children with a mean score of 2.52. Generally the findings show that children who performed well got more gifts from their fathers as compared to those who performed lower.

From the responses from the pupils' questionnaire more high performers 102(64%) said that their fathers always selected and purchased books for them in comparison to low performers 73(45.8%). These findings were not the same as those of the fathers in the sense that less fathers of high performer 118(73.8%) always selected and bought books for their children as compared to the fathers of low performers 130(81.3%). This implies that most fathers were involved in doing this activity. Probably most of them considered this as their role. Some fathers never selected or purchased books for their children. There is the odd possibility that the fathers selected books on their own and gave the money for the

buying of books. In many cases the fathers could be acting like silent providers who gave the financial resources. There is also likelihood that some of these fathers who never bought their children books might not be aware of the importance of buying books for their children. No wonder, Orodho (1996) in his study on fathers determining achievements in science subjects in secondary schools, recommended that fathers should be encouraged by school administrators to take an active role in educational pursuit of their children. He added that fathers should prioritize their meagre resources to purchase instructional resources such as textbooks for their children.

According to the present study, the activities that fathers were more involved in were paying school fees for their children, selecting and purchasing uniforms for their children, selecting and purchasing books for their children. This kind of involvement is good because it creates a conducive environment for the children's learning and the children are not sent home if fees are paid and other school materials are bought**.** This is supported with what Mdada (2000) found that children whose fathers paid school fees performed better in their school work than those whose fathers did not pay.

The findings showed that high performers had higher mean scores as compared to the low performers. There is an indication that those children who had fathers who involved themselves more had better performance than those children who had fathers with less involvement. This finding is consistent with Kapila (1976), who in her study reported a positive association between parents' participation in

the children's schoolwork and academic performance. This also concurs with what Waime (2007a) indicated when he noted that father's involvement has been associated with the promotion of healthy and cognitive child development.

Important paternal behaviours have been identified to include the quality of time a father spends with a child, physical and emotional presence, and father's warmth, and his masculinity, father's expectation of the child, father's attitude and behavioural sensitivity towards the child. These paternal behaviours are related to the development of the following characteristics in the child: adaptive and problem solving abilities, cognitive abilities, social competences and capacity for attachment, empathy, self-control, moral sensitivity and higher sociability and compliance (Waime, 2007a).

However, these findings above were inconsistent with Nermeen, Bachmark, & Drzal (2008b) who revealed that greater engagement in a variety of parent involvements practices was largely not related to academic achievement of the children and improvements in parent involvement did not predict gains in any of the standardized achievement. This lack of association may have been caused by the measure of parental involvement that they used. They used a measure that contained widely accepted dimensions of parental involvement like the values parents placed in education and the frequency with which they visited their children's school.

4.3.5 Activities that Mothers are left to do from Pupils' Perspective

The table 12 shows the frequency distributions and mean scores of the activities of paternal involvement in children's education that were left for the mothers to do. Key: A- Always, S- Sometimes and NA- Not at all and Std. Dev- Standard Deviation.

Table 4.12

Activities that Mothers are Left to do

	Low performers			High performers			Low performers		High performers	
Activities	**A %**	**S %**	**NA %**	**A %**	**S %**	**NA %**	**Mean**	**Std. Dev**	**Mean**	**Std. Dev**
My father asks my mother to help me with my home work	23.7	49.2	27.1	29.7	43.6	26.7	1.97	0.72	2.03	0.75
My father sends my mother to go to school meetings	27.1	22.0	50.8	21.8	49.5	28.7	1.76	0.86	1.93	0.71
My father tells my mother to buy me school materials	25.4	27.1	47.5	23.0	50.0	27.0	1.78	0.83	1.96	0.71
My father asks mother to buy me a gift when i do well in school	27.1	44.1	28.8	30.7	45.5	23.8	1.98	0.75	2.07	0.74
My father leaves my mother to buy me books	33.9	33.9	32.2	52.5	28.7	18.8	2.02	0.82	2.34	0.78
My father tells my mother to talk to my teacher about school work	32.2	30.5	37.3	20.8	46.5	32.7	1.95	0.84	1.88	0.73
Overall Score	**28.2**	**34.5**	**37.3**	**29.8**	**44.0**	**26.3**	**1.91**	**0.80**	**2.04**	**0.74**

N = 160

Since the focus of the study is about father's involvement in children education, therefore, all activities that the father delegated to the mother reflect father's lack of involvement in children's education. The findings showed that more than a quarter of the fathers of low performing children did not delegate the activity of helping children with home work to the mother however, about a quarter of the fathers left the activity to the mother. When it came to attending school meetings, fathers of low performing children divided the time equally with the mothers while among the high performers the fathers were involved 46(28.7%) of the times. Almost a half of the fathers of low performing children did not delegate buying school materials to the mothers. On the contrary, slightly higher than a quarter of the fathers of high performers left buying school material to the mothers. When it came to buying school books half of the fathers whose children performed high in class delegated the activity to the mothers

In general delegating paternal involvement in children's education activities to the mother by the father as shown in Table 4.12 is slightly more than a quarter 45(28.2%) among low performing children than among high performing children with 47(29.8%). The overall score of fathers' involvement in these delegated child education activities is moderate in both cases. The findings show that some of the fathers were not involved in their children's education because they delegated some duties to their wives. No wonder Nord, Brimhall and West (1997) when they examined the extent to which fathers are involved in their children's schooling found that fathers were less involved than mothers in all types of school

activities. This is also supported with Ogoye et al. (2007) who found that most of the activities especially homework was the responsibility of the mothers 93(58%).

It can be noted that mothers were involved in some of the activities for example buying school books, assisting the children in their homework, attending school meetings, buying gifts whenever the children had done well in school and also talking to teachers about the children's school work. The findings from the pupils showed that about the same number of fathers of both the high and low performers 43(27.1%) did not ask the mothers to help them with the children's homework. These results are not similar with Ogoye et al. (2007) who have investigated parental participation in pupils' homework and found out that 97% of the respondents helped their children with homework while only 5(3)% never helped at all.

The fact that some fathers left the mothers to do some of the activities indeed creates the perception that mothers have a high contact time with the children and this has a high relationship with academic achievements. The findings therefore indicated that quite a number of fathers don't do as much in contributing to taking care of their children. Instead they leave some of the work for their wives to do. This is in line with Zhang (2010b) whose findings indicated that mothers were more involved than fathers in their children's education.

There is a possibility that social- economic status might have been an important factor in paternal involvement in helping with homework. Even though almost all fathers might have been willing to be involved in the pupils' homework, some of

them might have been incapable of giving the much- needed guidance to the pupils. Some of the fathers were not well educated and others were poor thus not being able to buy supplementary learning materials. Some of the fathers were probably preoccupied with different chores to fend for their families instead of helping with home work.

4.4: Relationship between Paternal Involvement and Pupils' Academic Performance

The first objective was to determine the relationship between paternal involvement in pupils' education and pupils' academic performance. To establish the relationship, the first task was to determine fathers' level of involvement and pupils' performance. The results are presented in Table 4.13 and Table 4.14.

Table 4.13

Paternal Involvement and Pupils' Academic Performance

Activities	**Perspective**	**Low Performers**	**High Performers**
		Mean	Mean
Teaching	Pupils' Perspective	2.37	2.62
	Fathers' Perspective	2.47	2.50
Shared	Pupils' Perspective	2.37	2.55
	Fathers' Perspective	2.50	2.49
Monitoring	Pupils' Perspective	2.20	2.50
	Fathers' Perspective	2.36	2.34
Provision	Pupils' Perspective	2.49	2.64
	Fathers' Perspective	2.64	2.64

N = 320

The results in Table 4.13 indicate that paternal involvement in teaching, shared, monitoring and provision activities was higher among the high performers than low performers. This implies that those children who had fathers who were more involved performed better than those whose fathers were less involved.

4.4.1 Pupils' Academic Performance

The researcher sought to find out the pupils' academic performance and Table

4.14 presents the results.

Table 4.14

Pupils' Overall Academic Performance

Statistics	Scores
Mean	281.12
Median	277.17
Mode	171.67
Standard Deviation	84.98
Minimum	107.67
Maximum	456.00

N = 160

Table 4.14 shows that the mean score the pupils attained was 281.12 with a standard deviation of 84.98. The highest performing child attained 456 marks.

4.4.2 Pupils' Academic Performance and Sex of the Child

The researcher also sought to find out the pupils' academic performance by their sex. Table 4.15 contains a summary of the pupils' academic performance by gender.

Table 4.15

Analysis of Pupils' Academic Performance by Sex of the Child

Gender of the Pupils	N	Minimum	Maximum	Mean	Standard Deviation
Boys	80	124.67	456.00	287.042	87.242
Girls	80	107.67	450.67	275.200	82.784

N = 160

Table 4.15 shows that boys scored an average of 287.042 marks with a standard deviation of 87.242 and the best boy scored an average of 456 marks. On the other hand, girls scored an average of 275.2 marks with a standard deviation of 82.784 and the best girl got 450.67. The results indicate that on average boys performed better than girls. This is in agreement with what Wingfried & Eccles (1994b) found that as compared to their male counterparts, female students had been identified to have lower self – concepts as regards their academic ability. Contrary, Mare (1995b) found that daughters scored high grades and were to an extent more likely to enrol and graduate from college at about the same time as sons.

4.4.3 Pupils' Academic Performance and Person they stay with

The study sought to find out the pupils' academic performance by the persons they stayed with. Table 4.16 presents the results.

Table4.16

Pupils' Academic Performance by the Person they stay with

Who do you stay with	N	Minimum	Maximum	Mean	Standard Deviation
Mother	10	158.33	351.67	257.93	62.20
Father	7	200.33	442.00	294.43	80.86
Both parents	140	107.67	456.00	282.93	87.35

N = 160

Table 4.16 shows that the pupils living with mothers only scored an average of 257.93 scores with a standard deviation of 62.203 and the best scored an average of 351.67 scores. On the other hand, pupils living with father only scored an

average of 294.43 scores with a standard deviation of 80.86 and the best child scored 442.0 scores. The findings also show that children living with both parents scored an average of 282.93 scores with a standard deviation of 87.35 and the lowest child scored an average of 107.67scores and the best child scored an average of 456.00 score. The results indicate that on average children living with father only performed better than other children followed by those living with both parents and lastly those who lived with mother only. This finding further emphasizes the importance of paternal (father) involvement in children's education. These results are not in agreement with Tella, Tella, and Oyesoji (2005b) who found out that those students from one parent-household were observed to show less positive attitude towards schools and studies as compared to students from two-parent household. These results are also not similar to Kaplan, Diane, Xaoru, Kaplan and Howard (2001) who found out that children staying with one parent are three times more likely to drop out of high school than children staying with both parents. Normally one parent has less time to help the children with home work and has less parental control thus leading to lower academic achievement of the children. However, this was not the case in connection to this study's results. There is a possibility that the pupils who were staying with fathers only had fathers who were very committed with their education.

To determine whether there was a significant relationship between paternal involvement and pupils' academic performance, the following hypothesis was

generated and tested:

H_{01}: There is no relationship between paternal involvement in pupils' education and pupils' academic achievement.

To test the hypothesis, a Pearson Product Moment Correlation Co-efficient was used and results are presented in Table 4.13.

Table 4.17
Pearson Correlation of Paternal Involvement and pupils' Performance

		Fathers involvement Mean Scores: Overall
Average Marks	Pearson Correlation	0.342**
	Sig. (2-tailed)	0.000
	N	160

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

N = 160

Table 4.17 indicates that ($r = 0.342$, $p < 0.01$). This shows that there was a significant correlation between paternal involvement in pupils' education and pupils' academic performance. This result implies that there was a relationship between fathers' involvement in pupils' education and pupils' academic performance. This could be due to the fact that fathers knew the importance of their involvement in their children's education, thus making them more committed. The null hypothesis was thus rejected.

The result is consistent with that reported by Kapila (1976) who found a positive association between parents' participation in the child's schoolwork and academic performance. The study further revealed that when a parent, be it a father or a

mother, is involved in the child's education at home, he/she takes the child to a good school where there is good performance. The research that was done by Darquise, Pomerlean and Malcuit (2006b) also showed that paternal involvement had an impact on their children's social, emotional and cognitive development. Furthermore, the results are in agreement with Mc Cathey (2000b) who carried out a study on home school connections and established that fathers who involved themselves in their children's school home work made the children to experience greater academic success.

4.5 Paternal Involvement and Sex of the Child

The second objective was to establish the difference in paternal involvement in pupils' education between boys and girls.

To achieve the objective fathers' involvement by gender was determined and the results are presented in Table 4.18

Table 4.18

Paternal Involvement in Pupils' Education by Sex of the Child

Gender of the respondents	N	Mean	Standard Deviation
Boys	80	2.3996	.29395
Girls	80	2.4284	.22787

N = 160

Table 4.18 shows the mean scores of fathers' involvement in boys' education was 2.3996 with a standard deviation of 0.29395. On the other hand the mean score for fathers' involvement in girls' education was 2.4284 with a standard deviation

of 0.22548. The results imply that fathers were more involved in girls' education than boys' education. However, the results are inconsistent with that reported by Haris and Morgan (1991b) who found that fathers were more involved with their male children than the female children.

To establish whether there was a significant difference in paternal involvement in pupils' education between boys and girls, the following hypothesis was generated and tested:

H_{02}: There is no difference in paternal involvement in pupils' education between boys and girls.

A t- test for independent samples was used to test whether the difference between the means was significant and the results are presented in Table 4.19.

Table 4.19

Independent Samples T- Test

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	4.849	.029	-.694	158	.489	-.0289
Equal variances not assumed			-.694	148.759	.489	-.0289

Table 4.19 shows that the mean difference was -.0289, t = 0.694, Df = 158, with a p = 0.489. Since the p-value was greater than 0.05 that meant that the t-statistics was not significant and therefore there was no significant mean difference in the average scores of fathers' involvement in the education of girls and boys. This implied that fathers treated the children the same. This might have been due to the continued support and emphasis by the government and non- governmental organizations on treating children equally as far as education is concerned. There is also a possibility that the fathers could be valuing education for all their children. The null hypothesis was thus retained

These findings are inconsistent with Gakuru and Koech (1995) who found that the value parents held for their children has a gender bias. According to their study, parents involved themselves more with boys than girls. Furthermore, Houtenville and Conway (2008b) established that parents seemed particularly interested in the academic achievement of their daughters. They also noted that parents spent more time talking to their girls than the boys because girls are more communicative with their parents than the boys on academic issues. The findings are also inconsistent with that of Haris and Morgan (1991b) who established that fathers were more involved in their male children than the female children's education.

Furthermore, Adams and Trost (2005) found that the presupposition in the post-colonial Kenya has been that boys will receive more formal education than girls. However, they went further to state that a minority of Kenyan mothers prefers to

educate their daughters because they don't forget their families. The reason for this preference could be that the daughters are likely to assist younger siblings and old parents while educated sons may become urban dwellers and forget their families. This inconsistence between the current study and the above studies could be as result of fathers valuing education for all their children as compared to getting involved generally with children and not specifically in education which was the main focus of the current study.

The findings are consistent with what Mwoma (2009c) established. She found that fathers' involvement in their children was not influenced by the sex of the child and the fathers did not value boys more than girls.

4.6 Paternal Involvement and Fathers' Level of Education

The third objective was to determine the difference in paternal involvement in pupils' education among fathers of different levels of education.

ANOVA was used to determine the difference in the mean scores of paternal involvement in pupils' education of fathers' various levels of education. Table 4.20 presents the results.

Table 4.20

Fathers' Involvement and Fathers Level of Education

	N	Mean	Standard Deviation
Primary	20	2.3520	.23347
Secondary	50	2.3734	.29065
College	57	2.4675	.24517
Undergraduate	26	2.4072	.26981
Postgraduate	7	2.4710	.20579
Total	160	2.4140	.26256

The table 4.20 shows that fathers who had primary level of education had a mean score of 2.3520 with a standard deviation of 0.23347. Those with secondary education had a mean score of 2.3734 with a standard deviation of 0.29065. Fathers with college education had a mean score of 2.4675 with a standard deviation of 0.24517. Fathers with first university degree had a mean score of 2.4072 with a standard deviation of 0.26981 and fathers with post graduate education had a mean score of 2.471 with a standard deviation on 0.20579. These findings show that fathers with primary education had the lowest paternal involvement scores, this was followed by secondary education, the undergraduate education, then college and lastly fathers with postgraduate education. This

findings were consistent with what Mwoma (2009c) found. Her findings showed that the fathers who had primary education had the lowest means of involvement in their children's education 47.75 with a standard deviation of 7.956 followed by the fathers of secondary education whose means of involvement was 53.37 with the standard deviation of 7.579.

To establish whether there was a difference in paternal involvement in pupils' education among fathers of different levels of education, the following hypothesis was generated and tested:

H_{03}: There is no difference in paternal involvement in pupils' education among fathers of different levels of education.

Analysis of variance (ANOVA) was used to determine whether the differences were significant and the findings are shown in the Table 4.21.

Table 4.21

Analysis of Variance Results

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.346	4	.087	1.265	.286
Within Groups	10.615	155	.068		
Total	10.961	159			

N = 160

Table 4.21 shows that (F=1.265, p=0.286), since the p-value of the test is greater

than 0.05 the study concluded that the difference in the scores of paternal involvement in children's education observed among the various levels of education of the fathers was not statistically significant. The results showed that paternal involvement in pupils' education did not differ significantly by levels of education of the father. This could have been due to the belief that all fathers hold for their children's success in life, as being a result of doing well academically. This belief might have made all fathers of different levels to be involved in their children's education. This finding was therefore not supported by the statement Ha_3 and therefore it was rejected.

The findings concur with that reported by Vellymalay (2008) who found that the difference between parents especially fathers' education level was not significant. The evidence from the study showed that the parents' education level did not play an important role in influencing parental involvement among National Medium Tamil schools in Malaysia. The results contrast with that of Mclntosh (2008) who found that those children with poorly educated fathers did better than those with fathers of average ability. He went further to indicate that, it is what the fathers did with their children depending on their attitudes about their importance of doing well in school than their characteristics like educational qualification that account for most of the explained variation in school grades.

This finding is inconsistent with that reported by Arasa (1995b) who did a study on the relationship between students' achievement motivation, students' attitude towards school, parental education and involvement in their children's

schoolwork among slum children. She found that the relationship between parental level of involvement and fathers' level of education was positive. The finding is also inconsistent with that of Mwoma (2009c) who found that there was significance difference in means of father's involvement in their children's education among fathers of different academic levels. Her findings suggested that fathers' involvement in their children's education was determined by their education level.

4.7 Paternal Involvement and Occupation of the Father

The fourth objective was to find out whether there was a difference in paternal involvement in pupils' education among fathers of various types of occupations.

To achieve the objective, average scores for paternal involvement in children's education among fathers of various types of occupations were calculated and Table 4.22 presents the results.

Table 4.22

Fathers' Occupation and involvement

	N	Mean	Standard Deviation
Business	67	2.3571	.28440
Casual labour	24	2.4393	.21410
Civil servant	31	2.4586	.22855
Private company employee	29	2.4569	.28381
Managerial	8	2.4536	.21331
Total	159	2.4124	.26257

N = 160

Table 4.22 shows the scores of fathers' involvement in pupils' education of the various types of occupations. The fathers who were involved in business had a mean score of 2.3571 with a standard deviation of 0.2844. Those involved in casual labour had a mean score of 2.4393 with a standard deviation of 0.2141. Fathers who are employed by the government had a mean score of 2.4586 with a standard deviation of 0.22855. Parents who worked in private companies had a mean score of 2.4569 with a standard deviation of 0.28381 and fathers in managerial positions had a mean score of 2.4536 with a standard deviation on 0.21331. These findings show that fathers who are engaged in business had the lowest average scores of paternal involvement in pupils' education; this was followed by casual labourers, then those in managerial positions, then private companies' employees and civil servants with the highest scores. These findings concurred with that of Mwoma (2009c) who found that the businessmen had the lowest mean involvement of 51.11 with a standard deviation of 8.738 as compared with the fathers who were teachers with the highest mean involvement of 63.25 with a standard deviation of 8.699.

To determine whether there was a difference in paternal involvement in pupils' education among fathers of various types of occupations, the following hypothesis was generated and tested:

H_{04}: There is no difference in paternal involvement in pupils' education among fathers of various occupations.

To find out whether there was no significant difference in paternal involvement in pupils' education among the various occupations of the fathers, Analysis of Variance (ANOVA) was used and the findings are shown in the Table 4.23

Table 4.23

Analysis of Variance Results

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.359	4	0.090	1.313	0.268
Within Groups	10.534	154	0.068		
Total	10.893	158			

N = 160

Table 4.23 shows that (F=1.313, p=0.268). The results imply that the difference in the scores of paternal involvement in children's education observed among the various types of fathers' occupations were not statistically significant. This is proof that paternal involvement in pupils' education did not differ significantly by the type of occupation of the father. An explanation for this finding could be that the fathers that were of low occupational levels might have been sufficiently enlightened about the need or importance of their children's success in education. This knowledge might have made them to assist and encourage their children to be adequately involved in their academic activities and hence provided them with basic needs that might have enhanced their performance. The null hypothesis was thus retained.

The findings are consistent with that of Gadsden, 2007b; Marsiglio and Day, 2007d; Marsiglio (1995b) who found that fathers who work in work sites where they have little or no autonomy or who work long hours are more irritable and more likely to be authoritarian and conflictive in their relationships with their children. This finding was also consistent with that of Muriithi (2003b) who found. There was no significant relationship between the level of parental involvement and the occupation of the parents. However, this finding does not concur with Mwoma (2009c) who found that fathers' involvement in their children's education was influenced by the kind of job they did.

4.8 Summary

This chapter includes, the process through which the variables identified in chapter three were operationalised into measures which were used for data analysis to meet the objectives of the study. The researcher in this chapter has presented the findings of the study. The findings indicated that there was a relationship between paternal involvement and pupils' academic achievement. The findings revealed that there was no significance difference in means of fathers' involvement in the education of girls and boys. It was also established that there was no significance difference in means of fathers' involvement between fathers of different academic levels and occupation. In the following chapter, the summary of finding, conclusions and recommendations are presented.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and recommendation for further research.

5.2 Summary of the Findings

The first objective in this study was to investigate the relationship between paternal involvement in pupils' education and pupils' academic achievement. The results in Table 4.16 revealed that boys performed better than girls. Boys scored an average score of 287.042 score while girls scored 275.2.

Results in Table 4.16 indicated that pupils living with fathers only performed better than other children followed by those living with both parents and lastly those who lived with mother only. The average score of pupils living with mothers only was 257.93, pupils living with father only 294.43, while that of living with both parents was 282.93.

There was a correlation between fathers' involvement in pupils' education and pupils' academic performance. Table 4.17 revealed that the Pearson Product Moment Correlation Co-efficient was 0.342 with 0.000 p-value. In Pearson Product Moment Correlation Co-efficient is the same as the correlation coefficient ($r = 0.342$, $p<0.01$).

The second objective was to find out the difference in paternal involvement in pupils' education between boys and girls. The results in Table 4.18 revealed that fathers were more involved in girls' education than in boys' education. The mean score of fathers' involvement in boys' education was 2.3996, while that of girls was 2.4284. There was no significant mean difference in the average scores of fathers' involvement in education of girls and boys. The mean difference was -.0289, t = 0.694, Df = 158, with a p = 0.489.

The third objective was to determine the difference in paternal involvement in pupils' education among fathers of different levels of education. Results in Table 4.20 showed that the level of parents' education influenced paternal involvement in pupils' education. This is because fathers' who had primary level of education had a mean score of 2.3520, secondary education had a mean score of 2.3734, college education 2.4675, first university degree, 2.4072,, while fathers with post graduate education had a mean score of 2.471. However, paternal involvement in pupils' education did not vary significantly by levels of education of the father. The ANOVA results in Table 4.21 showed that F=1.265, with p-value of 0.286.

The fourth objective was to find out the difference in paternal involvement in pupils' education among fathers of various types of occupation. Fathers' occupation influence paternal involvement in their pupils' education. Results in Table 4.22 revealed that the fathers who were involved in business had a mean score of 2.3571; mean score for casual labourers was 2.4393, employed by the

government 2.4586, parents who work in private companies 2.4569, while that of fathers in managerial positions was 2.4536.

The difference in paternal involvement in pupils' education among fathers of various types of occupations was not significant. ANOVA results in Table 4.23 showed that F =1.313, with p- value of 0.268.

5.3 Conclusion

Results from this study have shown that the relation between fathers' involvement in their children's education and pupils' academic performance was positive. This is evident from what was noted. The pupils who were high performers had fathers who were more involved in their academic achievement than the low performers. Children are likely to do better when their fathers are involved in their education than when they are not. The fathers' role is critical in the children's academic achievement because if the fathers are assisting the children with schoolwork this will enhance the children's academic achievement.

Fathers were more involved in girls' education than in boys' education. The difference in fathers' involvement in girls and boys education was not significant. Paternal involvement in pupils' education was influenced by parents' level of education and paternal involvement in pupils' education did not vary significantly by levels of education of the fathers.

Fathers' occupation influenced paternal involvement in pupils' education where by those employed by the government were the most involved in their children's

education. The difference in paternal involvement in pupils' education among fathers of various types of occupations was not significant.

5.4 Recommendations

The recommendations that have been given are related to policy and further research. The researcher has given the recommendations based on negative findings with an aim of soliciting viable interventions.

5.4.1 Policy Recommendation

(i) School management should encourage fathers to attend parents' meetings and discuss their children's performance with their teachers. The findings of this study indicated that the fathers who were less involved in their children's education had children with low performance than children whose fathers were more involved. This indeed is an indication that there is need for school managers and administrators to find ways of coming up with programmes that would make sure that fathers monitor their children's progress by doing the following: assisting their children with schoolwork and buying present for children when they performed well There is need also for the school managers and administrators to encourage fathers to be in contact with their children for them to pick cues of their children's needs. The school managers and the administrators should try to create awareness in fathers on the importance of their involvement in their children's school work. The fathers need to be informed that they can contribute to the education of their children through encouragement, provision of learning facilities and active assistance among others.

The findings indicated that there was a significant relationship between paternal involvement and pupils' academic achievement. Therefore, it is strongly recommended that interaction and communication between fathers and teachers should be strengthened for better results of the students. Furthermore, the fathers should be advised to pay full attention to their children's education at home. They can be encouraged to make a time table for their children regarding homework and studies. If this is done, there is likelihood that the children's academic performance will be improved.

(ii) The Ministry of Education should encourage fathers with primary and secondary education to arrange for further education so as to help their children with their academic achievement. Fathers' academic level was found to be significantly associated with their involvement in their children's education. However, some of the fathers who participated in the study had low education level thus making them unable to be involved in the activity of assisting the children with the schoolwork. Furthermore, those fathers who are financially strong but have low education level should be encouraged to arrange home tuition for their children in order to improve their children' academic achievement

(iii) The education policy-makers should strengthen the curriculum of adult education and to encourage fathers to enrol in adult education. The education policy should focus on the fathers as well as the children. Educating fathers could turn out to be an effective way to get better results from the children in contrast to some policies that have been suggested on improving teacher quality and reducing

class sizes. The policy-makers should come up with policies that would make fathers aware of the advantages of seeking further adult education in order to realize the benefits this enlightenment brings to their children. The policymakers should come up with some polices that should encourage the educated fathers to be involved in their children's education.

(iv) Non-government organizations and micro finance institutions should encourage fathers who are not employed or those who have small businesses to borrow money to enable them support their children's education effectively.

(v) Teachers should encourage fathers to attend the school meetings especially the ones related to academic achievement. They should also encourage the fathers to help their children with home work and provide educational materials.

(vi) Pupils should encourage their fathers, mothers and guardians to participate in their school related activities.

5.4.2 Recommendation for Future Research

i. This study was done in one county but there is need for future studies to be done to compare the different study locations or samples for example in urban areas as well as rural areas, or sub cultural areas such as slum areas in relation to urban areas adjacent to them.

ii. There is need for a longitudinal study to be done where fathers' involvement in their primary school children's education could be studied right from standard one to standard eight in order to establish whether

their involvement had influence on how their children performed in their KCPE examination. This study focused on only class six pupils.

iii. This study was based on fathers in general and their involvement, but there is need for a study to be done by other researchers to establish whether fathers in single families, those in nuclear families and those in polygamous families all get involved in their children's education equally.

iv. Findings in this study relied on the data collected from the fathers and their children on their involvement; there is need for a study to be done where mothers and teachers would be involved in reporting on how fathers get involved in their children's education. If this is done, there is a likelihood of a researcher giving an overview of what fathers did with their children at home and at school in connection to their children's education.

v. Finally, this study did not capture the attitudes of the fathers. There is need for a research to be done to find out whether the attitudes the fathers have towards education can affect their involvement in their children's academic achievement.

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APPENDICES

APPENDIX I

A questionnaire for standard six pupils

Instructions

We know that mothers and fathers like their children. We would like to know a few things about how your father is involved with your education. So please answer these questions carefully as honestly as possible when responding to each question. The answer you give will be kept strictly as a secret. Put a (√) against the word or sentence that is the most correct. There is no right or wrong answer for any of the questions in this questionnaire.

Section A: Demographic information

1. What is your sex?

Boy ☐

Girl ☐

2. What is your age? _____

3. Write the name of your school. _____

4. Who do you stay with?

Mother ( )

Father ( )

Both mother and father ( )

Section B: Paternal involvement

Using the following words, please indicate **how often your father** does each of the activities below. (**Put a tick against the statement**)

- Not at all
- Sometimes
- Always

	My father…	Not at all	Sometimes	Always
1	Listens to me carefully when I talk to him.			
2	Talks to me about my schoolwork			
3	Calls me on phone when he is away.			
4	Praises me when I do well in school.			
5	Shows genuine interest in my friends.			
6	Gives advice to me about doing school work.			
7	Disciplines me.			
8	Gives comments when I have done well in my school work.			
9	Answers my questions when I ask him.			
10	Checks if I have schoolwork to do.			
11	Makes sure that my schoolwork is done and there is progress.			
12	Attends the parent-teacher meetings.			
13	Talks to the teacher about my progress.			
14	Makes sure I am safe when I am at home.			
15	Finds out about my friends and what I do when I am with them..			
16	Helps me to do homework.			
17	Selects and buys books for me.			
18	Buys uniform for me.			
19	Pays school fees for me.			
20	Buys me a present when I have done well in school.			
21	Asks my mother to help me with my home work.			
22	Sends my mother to go to school meetings.			
23	Tells my mother to buy me school materials.			
24	Asks mother to buy me a gift when I do well in school.			
25	Leaves my mother to buy me books			
26	Tells my mother to talk to my teachers about my school work.			

APPENDIX II

A questionnaire for fathers

Instructions

We would like to know a few things about your interaction with your child in std six. So please answer these questions carefully and as honestly as possible. The answer you give will be kept strictly confidential. Put a (√) against the word or sentence that is most appropriate or applicable to you. There is no right or wrong answer for any of the questions in this questionnaire.

Section A: Demographic Information

First, please give us some information about yourself: (Tick one that is the most appropriate)

1. What is your highest level of Education?

Primary	☐
Secondary	☐
College	☐
Bachelors Degree	☐
Masters and above	☐

2. What do you do to earn a living?

Not working	☐
Business	☐
Casual labourer	☐

Civil servant employee ☐

Private employee ☐

Manager ☐

3. What time of the day do you work?

Day ☐

Night ☐

Section B: Paternal Involvement

Now use the following words to indicate **how often you** do each of the following activities below with your child. (**Put a tick against the statement**)

- Not at all
- Rarely
- Always

	Activities	**Not at all**	**Rarely**	**Always**
1	I listen carefully to my child when he/she talks to me			
2	I talk to my child about his/her school work			
3	I call my child on phone when I am away			
4	I praise my child when he/she performs well in school			
5	I show genuine interest in my child's friends			
6	I give advice to my child on schoolwork			
7	I discipline my child			
8	I comment on my child's progress			
9	I answer my child's questions			
10	I check whether my child has schoolwork to do			
11	I ensure that my child does his/her school work			
12	I attend the parents, teacher meeting			
13	I talk to the teachers about my child's progress			
14	I ensure my child's safety at home			
15	I find out about my child's friends			
16	I help my child how to do homework			
17	I select and purchase books for my child to read			
18	I purchase school uniform for my child			
19	I pay school fees for my child			
20	I buy a present for my child when he/she performs well in school.			

APPENDIX III

Observation checklist of pupil's academic achievement score

Section A: Biodata Information
Name of the school: City Primary School.

District of the school: Starehe

Zone of the school: Ngara
Section B: Pupil's academic achievement score

No. of pupils	Average score 1st term	Average score 2nd term	Average score 3rd term	Combined Average score
1.	214	230	234	226
2.	276	276	287	279.6667
3.	273	261	215	249.6667
4.	191	213	196	200
5.	248	250	293	263.6667
6.	252	248	248	249.3333
7.	273	231	258	254
8.	339	360	368	355.6667
9.	339	385	386	370
10.	214	213	201	209.3333
11.	162	192	161	171.6667
12.	272	243	248	254.3333
13.	216	216	223	218.3333
14.	253	216	207	225.3333
15.	325	338	319	327.3333
16.	286	330	340	318.6667
17.	254	256	251	253.6667
18.	216	197	205	206
19.	187	210	220	205.6667
20.	203	179	180	187.3333
21.	231	250	248	243
22.	226	256	233	238.3333
23.	178	286	289	251
24.	241	241	266	249.3333
25.	192	214	197	201
26.	275	284	271	276.6667
27.	216	207	232	218.3333
28.	266	264	267	265.6667
29.	265	255	260	260
30.	250	251	252	251
31.	129	128	132	129.6667
32.	258	252	250	253.3333
33.	267	258	260	261.6667
34.	291	309	300	300
35.	230	224	200	218
36.	243	238	239	240
37.	252	250	248	250
38.	244	240	242	242
39.	136	113	122	123.6667
40.	330	338	320	329.3333

Section A: Biodata Information

Name of the school: St Johns Primary School.

District of the school: Makadara

Zone of the school:Viwandani

Section B: Pupil's academic achievement score

No. of pupils	Average score 1st term	Average score 2nd term	Average score 3rd term	Combined Average score
1.	365	382	337	361.3333
2.	347	379	350	358.6667
3.	312	320	312	314.6667
4.	302	307	270	293
5.	301	305	278	294.6667
6.	295	298	255	282.6667
7.	293	329	260	294
8.	293	323	289	301.6667
9.	284	314	237	278.3333
10.	279	314	226	273
11.	262	302	270	278
12.	255	348	296	299.6667
13.	248	300	210	252.6667
14.	239	293	127	219.6667
15.	361	337	376	358
16.	346	357	352	351.6667
17.	336	330	352	339.3333
18.	336	358	378	357.3333
19.	316	333	344	331
20.	298	340	315	317.6667
21.	291	305	300	298.6667
22.	287	292	321	300
23.	282	268	265	271.6667
24.	271	198	337	268.6667
25.	266	248	278	264
26.	241	262	285	262.6667
27.	188	228	283	233
28.	186	181	186	184.3333
29.	171	169	161	167
30.	170	168	177	171.6667
31.	170	160	153	161
32.	168	176	178	174
33.	159	192	199	183.3333
34.	152	148	160	153.3333
35.	147	223	129	166.3333
36.	137	187	122	148.6667
37.	132	178	165	158.3333
38.	209	230	226	221.6667
39.	288	216	303	269
40.	182	201	210	197.6667

Section A: Biodata Information

Name of the school: Westland Primary School.

District of the school: Westland

Zone of the school: Parklan

Section B: Pupil's academic achievement score

No. of pupils	Average score 1st term	Average score 2nd term	Average score 3rd term	Combined Average score
1.	453	428	445	442
2.	406	407	446	419.6667
3.	395	372	376	381
4.	377	357	359	364.3333
5.	429	413	444	428.6667
6.	311	349	314	324.6667
7.	379	352	388	373
8.	310	312	341	321
9.	370	364	364	366
10.	325	296	321	314
11.	439	407	439	428.3333
12.	475	423	454	450.6667
13.	470	447	451	456
14.	449	418	428	431.6667
15.	434	385	398	405.6667
16.	437	419	426	427.3333
17.	454	431	432	439
18.	440	402	401	414.3333
19.	300	264	320	294.6667
20.	420	427	438	428.3333
21.	425	398	412	411.6667
22.	399	395	397	397
23.	431	415	427	424.3333
24.	445	417	429	430.3333
25.	431	390	399	406.6667
26.	255	204	209	222.6667
27.	371	338	346	351.6667
28.	396	367	378	380.3333
29.	386	370	366	374
30.	417	390	432	413
31.	380	355	365	366.6667
32.	349	337	337	341
33.	337	278	331	315.3333
34.	350	303	341	331.3333
35.	446	402	424	424
36.	411	395	405	403.6667
37.	419	389	405	404.3333
38.	430	409	404	414.3333
39.	322	267	312	300.3333
40.	330	334	316	326.6667

Section A: Biodata Information

Name of the school: Kahawa Garison Primary School.

District of the school: Nairobi North

Zone of the school: Kahawa

Section B: Pupil's academic achievement score

No. of pupils	Average score 1st term	Average score 2nd term	Average score 3rd term	Combined Average score
1.	400	405	415	406.6667
2.	350	355	360	355
3.	310	340	333	327.6667
4.	305	314	329	316
5.	291	290	310	297
6.	290	299	313	300.6667
7.	283	298	312	297.6667
8.	275	303	301	293
9.	274	300	308	294
10.	268	295	308	290.3333
11.	267	295	308	290
12.	257	289	299	281.6667
13.	256	286	298	280
14.	256	289	296	280.3333
15.	255	286	293	278
16.	254	282	296	277.3333
17.	253	280	299	277.3333
18.	252	275	285	270.6667
19.	250	270	285	268.3333
20.	248	263	275	262
21.	199	222	225	215.3333
22.	199	216	200	205
23.	199	209	204	204
24.	199	207	215	207
25.	198	204	222	208
26.	198	191	184	191
27.	196	208	211	205
28.	196	206	199	200.3333
29.	195	206	216	205.6667
30.	186	194	202	194
31.	186	198	206	196.6667
32.	184	199	189	190.6667
33.	176	189	194	186.3333
34.	176	196	207	193
35.	164	199	201	188
36.	154	186	186	175.3333
37.	153	178	189	173.3333
38.	153	144	130	142.3333
39.	148	142	131	140.3333
40.	113	103	107	107.6667

APPENDIX IV

A letter of authority from Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

DATE: 17th August, 2011

Our Ref: E83/11018/07
Your Ref:

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

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION MS. BIRONGA SOPHIA MORAA – REG. NO. E83/11018/07

I write to introduce **Ms. Bironga Sophia** who is a Postgraduate Student of this University. She is registered for PH.D degree programme in the **Department of Educational Psychology.**

Ms. Bironga intends to conduct research for a proposal entitled, **"Relationship between Paternal Involvement and Primary School Pupils' Academic Achievement in Nairobi County, Kenya"**

Any assistance given will be highly appreciated.

Yours faithfully,

KENYATTA UNIVERSITY OFFICE OF DEAN 28 SEP 2011 GRADUATE SCHOOL P.O. Box 43844 - 00100, NAIROBI

JOHN M. ODONGI
FOR: DEAN, GRADUATE SCHOOL

JMO/bwk

Committed to Creativity, Excellence & Self-Reliance

APPENDIX V: A letter of authority from city Council of Nairobi

CITY COUNCIL OF NAIROBI

TELEGRAM "SCHOOLING"
TELEPHONE: 221166/224281
EXT: 2426 /2590

CITY HALL ANNEXE
P. O. BOX 30298 GPO
NAIROBI

CITY EDUCATION DEPARTMENT

GL/NC/141 VOL IV /148

27th September, 2011

SOPHIA MORAA BIRONGA
P.O BOX 60234,
NAIROBI.

RE: RESEARCH AUTHORIZATION

Your letter dated 26th September, 2011 refers. Authority has been granted to you to carry out research on ***"Relationship between paternal involvement and primary schools pupils' academic achievement in Nairobi County Schools"***.

This office expects that you hand in a copy of your research document on completion.

I wish you success.

JECINTA A. CHARLES
DEPUTY CHIEF ADVISOR TO SCHOOLS
FOR: DIRECTOR CITY EDUCATION

cc: Education Officers

The District Education Officers
Selected districts in Nairobi County

APPENDIX VI:

A letter of authorization from National Council for Science and Technology

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams:"SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RRI/12/1/SS-011/1479/4**

Date: **1st November, 2011**

Sophia Moraa Bironga
Kenyatta University
P. O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "***Relationship between paternal involvement & primary school pupils' academic achievement in Nairobi County, Kenya***" I am pleased to inform you that you have been authorized to undertake research **in Nairobi County** for a period ending ***30th October 2013.***

You are advised to report to **the Provincial Commissioner, Nairobi Province, the District Commissioners & the District Education Officers in the selected districts in Nairobi County** before embarking on the research project.

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

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:
The Provincial Commissioner
Nairobi Province

The District Commissioners
Selected districts in Nairobi County

APPENDIX VII

A letter seeking permission to conduct research in school

Sophia MoraBironga
Kenya Technical Teachers College
P.O Box, 44600.
Nairobi.
9/1/2012

The Principal
City Primary
Nairobi.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

I am a lecturer at Kenya Technical Teachers College**.** I am currently pursuing my doctoral degree in Educational Psychology in Kenyatta University, and a research thesis is a requirement for this course.

My area of interest is to study the relationship between paternal involvement, level of education, occupation and academic achievement among primary school pupils in Nairobi County. National Council for Science and Technology and City Council of Nairobi have already granted me authority (see attached copies). May I also assure you that all the information gathered in your school will be treated with confidence.

Thanking you in advance for your co-operation and assistance.

Yours Faithfully,

Sophia M. Bironga

APPENDIX VIII

A letter seeking permission to conduct research in school

Sophia Moraa Bironga
Kenya Technical Teachers College
P.O Box, 44600.
Nairobi.
9/1/2012

The Principal
Westland Primary
Nairobi.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

I am a lecturer at Kenya Technical Teachers College**.** I am currently pursuing my doctoral degree in Educational Psychology in Kenyatta University, and a research thesis is a requirement for this course.

My area of interest is to study the relationship between paternal involvement, level of education, occupation and academic achievement among primary school pupils in Nairobi County. National Council for Science and Technology and City Council of Nairobi have already granted me authority (see attached copies). May I also assure you that all the information gathered in your school will be treated with confidence.

Thanking you in advance for your co-operation and assistance.
Yours Faithfully,
Sophia M. Bironga

APPENDIX IX

A letter seeking permission to conduct research in school

Sophia Moraa Bironga
Kenya Technical Teachers College
P.O Box, 44600.
Nairobi.
9/1/2012

The Principal
St John Primary
Nairobi.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

I am a lecturer at Kenya Technical Teachers College**.** I am currently pursuing my doctoral degree in Educational Psychology in Kenyatta University, and a research thesis is a requirement for this course.

My area of interest is to study the relationship between paternal involvement, level of education, occupation and academic achievement among primary school pupils in Nairobi County. National Council for Science and Technology and City Council of Nairobi have already granted me authority (see attached copies) May I also assure you that all the information gathered in your school will be treated with confidence.

Thanking you in advance for your co-operation and assistance.
Yours Faithfully,
Sophia M. Bironga

APPENDIX X

A letter seeking permission to conduct research in school

Sophia Moraa Bironga
Kenya Technical Teachers College
P.O Box, 44600.
Nairobi.
9/1/2012

The Principal
Kahawa Garrison Primary
Nairobi.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

I am a lecturer at Kenya Technical Teachers College**.** I am currently pursuing my doctoral degree in Educational Psychology in Kenyatta University, and a research thesis is a requirement for this course.

My area of interest is to study the relationship between paternal involvement, level of education, occupation and academic achievement among primary school pupils in Nairobi County. National Council for Science and Technology and City Council of Nairobi have already granted me authority (see attached copies) May I also assure you that all the information gathered in your school will be treated with confidence.

Thanking you in advance for your co-operation and assistance.

Yours Faithfully,

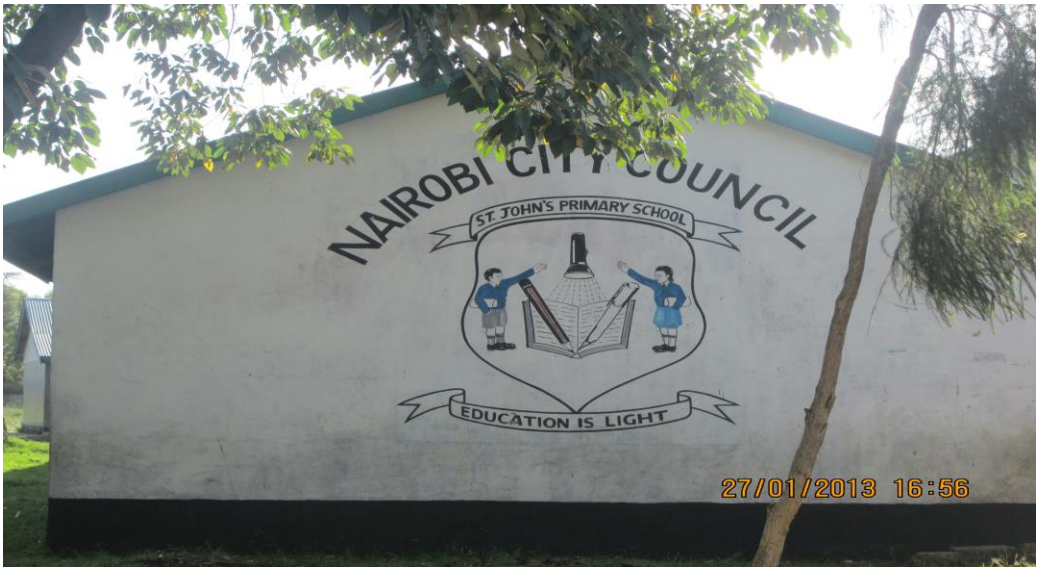
Sophia M. Bironga

APPENDIX XI

Some of the Schools Sampled

Picture 1: City Primary

Picture .2: Westlands Primary



Picture .3 St John's Primary

APPENDIX XII

Building of the Source of Information on Pupils' Enrolment.

Picture.4: City Hall of Nairobi

APPENDIX XIII

A Picture on Monitoring Activity.

Picture.5: Father Helping in One of the Monitoring Activities

APPENDIX XIV

A Picture on Provision Activity.

Picture.6: Father Buying Books

APPENDIX XV
Student's Consent Letter

This research study is aimed at fulfilling the requirements for a PhD programme that the researcher is pursuing at Kenyatta University, department of educational psychology. The findings of the study will help provide important information for policy makers, education administrators, teachers, parents and students. I am in the stage of collecting data and I could like you and your child in standard six to participate to enable me complete my study.

General Instructions

1. This is a research study and through sampling procedures the school of your child happens to be included in this study.
2. You as an individual may choose to accept or not to accept to participate in this study.
3. Due to confidentiality, you will not be required to write your name in the questionnaire which will be handed to you after signing this letter of acceptance.

Kindly write your name and sign in the spaces provided if you agree you and your child to participate.

I…… agree that both my child and I will participate in this study.

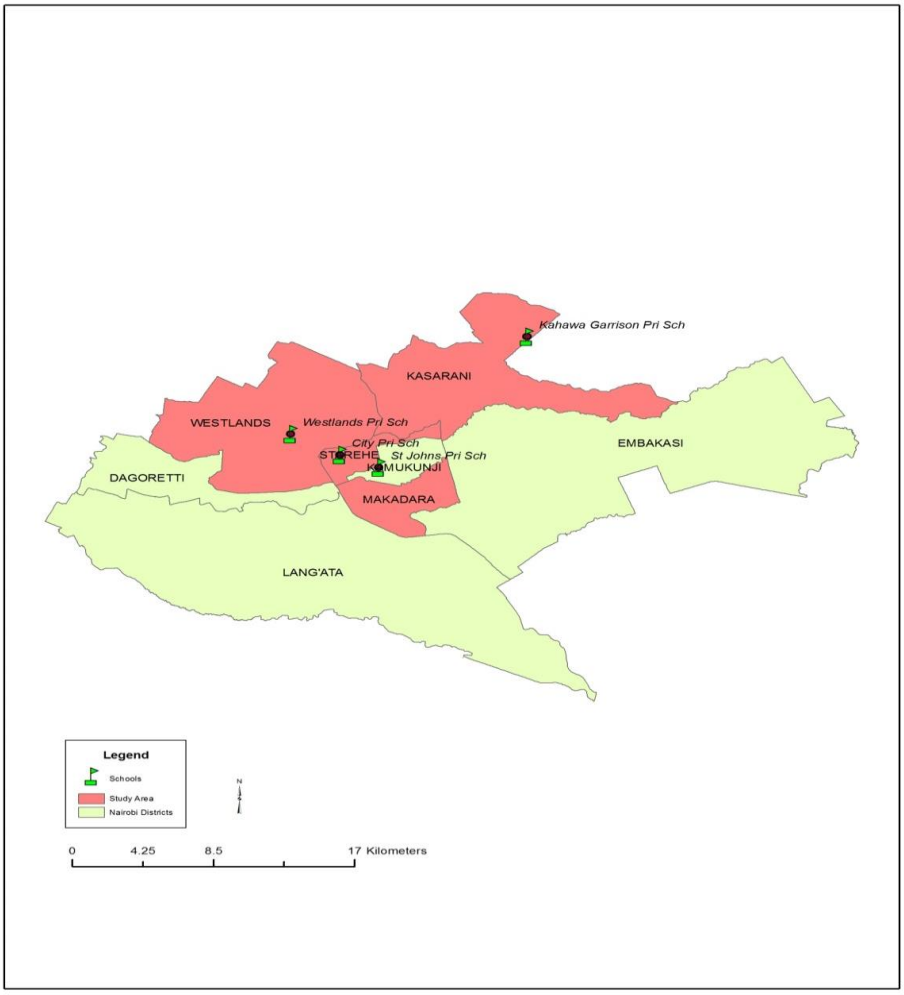
Signature ……. Date…….

Thank you in advance.

Sophia Moraa Bironga

APPENDIX XVI

Map of Nairobi County



Source: Central Bureau of Statistics