

**PARENTAL DETERMINANTS OF ACADEMIC PERFORMANCE
OF LEARNERS IN PUBLIC DAYSECONDARY SCHOOLS IN
IMENTI NORTH SUB-COUNTY, MERU COUNTY, KENYA**

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DECLARATION

I declare that this research project report is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this research project to my dear husband Michael Murithi, my children Olive Mukami and Christine Muthoni for giving me time, consideration and motivation that is needed in undertaking this research and also in my entire learning. May the good Lord bless you all?

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ACRONYMS

CDF	Constituency Development Funds
IQ	Intelligence Quotient
PISA	Programme for International Student Assessment
UDE	United States Department of Education
WSJ	Wall Street Journal
KCSE	Kenya Certificate of Secondary Education

ABSTRACT

Academic performance in schools has remained low in Kenya national examinations for many years. Year after year Kenya Certificate of Secondary Education results fail to reflect the actual ability of students. There has been an increase in the number of day schools in Imenti North Sub-County in Meru County. This increase has brought about positive and negative academic results. Day schools have in past years recorded decline in the national examinations and this has raised concerns amongst the many education stakeholders. The major cause of these poor results can be attributed to parents and guardians. This study aimed at investigating the parental factors that influence performance in day secondary schools in Imenti North Sub-County. The rationale of this study focused the education gap experienced in day schools due to parental related factors and analyze how each of the aspects affecting the results could be approached. Questionnaires were distributed to parents, students, teachers, and head teachers to help gather the relevant data. The total number of people who were given the questionnaires was 398 individuals. Out of the total respondents, the researcher piloted two questionnaires to ensure reliability of the collected data. The research design used was both descriptive and relational to help gather independent variables and relate them to the dependent variables. Both quantitative and qualitative methods were used to collect and analyze the data. At the end there was a summary of findings, conclusions and recommendations to guide on any future step(s) to be taken in ensuring satisfactory performance and proper parental input. Parental involvement in students' education, social-economic status (incomes and occupation), parental level of education, special characteristics and parent-teacher relationship were all found to influence students' academic performance in Imenti North Sub-County but in different proportions. This research proposes that parents should engage in their children's learning activities, incomes of the people should be upgraded by the government, parents should be regularly trained to improve their literacy and the relationship between teachers and parents should also be improved for better performance.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter is an overview of the research project. It covers the background of the research which shows the researcher's objectives as well. It also contains a brief statement of the problem and the hypotheses (assumptions) of the study. The chapter further gives the theoretical framework which was based on the Epstein's theory of parent involvement in their children's education. It finally shows a conceptual framework of the key issues to be evaluated by the researcher which form the independent, intermediate and the dependent variables of this study.

1.1 Background of the Study

In UK a study conducted by Goldberg (2011) revealed that there was a drastic fall in student's academic performance in national examination compared to performance in similar examination in Far East like in Singapore and Shanghai China. The education authorities claimed that lack of parental involvement as well as societal factors led to a decline in the year 2013 compared to a decade ago. These results show an ironic yield compared to Britain's government high spending on students secondary education. Other countries in Europe showed an improvement in results raising the question why the difference is being experienced. It was also found that students whose parents have a higher performance expectation perform better in their national examination.

Students' achievement and adjustment are influenced by many people, processes and institutions. Parents, the broader family, peer groups, neighborhood influences,

schools and other bodies (e.g. churches, clubs) are all implicated in shaping students' progress towards their self-fulfillment and citizenship. Secondary students themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behavior, aspirations and achievements. In the face of this complexity, attempts to ascertain the impact of any singular force in shaping achievement must proceed with some conception of how the many forces and actors might interact with each other.

A research carried out by Becker et., al (2011) also asserts that a parents' academic interaction propels the ways in which parents influence secondary school students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization (interaction) can be influenced by the parents' socio-economic status. Highly educated parents tend to have a more stimulating learning environment. Becker also found that parental involvement in education increases educational effectiveness of the time that the parents and their children spend together. The teachers, parents and the administrators of various secondary schools have established schemes of operations where there is an arrangement to encourage the trio to work together. Becker further affirms that 71% of the principals and 59% of the teachers believed that the greatest part of students' performance is played by the parents.

Coleman (2010) argues that there should be voluntary parental involvement in education and family-school relations across elementary and secondary school levels. As students approach adolescence and puberty, external influence from the outside world increases. Due to this parents need to be extremely vigilant in

observing how their children are responding because without this children may end up wasting a greater percentage of their time concentrating on their physical and emotional changes. Teachers may not have time to monitor students' development due to their commitments on the learning processes and activities. Due to this, parents come in to help monitor the academic strengths and weaknesses of their children.

Karue (2009) affirms that a parent, being a stakeholder in education sector influences student's performance in several ways such as financial provision, discipline, provision of learning time to their children, leisure activities, family culture, monitoring of assignments, and involvement in school's activities among others. It is also worth noting that day secondary schools students have very little time for self study, therefore this translates to home environment study. Those parents who have an average or excellent academic knowhow help their children better compared to the illiterate parents. Kabiru (2010) also views that educating a nation is a vital strategy for development of the society. The Kenya education system has undergone various changes in the length of training, development of numerous universities and tertiary colleges, administrative developments and policy amendments to ensure better academic performance, length of training advantage, economies in education and curriculum related advantages like timely syllabi coverage.

In Kenya, investment in day secondary school education has shown a tremendous growth over the past few years in terms of physical facilities (laboratories, classrooms), student enrolment, human resources and increment in Free Secondary allocation funds. However 70% of the parents in Kenya especially in rural areas

have little or no time to spend with their children (Yap et al., 2010). Their professions, family stability, behavior, social class and those other related aspects leave students under the care of their teachers in entirety which could be detrimental for their children' education.

A study conducted by Kobia (2011) on problems associated with day secondary schools in Meru Central revealed that there was laxity on the side of parents and guardians. The study showed that some parents have left the duty of parenting to teachers and school administrators. The study further reveals that 40% of parents are not concerned with what their children do in school and they do not liaise with teachers to know the problems or issues that could be affecting their students in schools. This translated in some students' not attending classes regularly yet they leave home every morning but never reach school. Consistency in class attendance is a vital practice if all students have to maintain good grades in school.

The researcher agrees wholly on the finding of the mentioned researchers that there exist a relationship between parental involvement and student performance in national examinations.

Parents who are fully involved in their student performance by attending general meetings , academic days , monitoring students performance , instilling discipline , have their students doing better in the national examination than students of parents who are not involved.

Although the research by Kobia was carried out in Meru central, it did not include Imenti North Sub-County and therefore it is necessary to carry out a study to

evaluate problems associated with parental care in Imenti North Sub-County. This is because from K.C.S.E results, it has been noted that most of the day schools hardly afford a mean score of a C-(Minus).

1.2 Statement of the Problem

To establish whether there exist a relationship between parental input and students performance in K C S E results in day secondary school in Imenti north sub – county.

The government of Kenya has in the recent years invested in secondary school education. According to G.O.K (2013), the government has financed the establishment of numerous day secondary schools with a view to help primary school leavers to get a chance in public secondary schools in Kenya, the annual investment in education is approximately 30% of the total recurrent expenditure Since the introduction of Community Development Funds, subsidized Primary and Secondary Education in 2002, in Imenti North Sub-County, day secondary schools have grown from 13 to the current 28 schools. This is 53.57 % increase which shows that the numbers of day scholars are increasing over time.

This implies that most of the students spend considerable time with their parents within the course of their studies. This may have a positive or a negative impact in their performance. Due to this, the researcher wanted to find out if there exists a relationship between students' performance and parental input in public day secondary schools in Imenti North Sub-County.

1.2.1 Purpose of the Study (General objective)

The general purpose of this study was to find out parental determinants of academic performance of students in day secondary schools in Imenti North Sub-County.

1.2.2 Objectives of the Study

This study was guided by the following objectives:

- i. To establish the relationship between parental involvement and academic performance of students in public day secondary schools in Imenti North Sub-County.
- ii. To find out how social-economic orientation of parents impact on students' academic performance in public day secondary schools in Imenti North Sub-County.
- iii. To establish how parental level of education affects students K.C.S.E academic performance in public day secondary schools in Imenti North Sub-County.
- iv. To find out how parental special characteristics affect academic performance of students in public day secondary schools in Imenti North Sub-County.
- v. To evaluate the impact of teacher-parent relationship on performance of students in public day secondary schools in Imenti North Sub-County.

1.2.3 Research Questions and Hypotheses

Research Questions

- i. How does parental involvement in education impact on the academic performance of their students in Imenti North Sub-County?
- ii. What are the social economic determinants of academic performance of day secondary schools in Imenti North Sub-County?

- iii. How does the parent's level of education influence academic performance of day secondary schools students in Imenti North Sub-County?
- iv. What is the impact of special needs to students' academic performance in day secondary schools in Imenti North Sub-County?
- v. What is the impact of teacher-parent relationship on the students' academic performance?

Research Hypotheses

- i. The research was based on the following hypotheses:
- ii. Parental involvement in school activities and participation leads to excellent academic results.
- iii. The parental income and occupation equally affects academic performance and the ability of a student to concentrate fully on academic work.
- iv. Students with special parental needs achieve less excellence in academic performance in public day secondary schools compared to those without special needs.
- v. Parental level of education affects academic performance in public day secondary schools.

1.3 Significance (Rationale) of the Study

The data generated will assist in making a manual to train parents and the communities thus improve performance in public day secondary schools .The research will also provide a lime light and a guide to education stakeholders so that these stakeholders will be able to create benchmarks and proper forecasts to student performance in both day and boarding secondary schools. Although boarding schools seem to rank high, this research will also provide adequate

recommendations to parents and the community which can be used to make day secondary schools better than they are today.

1.4 Research Limitations and Delimitations

Limitations

The research was faced by various limitations both internally and externally. These limitations included cost, laxity of respondents, inaccurate data, insufficient facts and hostile respondents. However the researcher had laid down specific measures to curb these challenges. In order to ensure validity and clarity of the data the researcher used multi-divergent sources to enhance objectivity of the data. At the same time the researcher ensured proper time management and schedules to avoid the lapse of time which is a very important aspect of research.

Delimitations

This study was only limited to the parental determinants of students' performance in public day secondary schools. It will not involve private and boarding secondary schools. This is because day schools students are the most affected by parental background, behavior, and the resources provided by parents for their day to day learning.

1.5 Theoretical and Conceptual Framework

Theoretical Framework of the Study

Due to many challenges affecting the education sector, numerous players have injected their input to assist in bringing changes which can be effected to achieve a better academic structure and results. This research will be able to address the historical, past and present parental aspects affecting education as well as the

students' performance in day secondary schools. The study analyzed and evaluated these factors and at the end provided a conclusive approach to help improve students' performance in school.

This study is based on the Epstein's Theory (a theory formulated in Baltimore America) of Parental Involvement which is concerned with creating a family-like school and a school-like family. Epstein proposed that a school needs to work hand-in-hand with the parents if any positive results are to be obtained. He argues that there should be cooperation from the parents not just with the school but also with the regional and the national stakeholders.

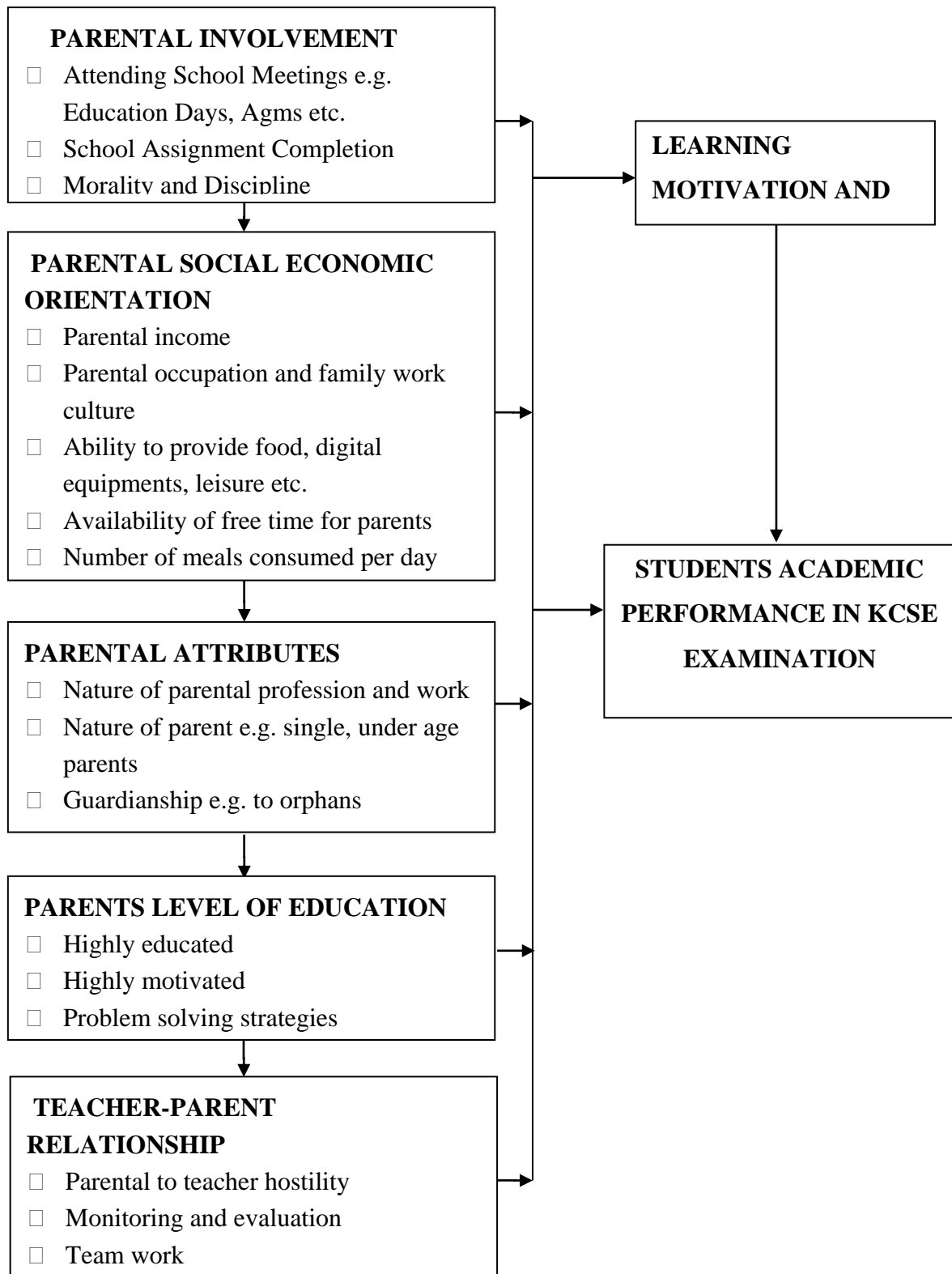
Students' performance is a function of the family and the community through parenting, communication, volunteering, learning at home, decision-making, collaboration with the community and creation of the study interests. Epstein also views that where parents deny their children time, proper communication, close monitoring and resources, then failure in exams may result due to the fact that parents, teachers and students have divergent perceptions of education. This theory is closely related to Sheridan and Kratochwill's model of family-school partnership which promotes proper roles for family members, shared responsibility, proactiveness, monitoring and perceptual accommodation from both parents and teachers/ school administrators.

Conceptual Framework of the Study

Academic performance is a function of various variables. Such variables include time, parental factors, government policy, behavior, conditions of study, teachers' ability etcetera. However, this study focuses on those factors that are related to

parental care which affects students' performance in public day secondary schools. Academic performance is due to the motivation a child gets from within and outside his or her physical, genetical, emotional or social composition. The independent variables for this study were parental involvement in student's education, parental socio economic orientation, and parental level of education, parent-teacher relationship and parental special characteristics. The dependent variable on the other hand was students' academic performance in public day secondary schools in Imenti North Sub-County. The illustration of such performance in relation to the parents is illustrated below:

Conceptual Framework of the Study



Independent variables

Dependent Variables

Figure 1.1: Conceptual Framework

1.6 Operational Definitions of Terms

Academic Socialization: It describes the way parents influence their students' academic achievement by shaping their skills, behaviors and attitudes towards school.

Attributes: These are those natural and behavioral characteristics of an individual based on personality characteristics.

Community: This represents individuals who interact with students, teachers and parents for the purposes of education

Home Environment: This refers to all those surroundings that a student interacts with at home that may affect his/her academic performance.

Intelligence Quotient: This is the ability of a child to reason and make decisions based on a given situation or scenario.

Specific Attributes: These are the unique traits that make up a human being and they differentiate him/her from others.

Academic performance: generally refers to how well a student is accomplishing is or her tasks and studies. The indicators are student grade (scores) at the national examination level.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter gives an overview of the related studies and views of people who have done studies relating to academic performance in secondary school. It provides a brief overview of education and how its investment has been done in the lives of people. It focuses on a general approach to school performance and then narrows down to the major objectives of this study which are parental involvement, socio-economic determinants, parental attributes, special needs considerations, parental level of education and teacher-parent relationship and its impact on academic performance.

2.1 Status and Rationale of Secondary School Education

Godwyl & Kang (2008) view education as the main exit channel from poverty and economic problems. It is the backbone of growth and development of individuals and the nation. However, Kenyans who are poverty stricken and those who cannot afford the resources needed for its achievement end up not meeting its sole and the most important goal of academic achievement. This has resulted to the vicious circle of poverty such that the gap between the rich and the poor has widened as the extreme poor are denied access to education.

Mualuko (2009) points that people who are not able to access quality education end up being uncompetitive in the job market. Kenya has been straining with many high school dropout cases which in return have brought a great headache at home and in the society. He further asserts that secondary education prepares a person for two

major developments. The first development is that secondary school prepares a learner for selection in a university, middle level college, professional training or even vocational and technical career.

The second very important development is that secondary education prepares a learner to be able to join other citizens in building the nation. This means that secondary education gives a learner an opportunity to form part of a country's human resources. The entry to join working class is therefore elevated at the secondary level compared to the primary school level.

According to Kenya, & Kenya (2013), secondary school education has expanded a greater deal since independence. However, to access to this sector of learning remains restricted and not many Kenyans have been able to access this right at ease. This being the case, there are nevertheless a few Kenyans who can fully access quality education both locally and abroad. The Education for All (EFA) goals appears to be a major hurdle in the Kenyan education system (Achoka et al., 2013). It is also worth noting that the number of drop outs in secondary schools is also increasing over time. This has been due to factors such as ailments especially HIV/AIDS, parental incapacity, personality factors, government policy, incompetent teachers, family background, learning environment amongst other factors.

The 2013 KCSE results indicate that there exists a great difference between the performance of day and boarding secondary schools. For instance, the first school in Imenti was Meru School with a mean of 69.833 points (B+) compared to the top Day Secondary School with a mean of 54.2 points (C+) (MOE, 2013). The same image is also mirrored in many other districts in Kenya and therefore the necessity

to analyze the causative factors of such performances. It was also noted that the girl child performed better than the boy child in the same district with six out of 10 top students being girls. There are therefore endogenous and exogenous determinants of this trend in the performance of day secondary schools compared to boarding secondary schools.

According to Desarrollo (2012), the extent to which parents or other family members are actively engaged in a student's education influences a student's achievement in Latin America. Family involvement is one of the most important contributors to school completion and academic success. Desarrollo further argues that the most accurate predictor of a student's school achievement is the extent to which his/her family encourages learning. Success would be expected if family communicates high but reasonable expectations for the student's education and future career and becomes involved in his/her education.

Studies conducted by Clark (2009) have indicated that any positive academic outcome stems out from the parents academic involvement. The impact that parents can have on their child's learning and achievement transcends income levels and social status. Thus a parent's involvement in education is very crucial and essential to a student's achievement in school and in life.

2.2 Parental Involvement in Children's Education

A study conducted by Hornby (2011) reveals that a child's learning is enhanced when schools encourage parents to stimulate their children's intellectual development. The study also shows that the parental involvement has a powerful impact on what children and youth learn, not only in school but out of school as

well. This involvement is considerably more powerful than the parents' income and education in influencing what children learn in the first six years of life and during the twelve years of primary and secondary education.

Hornby also established that the major reason why parental involvement is so strong is because the children spend more than 99% of their time from infancy throughout their childhood outside school under the influence of their parents. Thus, a parent who does not ignite good morals and a learning culture is an academic and life threat. A parent who doesn't attend academic meetings and conferences will never know the hurdles faced by his children in learning. Parents should also guide their children to finish their homework in time. Some parents and guardians also behave irresponsibly as far as their children's code of conduct is concerned. Involvement in the school and parental monitoring of students' behavior both had effects on moderating discrepant behavior but less on achievement in science. McNeal went on to demonstrate that the patterns of relationship showed strong interactions between involvement and different categories of student (McNeal, 2009).

Pomerantz et al., (2010) found that a number of parents are not observant enough to ensure that their sons and daughters have a moral foundation. Some end up in the defense of unscrupulous behavior right from home to the society and the school. The sole instiller of discipline for students may not be the teacher since as discussed earlier; the parent spends most of the time with the children. It is therefore negligence to vest the duty of a child's discipline on the teacher.

Their research also established that some parents are too busy to attend school activities such as academic days, forums and meetings thus making it difficult for

them to know how their children are fairing in schools. Secondly some principals fail to involve parents in decisions that affect their children's learning. When this happens there is a hitch that develops such that monitoring of performance becomes extremely difficult.

2.3 Parent's Social Economic Orientation

Parental socioeconomic status forms a huge part of a child's education. Children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance. Such children are likely to have emotional and social challenges, acute and chronic stressors, cognitive lags as well as health and safety issues. Combined, these factors present an extraordinary challenge to academic and social success. This reality does not mean that success in school or life is impossible. On the contrary, a better understanding of these challenges points to actions educators can take to help their less- advantaged students succeed (Koki, 2008). The social-economic orientation range from parental incomes, type of job done, social class, work culture and lifestyle.

2.3.1 Income of the Parent

The type of job a parent does affect the levels of income in the family. Such incomes play a major role in providing for the children's educational requirements. Lutz (2008) pointed out that where children are unable to take a balanced meal or have no food at all, education becomes a stump. Students who have fed well have energy to study. Hungry and malnourished students do not perform well in their studies. Scientists argue that brain requires nourishment and proper feeding. If the nutritional

value of food cannot lead to brain development, poor performance becomes imminent in many occasions. Inability of a parent to give a balanced diet is one of the root causes of academic failure.

Another research conducted by Patall et al., (2012) found that the surrounding environment of children at home is a vital player in results determination for students. This environment is mainly affected by the parent's social status as well as the income in that family. Thus, a parent who is able to procure reading materials for his children and other education propellants is able to instill a focused educational attention for them. In addition to this, parents income may bring adverse results to students since some of activities tend to be overdone leaving very little or no time for self study at home. Some parents for example, are able to employ workers who can understand academic information. This becomes a challenge as some children end up getting their homework and assignments done by the domestic helps. Such students cannot compete favorably with the others who must struggle to perform their assignments.

Other parents are capable of buying digital equipments for their children such as smart phones, modems, laptops etcetera, making research easier and accumulation of facts and information manageable facilities such as entertainment, children playthings, leisure, home library and television may build or destroy a child's education strength.

Children raised in poverty are much less likely to have social and academic needs met than their more affluent peers are and, as a result, are subject to some grave consequences. Deficits in these areas inhibit the production of new brain cells, alter

the path of maturation, and rework the healthy neural circuitry in children's brains, thereby undermining emotional and social development and predisposing them to emotional dysfunction (Hepburn et al., 2009).

In many poor households, parental education is substandard, time is short, and warm emotions are rare to find (Siu et al., 2011). Caregivers tend to be overworked, overstressed, and authoritarian with children, using the same harsh disciplinary strategies used by their own parents. They often lack warmth and sensitivity and fail to form solid, healthy relationships with their children. A childhood spent in poverty often sets the stage for a lifetime of setbacks. Secure attachments and stable environments, so vitally important to the social and emotional development of young children, are often denied to our neediest kids. These children experience more stress due to loneliness, aggression, isolation, and deviance in their peer relationships, and they are more likely to describe feeling deprived, embarrassed, picked on, or bullied. As a result, they more often face future struggles in marital and other relationships.

2.3.1 Parental Occupation and Family Work Culture

Some professions and lifestyles also hamper a parent from being keen towards his children's academic development. Epstein (2011) noted that a soldier might have very limited time to his children compared to a teacher or a farmer. Such professions will in one way or another hinder the parent's one on one engagement with their children who study in day secondary schools. A teacher may provide enough time to children and offer the necessary guideline required to succeed.

A study conducted by PISA (2011) established that students whose parents work in professional occupations generally outperform other students in mathematics, while students whose parents work in elementary occupations tend to underachieve compared to their peers. The strength of the relationship between parents' occupations and student performance varies considerably across countries: for example, when it comes to mathematics performance, the children of cleaners in Shanghai-China outperform the children of professionals in the United States, and the children of professionals in Germany outperform the children of professionals in Finland, on average. Finland and Japan achieve high levels of performance by ensuring that the children of parents who work in elementary occupations are given the same education opportunities and the same encouragement as the children of professionals.

In another research, PISA (2009) further found that in most countries and economies, children whose parents work as professionals have, on average, the best results in school. Colombia, Indonesia, Italy, Mexico, Peru and Sweden are the exceptions where in these countries; the children of managers score the highest in secondary schools. The gap in performance between the children of professionals and other students tends to be widest in mathematics and narrower in reading and comprehension.

Reeves (2009) assert that economic activities of parents may create problems for day students arising from a lot of work at home. In Malawi, according to Scharff and Brady (2011), girls are expected to help their mothers with labor-intensive household chores before going to school and therefore arrive to class late and exhausted. Because of such responsibilities, girls are less likely than boys to perform well

(Holcomb, 2012). Most students, especially girls, are engaged in such activities as caring for their siblings when their parents are away, taking care of the sick, and attending to traditional rituals, funerals, and other celebrations.

In Kenya Mensch and Lloyd (2010) found out that if girls have more domestic responsibilities than boys, they may have less time for homework. On the other hand, if girls are confined at home after school and boys allowed more freedom, girls may use some of their free time to do homework thus performing better than boys.

Mensch and Lloyd (2010) further propose that in order to achieve better results in schools then; there is need to create a home environment that encourages learning, express high (but not unrealistic) expectations for the children's achievement and future careers and finally the need for parents to become involved in their children's education at school and in the community. If two of these three criteria are accomplished, children of low income families may achieve at or above the levels expected of middle class children.

However, while there is a strong relationship between parents' occupations and student performance, the fact that students in some education systems, regardless of what their parents do for a living, outperform children of professionals in other countries shows that it is possible to provide children of factory workers the same high-quality education opportunities that children of lawyers and doctors enjoy (Zedeck, 2012).

2.3.2 Parental Level of Education

According to National Institutes of Health (2013), education level of a parent is a significant predictor of a child's educational achievements and behavioral outcome. Parents who are educated raise children to have healthy self-perceptions when it comes to their academic abilities, engage them in intellectual activities that help them develop a healthy attitude about learning and generally have children with fewer behavioral problems that may hinder their learning experiences.

According to Mattison et al., (2014) parents with higher education levels have stronger confidence in their child's academic abilities, and they also have higher expectations of their child. They expect that their child will get good grades, behave well in school and attend college. These high expectations motivate their child to do well. The confidence they have in their child enable the child to build his own confidence in his academic abilities hence succeed in life.

The association between parents' and their children's' educational attainments has been one of the measures featured in the study of intergenerational mobility. It has either been the focus itself or has been part of the exploration of the reasons for earnings, income or social class persistence; the opposite of mobility (Smeeding et al., 2010). Parental education is of course just one aspect of family background that influences children's subsequent achievements as adults, but an important one. For instance, parents' educational attainments have a large impact on their earnings; they may alter the 'productivity' of their time investments in children, such as reading to the child; and they may affect children's aspirations.

According to Ermisch et al., (2012), the extent of each parent's education measures the effect of their education net of the effects of their endowments, which are likely to be correlated with their educational attainments. In the context of economic models of the family, the parental education coefficients should reflect three separate effects of a parent's education on the education of their child. First, there is an income effect, which is positive because higher education increases the capacity to earn income in the market and more income is spent on everything that parent's value. Second, there is a substitution or time allocation effect, which depends on the impact of a parent's education on the cost of human capital investment in their children. How costs vary with a parent's education depends on how much it increases the parent's earning capacity, how much of the parent's time is spent on child-education-enhancing activities and how much a parent's education increases the productivity of their time in such activities. The marginal cost of investment could, for example, decrease with higher parent's education because it enhances productivity sufficiently relative to their earning capacity ('market productivity'); or a there may be no effect on marginal cost of a parent's education because that parent contributes little time to human capital investment in children. Third, there may be a bargaining effect; for example, if mothers value children's education more than fathers and higher education increases her bargaining power, higher mother's education relative to the father's would increase children's education through this channel.

In addition, analysis of American parents' time use (Guryan et al., 2008) suggests that time spent with children is valued more by better educated parents. The coefficients associated with the parents' earnings endowments also reflect income,

time allocation and bargaining effects, but in addition they reflect the association between parents' and their children's endowments.

A parent's level of education influences parents' knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviors are indirectly related to children's school performance. For example, higher levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Thus, students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education.

A research conducted by Larzelere et al., (2013) suggests that parents with higher levels of education are also more likely to believe strongly in their abilities to help their children learn.

It further established that a parent's self-efficacy, children's academic abilities, level of parent education and program participation are significantly related to parental self-efficacy. In turn, parental self-efficacy beliefs significantly predict children's academic abilities.

A father's education has a much larger effect than that of the mother, and the father's education has larger effect for sons than daughters. With sample of brother-fathers, the effect of mother's education is larger than that of father's education, and the mother's effect is even larger if the offspring is a daughter. It appears then that

the differential effect of mother's education always favors daughters, while the gender interaction with father's education is less clear in direction and it is often statistically insignificant, even with our large samples (Cantu, 2013). If we discount the possibility that mothers act to favor girls over boys in their child investments, the larger effect of their education on daughters suggests that a mechanism behind the effect may be through the effect of the mothers on their daughters' aspirations and motivation ('role model effect').

2.4 Parental Characteristics

A child's academic performance may be influenced by the natural or artificial representation of the parents. Epstein (2010) found that a parent whose family has achieved its success from education encourages the children to tow the same line. A parent's background dictates how well he is conversant with issues, how well he conducts himself and how well he motivates his children through his behavior.

Background results to the ultimate denial of the major educational values and facilities to the girl. Other backgrounds are harmful as they try to force a child to study well in a given subject so as to become a specific professional. Those parents who come from political back grounds may sometimes force their children to come out of school since to them the only success in life is political freedom and advancement. Some lifestyles also affect a child's educational performance especially to those parents who are extremely social, outgoing, and alcoholic as well as parents who are always training or doing physical exercises.

Psychologists Lambert et al., (2010) are of the view that the personal attributes of a person ranging from personality, perceptions, temperaments, attitudes, values and

beliefs also play a key role in academic success. A parent's disposition and judgment about certain phenomena, values or vices in life affects how he reacts towards his children's activities in all areas of their growth. Some parents tend to hold distorted perceptions about some schools, teachers, administration and even their own children. This in return gives rise to making wrong decisions and actions on their children and teachers.

They concluded that individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in reasoning tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity has an important influence on academic achievement in addition to intelligence and reasoning. Some of these attributes are hereditary in nature and therefore translate to either low or a higher mental ability on the children. Parents with a higher IQ are likely to give rise to children with a higher IQ and mental ability.

In their book Naglieri et al., (2009) found that some parents are reserved and rarely socialize with their children. Parent's academic socialization describes the way parents influence their students' academic achievement by shaping their skills, behaviors and attitudes towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Lack of proper socialization, the natural dictatorship, setting high standards and judgmental abilities tend to affect a

child's learning environment. This in turn leads to poor academic grades for children with such parents.

2.4.1 Special Parental Characteristics and Challenges

Special characteristics such as single parenthood, under age, guardian or adopter affect how a child performs in school (Lewis et al., 2011). Some children who are brought up by single parents lack the care of one parent or even both where the parents have died. A child needs care of his/her parents' lack of which leads to psychological problems which results to stress and lack of concentration. Furthermore a guardian may not be able to give the best attention to a child who is not biologically born of him/her. It has been noted that a number of children who are under the care of the guardians end up being secluded and sidelined in the provision of their education needs.

A parent who is under age may fail to provide the guideline and the acceptable tutorage to his/her children. The challenge comes in when the children have reached the age of adolescence, thus fail to understand what could be so special that their parents who look like they are age mates are telling them. This also poses a problem to academic performance in school.

According to WSJ (2011), adopted children are also vulnerable to mistreatment and abuse by their adopters. Some adopted children end up being killed by their "parents". The warmth expected in a family is not always obtained and this may lead to dismal academic performance in school. These special needs affect academic performance in day secondary schools since the students live with these challenges for the better part of their lives i.e. in and out of school.

There are several success attributes for parents with special needs and their children especially those that are physically and mentally handicapped. These success attributes included: self-awareness, proactively, perseverance, goal-setting, the presence and use of effective support systems, and emotional coping strategies. It is important to emphasize that not every successful individual possesses each of these attributes, and some attributes may be present to a greater or lesser degree. Similarly, persons who might be considered unsuccessful may nevertheless possess some of the success attributes, again, to a lesser or greater degree. What it does mean is that successful persons with learning disabilities are much more likely to have these characteristics than unsuccessful individuals. It is our hope that, by helping parents understand these success attributes, they was better prepared to work with and guide their children toward satisfying and rewarding lives. It is also important to keep in mind that having these attributes does not guarantee success. Rather, it increases the chances of achieving a fulfilling and successful life (Lerner et al., 2008).

2.5 Parent-Teacher Relationship

A research by Green (2014) shows that one of the most important factors affecting a child's performance in school is how involved their parents are in their education. Developing a healthy parent-teacher relationship is a great way to improve a child's performance in school. Green argues that a parent needs to be an advocate for his or her children. In the case of their children and their education, being an advocate means supporting and standing up for them as they make their way through the education system.

Further, some researchers have suggested that the teacher attachment bond can act in a compensatory capacity in cases where maternal attachment is insecure. It is understood that children's relationships with parents can affect school functioning and there is also some suggestion that teacher relationships can have a similar effect. While there has been some exploration of child-mother and child-teacher attachment and school functioning in areas such as social competence, work habits, frustration tolerance, task engagement, mood and behavior difficulties, as with most attachment research, the majority of studies to date have focused on preschoolers and children in the early grades of primary school (Harlan et al., 2009).

The relationship between parents and teachers has changed in some ways over time, though it's always been an influential factor to good education. School districts that have adopted cloud-based education software have given themselves an advantage when it comes to establishing high quality parent-teacher relationships. Keijsers et al., (2012) note that the parent-teacher relationship is dramatically different than it was in years past. More parents than ever before are involved in their students' academics, not to mention general school operations. Districts value parents' opinions on various issues and consult them often during the decision-making process. These changes have the ability to improve student success over time, as evidenced by a report discussed by National Association of School Psychologists (2011).

Armento et al., (2011) argue that a teacher is a parent by extension. In order to achieve excellent academic performance in schools; there must be a bond between the parents and the teachers. If parents seclude themselves from teachers and vice versa, students tend to be left out in a cocoon of their own which propagates

activities and behavior that kills the academic momentum. Students value their education when they see the interest shown by their parents. Domina, and Knipprath, (2010), highlight the fact that government supports parental involvement. If a stale relationship exists between parents and teachers then the impact of this is replicated to the students. Most of the time the students happen to be on the receiving end in their learning. What their teachers say may become as final as what their parents say.

The most important thing is not the type of school or even who attends such schools, but rather the school's relationship with the student's family. This depicts that parents must work hand in hand with the teachers, students and the administration. In order to ensure that a child's home environment is suitable for learning, teachers may not physically make home assessments, but parents can participate in more frequent teacher-parent meetings and be urged to turn off the TV and make their home environment conducive to learning.

Failure of parents to take care of their children academic performance contributes to academic failure. At the same time there should be a productive relationship between the school and the community. This kind of bonding will help in building a reading, evaluation, control and follow-up culture in education. Day schools should therefore cultivate an environment that will initiate this kind of a relationship. Obama also admits that "Parents who don't Parent" pose the biggest challenge in the United States. A study conducted revealed that most of the states are experiencing school drop outs and failure due to the fact that parents have neglected their parental duty of monitoring the performance of their children.

Isenberg et al., (2009) found that there is a similar hiccup in Africa where one of the teachers in Chicago carried out a study in Central Africa and found that the same reasons for failure and non-completion of secondary education in Chicago are also found in Africa. It was proposed that parents or caring adults should advocate for individualized discipline procedures and modification of school policies, such as alternatives to out-of-school suspension. Another approach is to include students in problem-solving. Engaging students in the development and enforcement of school rules can help youth learn to evaluate possible consequences and make good decisions.

Teachers and other education facilitators should view teaching as a vocation and not as a career. This will assist in building institutions which can work together as one body with the sole objective of ensuring great performance for students who spend the larger percentage of their time with parents. There is need therefore to ensure that students are given the necessary attention which will ensure educational productivity. The schools and homes should work as a unit to address variables discussed in this chapter so that students are not left to wander in a world of their own without a focused academic objective(s).

Although many researchers have researched on parental involvement on students academic performance , the study on parental determinant of academic performance in KCSE of students in day secondary schools in Imenti north sub - county has not been done.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This research focuses on the parental determinants of students' academic performance of day secondary schools in Imenti North Sub-County. This chapter highlights the research design, study area, target population, sampling techniques, piloting, reliability and validity of instruments, data collection procedure, data analysis logistical and ethical considerations in this study.

3.2 Research Design and Locale of the Study

The researcher employed the descriptive research design. The researcher then used statistical techniques to make conclusions about the population based on the sample, since the population is too large. This design helped to gather objective data since the views of the people on education and the general performance of students are of a diverse nature. The researcher focused on establishing the cause-effect relationships between the independent and the dependent variables. The independent variables in this research were parental involvement, socio-economic orientation of parents, special needs, parental level of education and parent-teacher interaction. The dependent variable on the other hand is students' academic performance.

A further relational treatment was done by the researcher so that a co- relational analysis between the dependent and the independent variables could be obtained. This helped remove the error of prediction as well as the danger of theory-based conclusions (Mugenda & Mugenda, 2003). At the same time the applied design was flexible in nature so as to give all the sources a balanced consideration to test the impact of parents on students' academic performance.

3.3 Target Group/Population

The research only targeted students, teachers, parents and principals from Imenti North Sub-County in day secondary schools. Imenti North Sub-County has 28 day secondary schools with a population of approximately 5129 students, 232 teachers and 28 head teachers (Imenti North Sub-county District Education Office, 2014). Out of these people, the researcher gathered information from selected zones, head teachers, teachers, parents and students. At the same time data was also gathered from the District Education Office-Imenti North Sub-County. The researcher targeted 11 students, 5 parents, 5 teachers and 1 principal in each school. This added to approximately 400 respondents needed in this study.

3.4 Sampling Techniques and Methods

Appleby (2004) proposes that a good sampling approach is that which is representative, flexible and reliable. To ensure this was achieved, the researcher used stratified sampling to select schools from the three zones namely: Miriga Mieru East, Miriga Mieru West and Municipal. Random sampling was used to get data from parents and teachers to enhance objectivity of the data. These approaches were of the essence since Imenti North has almost the same population characteristics and distribution. The sample universe in this case was quite uniform and therefore the ease of reaching and gathering information.

3.4.1 Sample Interval

The sampling interval was determined using the standardized formulae proposed by the SMART Methodology for Sampling. The determining formulae were:

$$\text{Sampling interval} = \frac{\text{Total number of basic sampling units (BSU) in the population}}{\text{Number of sampling units needed for the sample}}$$

In this case 18 out of 28 day schools were considered. Thus with the same assumption for households then taking the BSU to be 28 and the Number of the Sampling Units needed to be 15; the sample interval was calculated as follows:

$28/18= 1.5$ which was approximately an interval of 2 Day secondary schools in the sampling universe.

3.4.2 Sample Size

The sample size used the recommended SMART sampling (Mugenda, 2003). The formula applicable in this case was:

$$n = \frac{z^2 (p) (q)}{d^2}$$

Where: n = sample size, z = linked to 95% confidence interval (use 1.96), p = expected prevalence (as fraction of 1), q = 1- p (expected non-prevalence) and d = relative desired precision at +-5%.

Thus the required sample size was: $n = \frac{1.96^2 (0.5) (0.5)}{0.05^2}$

Sample size desired= 384 which is above the 95% confidence limit; however the actual sample size was 400. The justification for a sample size of 400 respondents is because there are many schools, parents, students and teachers. Thus gathering data from a very small sample size would have been subjective and unreliable.

3.5 Research Instruments

Robert (2013) provides that the research instruments to be used are supposed to remove any subjectivity that may be introduced by the researcher. The research thus involved both primary and secondary sources of data. The methods used included questionnaires, published and non-published sources, books, journals, internet,

school records and any other relevant source of data. The combination of these methods ensured that the data collected was comparative and more precise. These methods prevented the “Hello effect” and the distortion of judgment based on a unilateral source of facts and figures. Reliability and precision were also a consideration when gathering the information from the field.

3.5.1 Questionnaire

The researcher distributed various questionnaires to different respondents for gathering of primary data. This formed the quantitative research instrument for this research. These questionnaires were designed in such a way that they entailed all the issues discussed in this study. At the same time these questionnaires were given to students, teachers, principals and parents. The data gathering took 2-3 weeks so that the questions addressed were replied to and the researcher given ample time to check for any errors and deviations. Adequate time in research is a vital element as it determines the quality of information gathered from the field (Shiundu & Orodho, 2009). Flexibility was a key consideration on the side of responses from the field.

3.5.2 Documentary Analysis

Other sources of data included school attendance registers, AGM minutes, newspapers and black books. This will help in ensuring that the data gathered in the field was compared to the information obtained from the secondary sources to ensure objectiveness and minimize errors.

3.6 Piloting

The researcher piloted 2 schools from the total number of schools in the study area to enable clarity and reliability of the research instruments. This further helped in identifying possible errors and mistakes of inconsistency in responses.

3.7 Validity of the Instruments

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. It is rare, if nearly impossible, that an instrument be 100% valid, so validity is generally measured in degrees. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument (Sharma, 2010). The researcher piloted research instruments which were not used in the analysis of the data. At the same time, significant levels to the data were assigned which were also tested against the actual data collected from the field. 95% significance level was used to test the validity of the data and for post-analysis purposes. The tests that were done included-t-tests, chi tests and relationship tests through Pearson approach. These tests acted as pivot tools to establish the extent of validity of the research instruments

3.8 Reliability of Instruments

According to Orodho (2010), reliability is a measure of the degree to which a research instrument yield consistent results after repeated trials .It focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concepts .Test-retest method will be used to test the reliability of the study instruments .Other tests that will be done will include test of homogeneity, relationship and independence .If a coefficient of at least 0.7 is

achieved, then the instruments will be considered valid for the data collected (Mugenda & Mugenda,2010).

3.9 Data Collection Procedure

The researcher first distributed questionnaires to individuals and institutions to gather first hand information regarding the research. Once the questionnaires had been issued, adequate time was provided to collect them from respondents for further analysis. Data was later compared to the secondary sources data and internet to be able to generate a research report for parental factors influencing performance of students in public day secondary schools in Imenti North Sub-County.

3.9.1 Data Analysis

The collected data was used for analysis purposes so that the right interpretation was done. A variety of Quantitative and Qualitative methods were used to analyze the data. Qualitative presentation was done using tables, charts and graphs. Quantitative methods included statistical methods like measurers of central tendency (mean, mode and median), measures of dispersion (Standard deviation, and variance) and regression analysis (Pearson) to determine the correlation between variables and a post analysis of the obtained correlation coefficients in order to give a founded conclusive analysis on the research subject.

3.9.2 Logistical and Ethical Considerations

This research entailed collecting information from parents, teachers, principals and students. Thus there was in-depth gathering of personal information from the respondents. Due to this the researcher sought permission from the authorities concerned and the National Commission for Science and Technology so that the

responses gotten did not interfere with the respondents' rights. The data was only used for the purposes of this study and unnecessary revelation and disclosure of facts was not done in the study period and in future. Confidentiality in research work is a key factor which should be upheld unconditionally and without omission (Adam et al., 2008). Data was also gathered without duress or undue influence on the respondents.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretations and discussion according to the objectives, research questions and/or hypotheses. The results from the field and the relevant sources were organized in to tables, charts and graphs in order to bring out a more logical and meaningful image from the data gathered by the researcher. Data was then analyzed and interpreted which helped the researcher relate the research objectives with the assumptions and the reality on the ground as well. Discussion related to the data was provided in this chapter as well. The study was specifically meant to unveil the following objectives:

- i. To establish the relationship between parental involvement and academic performance of students in public day secondary schools in Imenti North Sub-County.
- ii. To find out how social-economic orientation of parents impact on students' academic performance in public day secondary schools in Imenti North Sub-County.
- iii. To establish how parental level of education affects academic performance in public day secondary schools in Imenti North Sub-County.
- iv. To find out how parental special characteristics affect academic performance of students in public day secondary schools in Imenti North Sub-County.
- v. To evaluate the impact of teacher-parent relationship on performance of students in public day secondary schools in Imenti North Sub-County.

4.2. Demographic Characteristics of Respondents

The responses based on occupation, age, gender, education, category of respondents and average income were presented and analyzed.

Sample summary

4.2.1 Gender Distribution of Respondents

Majority of the sampled respondents in the study area were females. The females were more than the males from the total number of respondents. The rates of responses based on gender are shown in table 4.1 below:

Table 4.1: Gender Distribution of Respondents

Sex	Students	Parents	Teachers	Principals	Total Number
Males	94	36	34	07	171 (42.96%)
Females	104	56	56	11	227 (57.04 %)
Totals	198	92	90	18	398 (100%)

It turned out that the responses provided were gender sensitive. Female students presented approximately 53% as compared to male students who were 47% of the students' category. This could form an indication that there were more female students in day secondary schools in Imenti North. Female parents, teachers and principals also exhibited the same characteristics as students with approximately 61%, 62% and 61% respectively available and willing to provide information needed in the study. Their distribution in the study showed that female respondents were more concerned with education matters in Imenti North compared to the male respondents.

4.2.2 Respondents Age Distribution

Table 4.2: Tabular Representation of Responses Based on Age of Respondents

Category of respondents	Below 20 years	20-30	30-40	40-50	50-60	Above 60	Total
Parents	0	06	34	34	13	05	92 (23.12%)
Students	195	3	0	0	0	0	198 (49.75%)
Teachers	06	15	33	25	08	3	90(22.61%)
Principals	0	0	0	13	05	0	18 (4.52%)
Total	201 (50.51%)	24 (6.03%)	67 (16.83%)	72 (18.09%)	26 (6.53%)	8 (2.01%)	398 (100%)

50.51% of the respondents were below 20 years of age forming more than half of the total respondents. The representation of principals, teachers and parents was relatively low compared to the students in this research. Two measures of central tendency (mean and median) and two measures of dispersion (Variance and standard deviation) were obtained. Thus from table 4.2; the mean, median and mode were all equal showing a normal distribution in the respondents' age characteristics. The measures of dispersion i.e. the variance and the standard deviation indicated that variance was 400 and the standard deviation therefore was 20.

4.2.3 Distribution of Academic Qualifications of the Respondents

The academic trend represented by the graph (see table 4.3) indicates that over a half of the respondents had at least a KCPE. The least represented were respondents with a Master's degree and above with approximately 3% of the entire sample population. Less than a quarter of the respondents had a Bachelor's degree which may have been attributed by the fact that most of the secondary school teachers have attained a Bachelor's degree.

Table 4.3: Tabular Representation of Responses Based on Academic Level of Respondents

Level of Education	Students	Parents	Teachers	Principals	Total Number
Non-formal	0	42	0	0	42 (10.55%)
KCPE	195	18	0	0	213 (53.52 %)
KCSE	3	14	08	0	25 (6.29%)
Certificate/ Diploma	0	08	13	0	21 (5.24%)
Bachelor's degree	0	07	65	11	83 (20.86%)
Masters & above	0	03	04	07	14 (3.53%)
Totals	198	92	90	18	398 (100%)

The sample population also had individuals who had no formal education at all because of the fact that the community was also involved in giving out the responses (parents/guardians). Certificate and diploma respondents were approximately 5% showing that there are some schools which had teachers without a degree certificate.

Summary of respondent academic qualifications

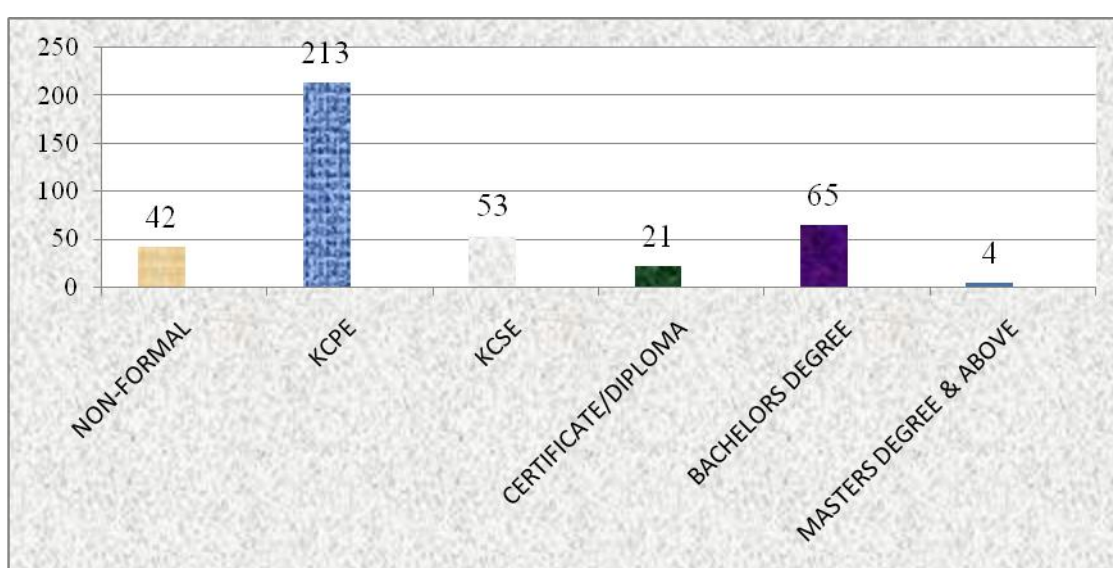


Figure 4.1: Academic Representation of the Respondents

4.2.4 Level of Income and Ranking Analysis as Per Categories of Respondents

The occupations of the respondents are of various categories with some taking more than one occupational status.

Table 4.4: Level of Income and the Rank Analysis as Per Categories of Respondents

Category of respondents	Number	Rank	Percentage	Monthly Income	
				Range Kshs.	Rank
Students	198	1	49.75%	0	4
Parents/Guardian	92	2	23.12%	5000-40,000	2
Teachers	90	3	22.61%	10,000-50000	3
Principals	18	4	4.52%	>50,000	1
Totals	398		100.00%		

The occupation and the level of income of the study population indicate that close to a half of the respondents in the study earn no income because they represent students therefore rank number 4. Parents earn between Ksh5000 and 40,000 per month which enable them to educate their children in day secondary. Parents in day secondary schools pay an average of Ksh.4000 per term. Principals earned higher income compared to teachers and parents. A relationship exists between the level of income and the average number of people. Spearman's correlation coefficient indicates that as incomes increase the number of people in that particular level of income decreases. Using the formula; $R=1-6\sum d^2/n(n^2-1)$ and taking n to be 4 then

R= -0.8 (negative). This result implies that there is a strong negative correlation between the income levels and the average number of respondents in the income level. Therefore, as income level increases, the number of the people in that level decreases by more than three-quarters. This can further be interpreted as 80% decrease in the number of people from one income level to another as shown in table 4.4 (above).

4.2.5 Average Number of Students per School

Table 4.5: Average Number of Students per Every Day School in the Study

Average Number of students per school	Number	Percentage
<=100	1	5.55%
100-150	5	27.78%
150-300	11	61.12%
>=300	1	5.55%
Total	18	100.00%

Table 4.5 (above) shows that of all the schools in the study, more than a half had above 150 students but less than 300 students. Only 11% of all the day schools had less than a 100 students as well as more than 300 students. It was also established that a quarter of all the day schools had over a hundred students but less than 150 students.

4.3 Relationship between Parental Involvement and Academic Performance of Students in Public Day Secondary Schools in Imenti North Sub-County

This researcher established that parents in Imenti North Sub-County day secondary schools get involved in their children’s education but in different parenting aspects. Most of the parents were found to control their children on ensuring school attendance and general attendance of school meetings but failed to go deep into the root of academic performance aspects among the students. This is illustrated in table figure 4.2 (below).

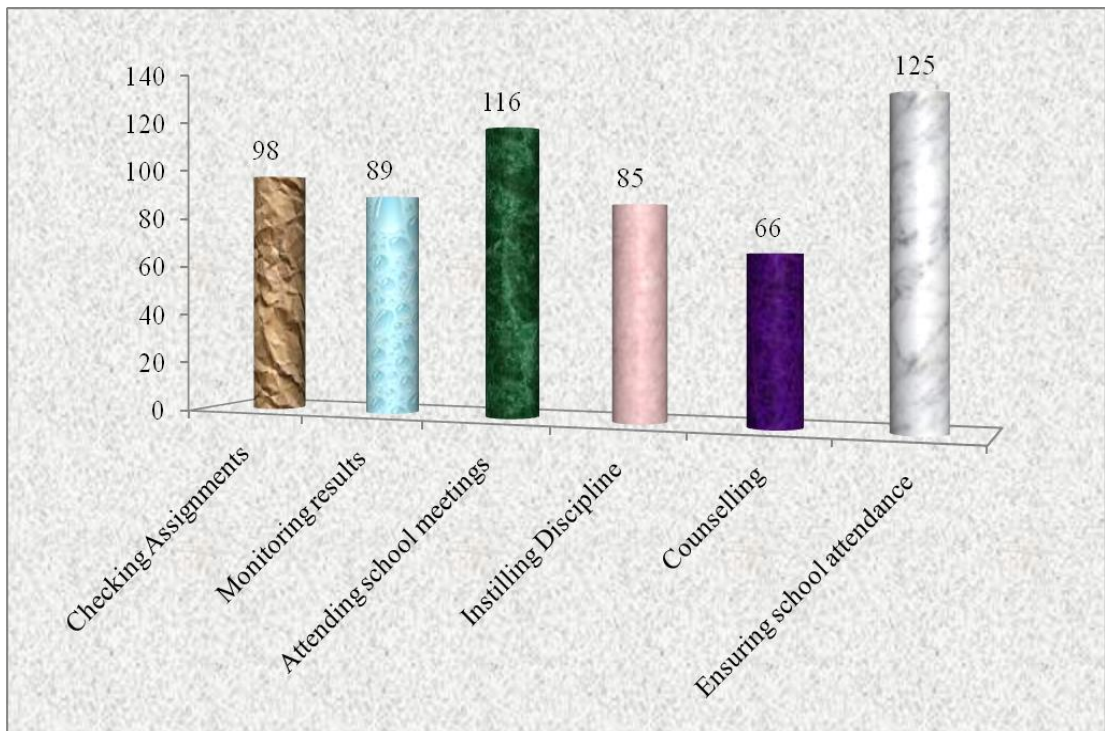


Figure 4.2: Level of Parental Involvement different Aspects of Students in Day Secondary Schools

Then data labels on each bar of figure 4.2 indicate the actual figures collected from the field for each parental involvement aspect. From the figure above, majority of the parents attend school meetings and ensure that their children leave home and go school without failure. However monitoring of results, checking assignments and

instilling discipline appear not to have been given priority by many parents. This may be the cause of the poor academic grades experienced in many day secondary schools in Imenti North sub-County. This is further a confirmation of Armento et al., (2011) that many parents in the world will do anything possible not to offend teachers and do little to what may lead to excellent grades. Armento also argues that parents expect good grades yet they do not input the right material and practice to achieve those grades. Larzelere et al., (2013) argument that discipline may be instilled by many but little is done to ensure that such discipline instilled gives the expected performance in school. Some parents were for the idea that their children cannot be allowed to watch movies at home yet some movies may be academically beneficial. Some children are also denied leisure time which may be detrimental to academic performance since children need time to relax and reduce the mental fatigue experienced in school the entire week with Saturdays inclusive. Academic performance was found to be related to parental involvement. However the right combinations of these aspects should be ensured to promote academic growth as proposed by Becker et al., (2011).

4.3.1 Relationship between Parental Involvement in Education and Students' Results in Public Day Secondary Schools

Hornby (2011) proposed that a child's learning is enhanced when schools encourage parents to stimulate their children's intellectual development. Parental involvement has a powerful impact on what children and youth learn, not only in school but out of school as well. This involvement is considerably more powerful than the parents' income and education influencing what children learn in the first six years of life and during the twelve years of primary and secondary education. This study therefore revealed and affirmed that parental involvement in education is the most

powerful strategy that ensures that academic performance is achieved and that there is consistency in good grades in most day secondary schools in Imenti north Sub-County (see table 4.6).

Table 4.6: Feeling of Respondents on whether Parental Involvement Aspects have any Effect on Academic Performance

Parental Involvement Aspects	Not Effective(0)	Effective (1)	More Effective (2)	Most Effective(3)	Totals
Checking assignments	0	67	98	233	398
Attending school meetings	57	212	89	40	398
Monitoring results	0	94	116	188	398
Ensuring School attendance	0	98	113	187	398
Instilling discipline	1	85	118	194	398
Counseling	5	83	125	185	398

This researcher confirmed Karue (2009) that a parent, being a stakeholder in education sector influences a child’s performance in several ways such as financial provision, discipline, provision of learning time to their children, leisure activities, family culture, monitoring of assignments, and involvement in school’s activities among others. Table 4.6 (above) shows that the most effective tools in academic performance are rarely practiced by parents while the least effective tools tend to exhibit most of the parental aspects in academic involvement. Contrary to what is explained in figure 4.2, table 4.6 is a clear indication that the leading aspects in the figure are not necessarily the most effective. Table 4.6 (above) is an illustration of the feeling of the respondents on the nature of effective. In the table above, most of the respondents were for the idea that parents should ensure that assignments are

done and a close monitoring of how they are being done is essential. The research also revealed that monitoring of results, instilling discipline and counseling are very effective strategies to enhance students' performance. Attending school meetings was found to be highly practiced but not as effective as close monitoring of results and assignments. Approximately 16% of the total numbers of respondents feel that parental involvement in education is not effective in terms of academic performance. This means that over 3/4 of the respondents believe that parental involvement in their children' education is effective. The effectiveness of parental involvement aspects with regard to academic performance is further illustrated in figure 4.3 (below).

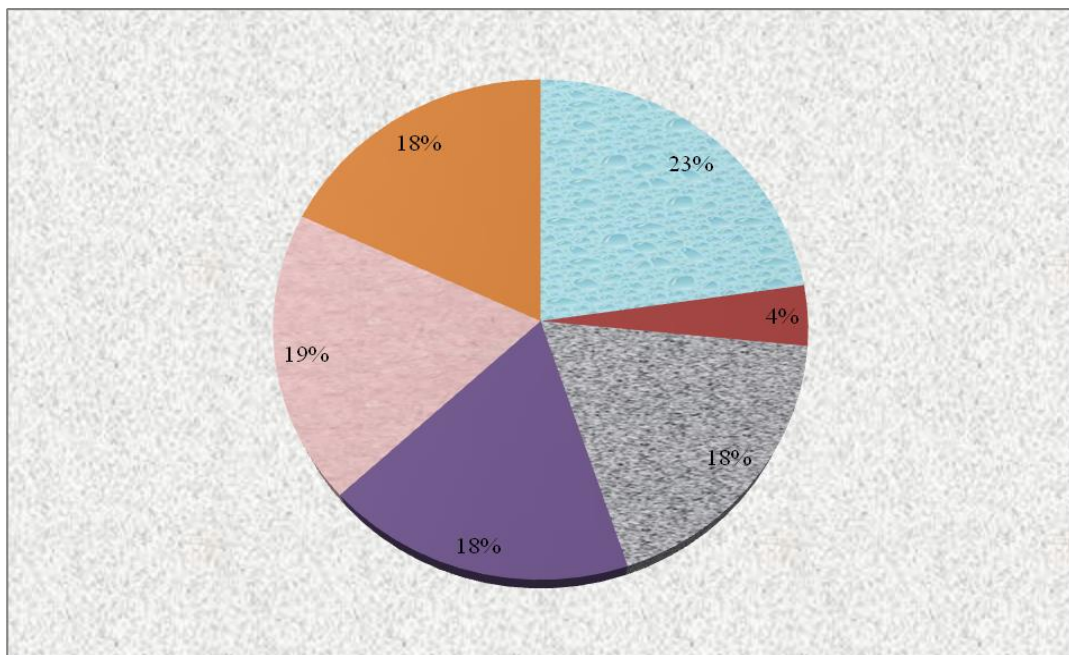


Figure 4.3: Parental Involvement Aspects and their Academic Effectiveness

- Checking assignments
- Monitoring results
- Instilling discipline
- Attending school meetings
- Ensuring school attendance
- Counseling

From the figure above, it is evident that most of the parental involvement in education aspects affects academic performance in many day secondary schools in Imenti North. Most of the respondents felt that checking children assignments and ensuring that they are done leads to good grades in school. At the same time instilling discipline is efficient in impacting on excellent academic performance in day secondary schools. Monitoring of results, counseling and ensuring school attendance were found to be vital in ensuring good grades in schools. However, attending school meetings was found to be the least effective aspect in academic performance determinants with less than 5% of the respondents thinking that it is the most effective parental involvement aspect.

Chi distribution test for hypothesis one: Parental involvement in school activities and participation leads to excellent academic results.

Table 4.7: CHI Test Distribution Table for Parental Involvement Aspects

Parental Involvement	Not Effective	Effective	More Effective	Most effective	Degrees of freedom	X²
Checking assignments	1	66	98	233		1297.08
Attending school meetings	57	212	89	40		941.01
Monitoring results	1	94	115	188		940.24
Ensuring School attendance	1	98	112	187		939.51
Instilling discipline	1	85	118	194		943.70
Counseling	5	83	125	185		938.72
Grand total				398		
P value @ 15 degrees of freedom						0.00000

Source: Table 4.7

From table (4.7 above), the researcher found that the P value for parental involvement at 15 degrees of freedom was 0.0000 which is negligible compared to the 0.01 significance level applied by the researcher. In this case the null hypothesis that parental involvement in students' education does not affect their performance in school was rejected and the alternative hypothesis was upheld. This indicates that there is a relationship between parental involvement and academic performance in day secondary schools in Imenti North Sub-County.

4.4 How Social Economic Orientation of Parents Impacts on Students' Performance in Public Day Secondary Schools in Imenti North Sub-County

The researcher sought to find out if there was any relationship between a parent's social economic attributes and performance of students in public day secondary schools in Imenti North Sub-County. The data collected from the field revealed the following summary shown in table 4.8 below:

Table 4.8: Parental Social Economic Orientation and Academic Performance

Socio Economic Status of Parents	Affects Performance	Does Not Affect Performance	Total
Wealthy backgrounds (1)	238	160	398
Average backgrounds (2)	201	197	398
Poor backgrounds (3)	298	100	398

From table 4.8, the results of the study show that social economic aspect of parents affects academic performance for their children either positively or negatively. The researcher rated wealthy, average and poor backgrounds with weights of 1, 2 and 3 respectively. Using Pearson's correlation coefficient approach the value of r was

found to be positive. This was arrived at by using spreadsheets and other mathematical approaches. The actual value of r was +0.60 which indicates a strong positive correlation. Thus it was established that there exists a positive relationship between social economic orientation and academic performance in public day secondary schools in Imenti North Sub-County. This confirmed Lutz (2008) that well up families is able to feed their children, buy books and digital equipment and provide reliable lights needed for studies without unnecessary interruptions.

However the fact that there exists a -0.4 (negative) relationship arrived at by subtracting the value of r from 1 was inconsequential in making the inference that the relationship is positive. +0.6 is bigger than -0.4 and therefore the latter was ignored in this research. The regression line using the same approach was gotten by found to be $y = 185.33 + 30x$. Therefore both a and b were also positive.

T- Statistic for parental incomes and students’ performance in public day secondary schools in Imenti North Sub-County

The t-test statistic was also carried out to find out if incomes and occupations had equal impacts on the academic performance of students in Imenti North.

Table 4.9: Parental Incomes and Students’ Academic Performance

Average monthly income (Ksh)	Affects performance	Does not affect performance
<=5000	309	29
5000-9999	271	96
10000-19999	277	100
20000-29999	259	108
29999-39999	326	41
40000-49999	306	61
>=50000	311	56
Totals	2059	491

Taking the mean and standard deviation of incomes to be Kshs.12,499.5 (approximately 12,500) and 5951.19 respectively and the mean of those affected by social economic status to be 294.13 and 52.35. The critical value of t was arrived using the formula below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{X_1 X_2} \cdot \sqrt{\frac{2}{n}}}$$

$t = 12500 - 294 / 5951 * 52.35 * \sqrt{2/398} = 11.02$ (absolute value of t). The critical value of t at 0.05 is 1.753 at 15 degrees of freedom. Comparing the two values of t the researcher rejected the hypotheses that parental income and occupation equally affects students' performance in public day secondary schools in Imenti North Sub-County. Although incomes and occupations of parents influence academic performance of students, it was found that the influence was not equally distributed in Imenti North.

4.5 How Parental Level of Education Impact on Academic Performance in Public Day Secondary Schools in Imenti North Sub-County

The researcher further wanted to find out if there exists a relationship between parental level of education and academic performance of students in day secondary schools in Imenti North Sub-County. From Table 4.9 the researcher found that there exists relationship between parental level of education and students' performance in school. Educated parents seem to be more concerned with their children's academic performance and often offer academic guidance to their children. According to Mattison et al., (2014) parents with higher education levels have stronger confidence in their child's academic abilities, and they also have higher expectations of their

children. They expect that their child will get good grades, behave well in school and attend college. These high expectations motivate their child to do well.

Table 4.10: Parental Level of Education and Students' Academic Performance (Chi Distribution Test)

Parental level of education	Affects performance (O)	Expected (E)	Does not affect performance (O)	Expected (E)
No education	299	357	99	41
Average education	256	287	142	111
Further education	328	356	70	42
Chi distribution test		0.00056		1.778⁻²⁴

Table 4.10 represents the two-tailed distribution of parental level of education and students' academic performance. It further shows the actual observed results and the expected results from the field. The expected observations were determined by the researcher based on hypothetical assumptions on the likelihood that more respondents feel that the parental level of education impacts on students' academic performance. Taking any side of the results (Affects performance and does not affect performance) the Chi test figures are negligible since they are less than the 0.01 significance levels that were used. The values 0.00056 and 1.778⁻²⁴ are not significant in the rejection of the null hypothesis. In this case the null hypothesis was rejected based on these values and therefore the alternative hypothesis was believed to be true that parental level of education affects students' academic performance in public day secondary schools in Imenti North Sub-County. This further verifies the National Institute of Health (2013) that parental level of education is a key determinant of children's academic performance in schools.

4.6 How Parental Special Characteristics Affect Academic Performance of Students in Public Day Secondary Schools in Imenti North Sub-County

The researcher wanted to find out if there was any correlation between special attributes and academic performance in day secondary schools in Imenti North sub-county. The results obtained from the field gave the following results shown in table 4.11 below:

Table 4.11: Parental Special Attributes and Students' Academic Performance

Parental special characteristics effects to the student	Weights	Affects performance	Do not affect Performance	Totals
Poor parental health	5	394	4	398
Lack of special equipment	4	391	7	398
Single parenthood	3	389	9	398
Physical incapacity	2	387	12	389
Divorced	1	388	10	398

Table 4.11 show the findings based on whether parents with special characteristics affect their children's academic performance or not in public day secondary schools in Imenti North Sub-County. From the above data,388 respondents believes that parents with special characteristics impact on their children's performance in school and 10 respondents believe that parental special characteristics do not affect performance. This means that poor health, lack of special equipment needed, physical incapacity, single parenthood and divorced parents may affect a child's performance in school. This is because according to WSJ (2011); most of the parents who exhibit physical or mental problems are likely to pass these problems to their

children. Moreover, single parents are likely to have lesser time for their children due to overstress on daily chores. Divorced parents are at danger of not bringing up their children with a multi-directional approach due to the fact that they could be busy and overwhelmed by work. According to Lewis et al., (2011), children whose parents have special characteristics are likely to face societal seclusion and therefore may lack adequate academic involvement from all stakeholders which may lead to stigma. A mentally retarded child may appreciation by others and this may highly affect academic his /her performance.

The researcher assigned various weights on the special attributes impacts and further regressed the data obtained from the field to find the relationship between the two variables (parental special attributes and academic performance for children). The Pearson's coefficient correlation result was established to be positive with a strong orientation of $r=+0.91$. In addition to Pearson's coefficient (r), a t-statistic to further prove if the hypotheses that special characteristics affect children's academic performance in day secondary schools in Imenti North Sub-county. The t-statistic compared to the significance levels of 0.01 provided a figure of 1.04352⁻⁴⁷ which shows a negligible value of P. In this case the assumption that parental special characteristics affect children's performance in public day schools was found to be true. This is therefore an indication that there exists a strong positive relationship between parental special attributes and academic performance of students in public day secondary schools in Imenti North sub-county.

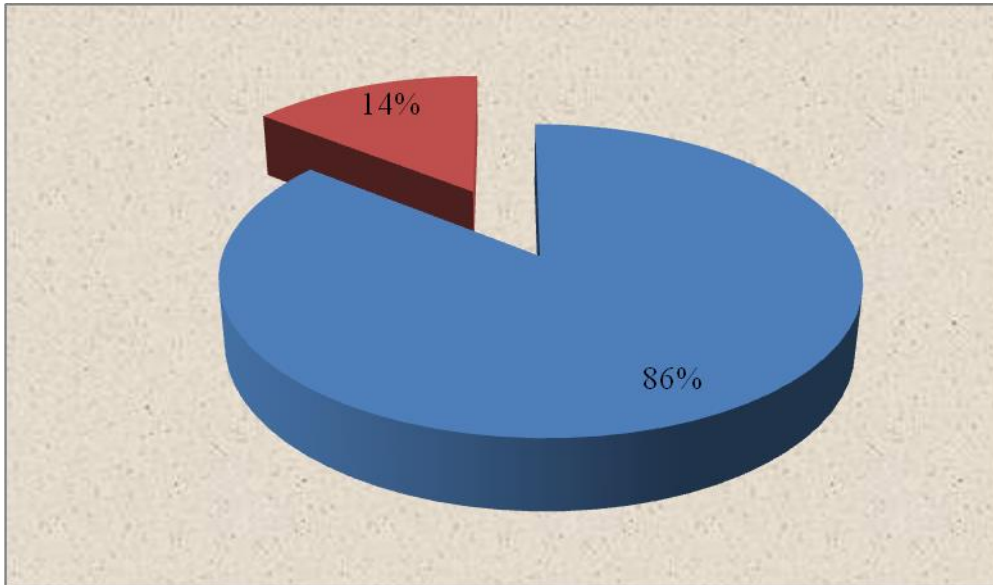
4.7 How Parent-Teacher Relationship Affects Academic Performance in Public Day Secondary Schools in Imenti North Sub-County

The final objective in this research was meant to establish the influence a student gets from the interaction between the teachers and their parents. The results are illustrated in table 4.12 and figure 4.4 (below)

Table 4.12: Parental Special Attributes and Students' Academic Performance

Parental-teacher relationship aspects	Affects	Does not affect	Total
	performance	performance	
Hostile parents to teachers and vice versa	341	57	398
Constant consultation	357	41	398

It was found out that 341 respondents felt that teacher-parent hostility highly affects students' performance in day secondary schools. It was further revealed that about close to all the respondents believe that teachers and parents should continually consult each other from time to time. This confirmed Armento et al., (2011) argument that in order to achieve excellent academic performance in schools; there must be a bond between the parents and the teachers. In addition parents should not be left out in academic affairs of their children to enhance good grades in school. The two must work as a team to create more interest and educational motivation in school activities. According to Domina, and Knipprath, (2010), if a stale relationship exists between parents and teachers then the impact of this is replicated to the students.



■ Affects performance
 ■ Does not affect performance

Figure 4.4: Parental Special Attributes and Students' Academic Performance

It was therefore evident that the most important thing is not the type of school or even who attends such schools, but rather the school's relationship with the student's family. Parents must work hand in hand with the teachers, students and the administration to foster good academic performance in all day secondary schools and their boarding partners as well.

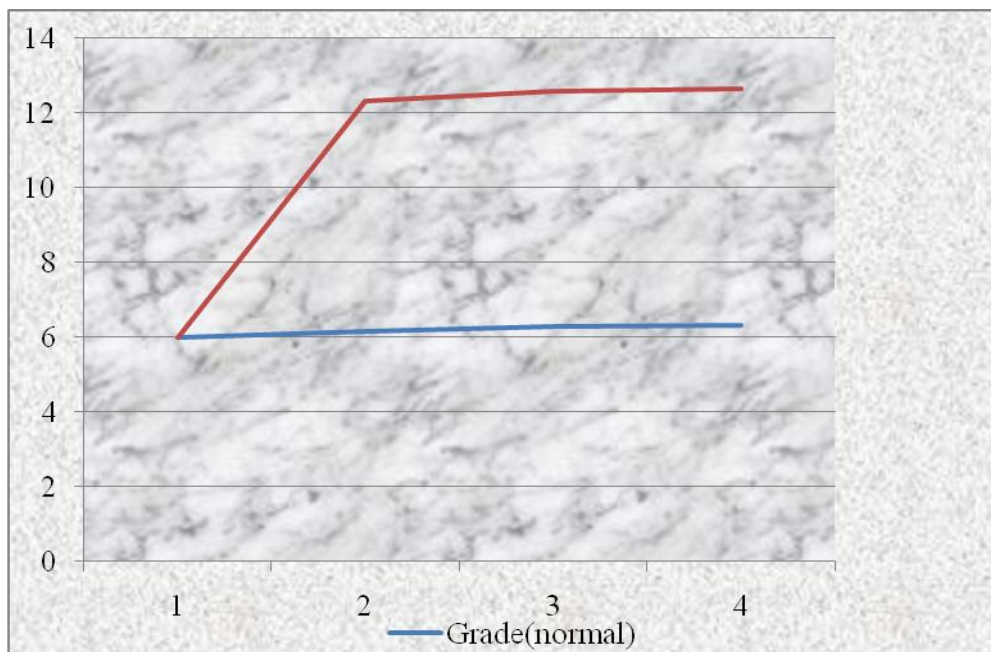
4.8 The Expected Trend of Academic Performance in Public Day Secondary Schools in Imenti North Sub-County

By studying the results of students in the continuous evaluation since the year 2010, it was found that there were fluctuations in results with an average of C plain achieved in most years. The comparison between the normal curve and the trend for five years showed that although the results were fluctuating, there was an improved trend although minimal over the years. The trend line showed that if all factors would remain as they were then improvement in continuous assessment would show a narrow increase in the short run.

Table 4.13: Expected Trend in Students' Academic Performance in Imenti North Sub-county

Year	Grade(normal)	2.p.m.t	4.p.m.t	4.p.m.a (trend)
2010	5.98	12.13	0	0
2011	6.15	12.46	24.59	6.1475
2012	6.31	12.64	25.1	6.275
2013	6.33	12.6	25.24	6.31
2014	6.27	0	0	0

The analyzed trend that would be projected is shown below in figure 4.5 (below).



Source: Table 4.13

Figure 4.5: Academic Performance Trend for Imenti North Sub-County

It is therefore true that the impact that parents can have on their child's learning and achievement cannot be ignored and needs to be addressed without failure. The research therefore shows that a parent's involvement in education is very crucial and essential to a student's achievement in school and in life.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents Summary of the findings, conclusion and recommendations of the study in reference to the interpreted data and objectives.

5.1 Summary of the Study

Having completed data presentation, analysis and interpretation the researcher was able to deduce several observations from the analyzed data. The major objectives of the study were taken into consideration so that a further conclusion and recommendation could be drawn. It was deduced that majority of the respondents felt that there exists a relationship between parental involvement and their students' academic performance. In addition, the socio-economic characteristics of the parents impact on students' academic performance in day secondary schools in Imenti North Sub-county. The parental level of education, parental special characteristics and parent-teacher relationship were also found to have a positive or a negative influence on students' performance.

5.2 Conclusions of the Study

The researcher used the findings of the study to establish the relationship between the dependent and the independent aspects of the study. Various inferences were drawn from the data that was collected and analyzed in order to give a realistic conclusion(s) from the study. All the findings of the research were critically analyzed to minimize the errors that real data and hypothesized data bring in research.

5.2.1 Parental Involvement in Academic Activities of Students in Public Day Secondary Schools

Firstly, the researcher concludes that parental involvement in education allows parents to monitor school and classroom activities, and to coordinate their efforts with teachers to encourage acceptable classroom behavior and ensure that the child completes schoolwork. This eventually leads to good grades in public day secondary schools.

Secondly, it is logical to conclude that students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school. Thus parental involvement in school life was more strongly associated with high academic performance for students in public day secondary schools in Imenti North Sub-County.

The study also finds that teachers of students with highly involved parents tend to give greater attention to those students, and they are more likely to identify at earlier stages problems that might inhibit student learning.

Moreover, parents who volunteered their time to attend school activities, meetings and other academic events create a more focused academic orientation and are able to identify any challenges that could be facing their children in their academic life. By doing so parents are able to guide their children better and also work hand-in-hand with the teachers to address academic challenges faced in school.

Fourthly, the researcher concludes that students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school.

The study also established that the most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.

The more parents participate in schooling, in a sustained way, at every level in advocacy, decision-making and oversight roles, as fund-raisers and boosters, as volunteers and Para-professionals, and as home teachers, the better for student achievement.

When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school. Parents, who read to their children, have books available, take trips, guide TV watching, and provide stimulating experiences contribute to students' achievement.

Finally, when parents visit the school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life. This improves academic excellence in school.

5.2.2 Parental Social-Economic Aspects and Academic Performance of Students in Public Day Secondary Schools

The researcher concludes that parents of students living in a household with income above the poverty level are more likely to be involved in school activities than parents of children living in a household at or below the poverty line. This involvement stimulates academic growth. Lower income families have inadequate or limited access standard to community resources that promote and support students during secondary level examination.

Families that are able to provide for their children are likely to impact positively on children's academic performance. Some students were motivated by their parents through the provision of educational materials like text books and exercise books, others were not, where as some students' come to school properly feed, others not. Thus, children from families with low socio-economic status are less prepared than their peers from families with medium or high socio-economic status.

Low income families with economic problems may produce children who physical and mental development poses real challenges to the schools effort at optimum development of the child. This adversely affects learning and eventually academic achievement.

Other factors may affect the education performance of students like separation on grounds of different working station, divorce or even natural death can bring adverse effect on the growth and development of a child and consequently the school grades. If the family fails to provide the child with the necessary equipments to fit him or her into his proper place in the society and guided properly for his or her future career, then the child is damaged.

Social problems in the family leads to drop outs and low grades in public day secondary schools. Divorce, separation and parental harassments and differences are a major cause for children's stress and poor grades in public day secondary schools in Imenti north Sub-County.

Access to electronic facilities like television, computer, internet and cable, etc. had great impact on the children educational performance in secondary schools examinations. Lastly, it was found that there was a significant relationship between a parent's occupational status and academic performance in examinations.

5.2.3 On Parental Level of Education and Students Performance in School

The following conclusions were drawn from the findings on this objective:

First and foremost, parents with higher levels of education are more likely to be involved in their children's schools. This involvement leads to consistent academic achievement in school for children.

The more educated parents are, the more likely are their children to perform well in their education. This is due to the fact that such parents can help and guide their children on several aspects affecting their education as well as physically checking their assignments and monitoring their results.

Parental education and value of family housing exerts effects on late adolescent educational and occupational aspirations and educational attainment for both males and females in public day secondary schools.

A parent's level of education influences the values that are induced on children and therefore the behavior of the child is affected. Such values are likely to promote or destroy academic performance of students.

Educated parents usually show interest in their children's academic performance, choose subjects, meet and collaborate with administrators of secondary schools to ensure their children's rate of seriousness in their studies.

Less educated parents are also likely to be more involved in education because many would like to see their children attain higher education than they did. This ensures maximum effort by children to achieve good grades in secondary schools in order to impress their parents and make them feel comfortable.

5.2.4 On Parental Special Characteristics and Students Performance in School

The researcher established that family structure seemed to have an effect on the academic performance of students in secondary schools. Students who come from families with both parents tend to perform much better as compared to those who come from single parenthood families. This is because those from both parents have adequate support both psychologically and financially. Moreover, those children from polygamous families are affected in their academic performance to some extent.

Parents who have mental and physical disorders may also transfer such problems to their children and this may create low understanding in school as well as the physical problems like attending classes with difficulties. Comprehension may also become a problem for such parents and students.

5.2.5 On Parental-teacher Relationship

A positive parent-teacher relationship helps a child feel good about school and be successful in school. It demonstrates to a child that he can trust his teacher, because the parents do the same. This positive relationship makes a child feel like the important people in his life are working together for his or her academic good.

The parents need information about what and how their child is learning, and the teacher needs important feedback from the parent about the child's academic and social development. This builds a bond between the teacher and the students which promotes good grades in school.

Communication is a key aspect which helps parents, teachers and students to develop a good relationship which in return gives the students confidence about their school, teachers and administration. It is the major determinant of the manner of interaction between the education stakeholders and therefore an important aspect in students' academic performance in day secondary schools.

5.3 Recommendations of the Study

The researcher recommends the following from the findings of the study:

- i. Parents should be involved in school matters of their children; for example, attending meetings once per term especially when receiving the report forms at the end of the term, monitoring students' academic performance and counseling students.
- ii. The Meru county government should uplift the income of the people in Imenti North Sub-County by changing from growing maize and beans to large scale farming of dairy cattle and horticulture.

- iii. Literacy of the parents should be improved through training, seminars, adult education and encouraging them to start and complete formal education.
- iv. Students whose parents have special characteristics should be identified, guided and counseled and be given special consideration by other members in the society; schools churches included.
- v. The relationship between parents and teachers should be enhanced through regular communication between parents and teachers, by parents regularly visiting the school whether invited or not.

5.4 Suggestions for Further Research

This study recommends that;

- i. More research is done to enable unveil the challenges associated with parental involvement in education. There should also be research to help provide information on the impacts of modern methods of parenting and technologies on the social aspect of a student. The researcher calls for a research to study the current trends keenly and shed more light on the future academic trends expected in Imenti North Sub-county. This is a proactive approach towards dealing with any eventualities that may occur in future.
- ii. There is need for the education authorities and the parents to work collectively as a team. It is the duty and responsibility of each and everyone to put enough efforts to give students a favorable background that propels academic progress.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PRINCIPALS

My name is Grace Murithi, currently a student at Kenyatta University pursuing a **Master of Educational Administration Policy and Curriculum**. As part of fulfilling the course requirements, I am conducting a research titled, **“Parental Determinants of Academic Performance in Public Day Secondary Schools in Imenti North Sub-County Meru County, Kenya”**.

I will highly appreciate your consent to participate in this study research .I am confident that your knowledge and experience in the topic was of immense contribution to this research. I guarantee to treat all the information you share with utmost confidentiality. This research is exclusively for scholarly purpose.

Zone _____

Date _____

Respondent instructions

SERIAL NO.

1	Please answer / respond to all the items below
2	Your answers / responses will not be made public
3	Your answers are optional in this paper
4	All answers ,opinions and views are acceptable

SECTION B: ITEMS ON SCHOOL PERFORMANCE

6. What is the average number of students in your school?

Form one []

Form two []

Form three []

Form four []

7. Identify the major challenges your students face while in their course of learning

(Allocate 1, 2,3,4,5 starting with the most challenging issue to the least challenging)

Challenge	Rating 1-5	Effect on learning
i. Lack of enough food		
ii. Walking to school		
iii. Lack of revision time		
iv. Uncooperative parents/guardians		
v. Lack of books, pens etc		
vi. Little /excess of leisure		
vii. Personal weaknesses		
viii. Special needs e.g. orphans, poor etc		
ix. School instability		
x. Others e.g. teacher-parent relationship		

8. What is the frequency of your school in discussing student performance with the teachers, parents and students?

After every exam Always

Very often Often

Rarely Never

9. How would you rate the parents with regard to their involvement in their children education? e.g attending school meetings, provision of learning materials, time etc.

Excellent Good

Fair Bad Worse

10. From your experience, do those students who come from able backgrounds perform better than those who are from poor backgrounds? Please substantiate your answer.....
.....

11. (a) Do you have students who have special characteristics? e.g. perennially sick, orphaned, from single parents, under guardianship etc.

Yes No

(b) If yes, how do these special characteristics affect their performance in school?.....

12. In your view who bears the greatest responsibility for the students' performance in school? Give reasons.

Parent Teachers

School administration Students

13. Your opinion, do you think the income you earn affects your children's performance in school? If yes in what ways?.....

.....

.....

.....

.....

THANK YOU FOR YOUR RESPONSE

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

My name is Grace Murithi, currently a student at Kenyatta University pursuing a **Master of Educational Administration Policy and Curriculum**. As part of fulfilling the course requirements, I am conducting a research titled, **“Parental Determinants of Academic Performance in Public Day Secondary Schools in Imenti North Sub-County Meru County, Kenya”**.

I will highly appreciate your consent to participate in this study research. I am confident that your knowledge and experience in the topic was of immense contribution to this research. I guarantee to treat all the information you share with utmost confidentiality. This research is exclusively for scholarly purpose.

School _____

Date _____

Respondent instructions

SERIAL NO.

1	Please answer / respond to all the items below
2	Your answers / responses will not be made public
3	Your answers are optional in this paper
4	All answers ,opinions and views are acceptable

SECTION A: BACKGROUND INFORMATION

Tick against your choice

1. What is your sex? (✓ Tick as appropriate)

Female Male

2. What is your age?

Below 20 20-30 30-40

40-50 Over 50

3. What are your academic and professional qualifications?

Diploma Bachelor's Degree

Masters & above

Others (specify)

4. How many years have you worked as a teacher?

Below 5 years 5 to 10 years

11 to 15 years Over 15 years

5. How much do you earn per month (include other incomes)

Average monthly income (Ksh)

<=5000

5000 - 9999

10000 - 19999

20000 - 29999

29999 - 39999

40000 - 49999

>=50000

10. What do you think on the following statements on whether they affect students, performance or not? Rate the strength of your opinion as:

SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly disagree)

(Put a tick \surd against your choice)

Statement	SA	A	No idea	D	SD
Parental occupation and income					
Lack of/excess leisure					
Number of siblings					
Learning resources					
Parental/guardianship harassment e.g. discrimination					
Parental/guardian level of education					
Availability of food					
Availability of light					

11. What is the nature of the relationship that exists between parents, teachers and students in this school? How does this relationship affect performance for the students? (Use **Excellent, Good, Bad and Very Bad**)

Parent to parent.....

Parent to teachers.....

Parent to principal.....

.....

.....

Parent to student

.....

.....

12. Do you think children with special needs have the same academic strength as those without? Please give a reason(s).....

.....

.....

13. Do you think your incomes would affect your children's performance in school? Please explain the reasons.....

.....

.....

THANK YOU

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

SECTION A

1. State your gender

Male Female

2. What is your class?

Form I Form II

Form III Form IV

3. For how long have you been in this school? (If you have studied in other secondary school state the type and number of school(s) attended

.....

SECTION B

4. Who pays your school fees?

Parent Guardian Well wishers

Others specify.....

.....

5. (a) What is your parent/guardian occupation?

Farmer Business person

Teacher Civil servant

Others (give details).....

.....

(b) Does your parent's occupation in any way contribute to the grade you get in school? If so, how does the occupation impact on your results?

.....

(c) On average, how much does your parent earn per month?

5,000 and below 6,000-10,000

10,000 – 20,000 20,000- 30,000

30,000-50,000 Over 50,000

SECTION C

6. Rate the following statements on whether they affect performance in school. Use **SA, A, NI, D and SD** for **Strongly Agree, Agree, No Idea, Disagree and Strongly Disagree** respectively.

Statement	SA	A	No Idea	D	SD
Parental occupation and income					
Lack of/excess leisure					
Number of siblings					
Learning resources					
Parental/guardianship harassment e.g. discrimination					
Parental/guardian level of education					
Availability of food					
Availability of light					

7. Is your parent concerned with your academic performance in school in the following aspects? Rate the strength of the statement using **1, 2, 3, 4, and 5**. 1 should be the most strong and 5 the weakest.

Parental aspect	Rating
Checking assignments	
Attending school meetings	
Monitoring of results	
Ensuring school attendance	
Instilling discipline	
Counseling	

8. If you commit a wrong in school, on whose side does your parent defend? You or your teachers? Explain why
-
9. Are you comfortable with this school? Yes () No () Give reasons for your answer in either case
-

10. Rate the strength of your opinion on the statement as: **SA (Strongly Agree)**, **A (Agree)**, **D (Disagree)**, **SD (Strongly disagree)** (Put a tick against your choice)

Statement	SA	A	Undecided	D	SD
i) Schools should ensure that there is adequate facilities for learning					
ii) Parents should provide adequate time for their children to study and do private work					
iii) Monitoring of results by the parents should be given the first priority					
iv) The school and the family should work as a team to get excellent results					
v) Government should take care of children with special needs to improve academic results					
vi) The community should provide a serene environment for learning with minimal or no interferences					

11. What type of school would you prefer?

Public Day Secondary School []

Private Day Secondary School []

Public Boarding Secondary School []

Private Boarding Secondary School []

Please give reasons for your choice of school above

THANK YOU FOR YOUR TIME

APPENDIX IV: QUESTIONNAIRE FOR PARENTS

My name is Grace Murithi, currently a student at Kenyatta University pursuing a **Master of Educational Administration Policy and Curriculum**. As part of fulfilling the course requirements, I am conducting a research titled, **“Parental Determinants of Academic Performance in Public Day Secondary Schools in Imenti North Sub-County Meru County, Kenya”**.

I will highly appreciate your consent to participate in this study research .I am confident that your knowledge and experience in the topic was of immense contribution to this research. I guarantee to treat all the information you share with utmost confidentiality. This research is exclusively for scholarly purpose.

School.....

Date

Respondent instructions

SERIAL NO.

1	Please answer / respond to all the items below
2	Your answers / responses will not be made public
3	Your answers are optional in this paper
4	All answers ,opinions and views are acceptable

SECTION A: BACKGROUND INFORMATION

Tick✓ against your choice

1. What is your sex? (✓ Tick as appropriate)

Female [] Male []

2. What is your age?

Below 20 [] 20-30 [] 30-40 []

40-50 [] Over 50 []

3. What are your academic and professional qualifications?

Diploma Bachelor's Degree

Masters & above

Others (specify)

4. What is your major occupation?

Farmer

Civil servant

Business person

Others

.....

5. How much do you earn per month (include other incomes)

Average monthly income (Ksh)

<=5000

5000 - 9999

10000 - 19999

20000 - 29999

29999 - 39999

40000 - 49999

>=50000

6. What is your marital status?

Married Single Divorced

Widow

SECTION B

7. What is the academic strength of your children in terms of performance?

Excellent Good

Fair Poor

Worse

8. As a parent, how often do you often ensure that your student completes assignments given from school?

Very often [] Rarely []
 Seldom [] Never []

9. In your view, how do the following parental aspects affect a child’s performance in school? Use **not effective, effective, more effective, most effective**. Also indicate whether your parent applied it to you or not

Parental aspect	Rating
Checking assignments	
Attending school meetings	
Monitoring of results	
Ensuring school attendance	
Instilling discipline	
Counseling	

10. What do you think on the following statements on whether they affect students, performance or not? Rate the strength of your opinion as: **SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly disagree)** (Put a tick against your choice)

Statement	SA	A	No idea	D	SD
Parental occupation and income					
Lack of/excess leisure					
Number of siblings					
Learning resources					
Parental/guardianship harassment e.g.					
Parental/guardian level of education					
Availability of food					
Availability of light					

11. Do you think your income affects your children’s’ performance in school in any way? Please give reasons

.....

12. Do you think children with special needs have the same academic strength as those without? Please give a reason(s).....
.....
.....

13. Do you attend school meetings? (AGMS, education days etc?) How often do you attend?
Always [] Rarely [] Never []

14. Have you set rules and regulations for your children regarding school?
Yes [] No []
If so list at least three rules, if no give reasons.....
.....
.....

15. How often do you visit the school without any invitation to check on your children's performance both academic and discipline?
Not at all [] Regularly [] Once a month []
Once a term []
Does it affect your student in any way? Explain

16. Are you comfortable with the school your child schools in? Give reasons.....
.....
.....

THANK YOU

APPENDIX V: BUDGET

ITEM/SERVICE	COST (Kshs)
1.	Stationery
	i) Pens 200.00
	ii) Photocopy and printing papers, Printing ink and cartridges 6,000.00
2.	Research expenses:
	i) Consultation with supervisor(including lunches) 5,000.00
	ii) Transport to and from within the study area 15,000.00
	iii) Transport to see supervisor 10,000.00
	iv) Pre-test of questionnaire instruments 4,000.00
	v) Administration of questionnaires and interviews 5,000.00
	vi) Collection of questionnaires 5,000.00
	vii) Meteorological data charges 5,000.00
3.	Secretarial services:
	i) Diskettes and flash disk 1,200.00
	ii) Typing and printing proposals 10,000.00
	iii) Typing final report 8,000.00
	iv) Making copies of final report 15,000.00
	v) Binding final report 5,000.00
	vi) Photocopying questionnaires 8,000.00
	vii) Miscellaneous expenses 6,000.00
4.	Telephone and internet services
	10,000.00
5.	Data Analysis
	10,000.00
6.	TOTAL
	128,400.00

APPENDIX VI: TIME SCHEDULE

ACTIVITY	PERIOD (2014)					
	JAN- JULY	AUGUST	SEPT	OCT	NOV	DEC
Proposal writing	X					
Proposal presentation		X				
Procuring permits			X			
Testing instruments			X			
Refining instruments			X			
Data collection				X		
Data analysis				X		
Project writing				X		
Presenting 1 st draft					X	
Presenting Final draft						X

APPENDIX VIII: RESEARCH PERMIT