

**PARENTS' PARTICIPATION IN THE BOY-CHILDS' EDUCATION:
A CASE OF CLASS THREE CHILDREN IN NYERI COUNTY,
KENYA**

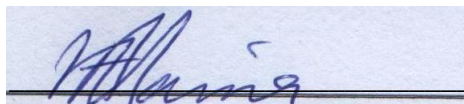
**BY
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E83/23214/2010**

**A RESEARCH THESIS SUBMITTED IN FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF DEGREE OF DOCTOR OF
PHILOSOPHY (EARLY CHILDHOODSTUDIES) IN THE SCHOOL
OF EDUCATION, KENYATTA UNIVERSITY**

SEPTEMBER 2016

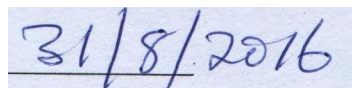
DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited accordingly in line with anti-plagiarism regulations.

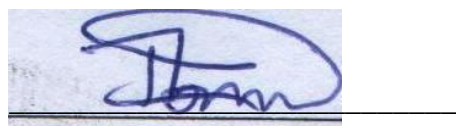
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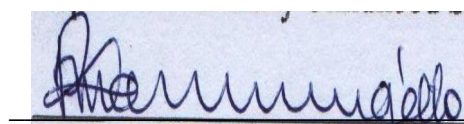
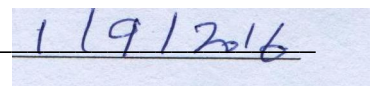


We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

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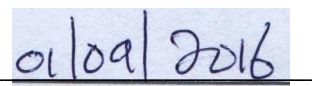
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DEDICATION

This work is dedicated to my family for their encouragement, assistance and patience during my study.

ACKNOWLEDGEMENT

Thanks to the Almighty God for helping me go through this work. The completion of this thesis would not have been possible without the assistance and cooperation of many people. My special thanks and appreciation go to my supervisors, Dr. Teresa Mwoma and Dr. Rachel W. Kamau Kang'ethe for their guidance, patience and valuable time.

I am grateful to Kenyatta University for giving me an enabling environment to pursue my study. My sincere gratitude goes to my husband who has been so patient and encouraging all through. Thank you for being there for me. And to my children, I owe you a lot and may God bless you. To all the participants, Ministry of Education and all those who helped in any way, thank you all.

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ABBREVIATIONS AND ACRONYMS

AAB:	Attitude, Aspirations and Behavior
EFA:	Education for All
EPPE:	Effective Provision of Pre-School Education
FIDA:	Federation of Women Lawyers
FIW:	Family Interference with Work
FPE:	Free Primary Education
GDP:	Gross Domestic Product
GER:	Gross Enrolment Rate.
HLE:	Home Learning Environment
KESSP:	Kenya Education Sector Support Program
KIHBS:	Kenya Integrated Household Budget Survey
KSH:	Kenya shilling
MDG:	Millennium Development Goals
NCDS:	National Child Development Study.
NCET:	National Conference on Education and Training
NGO:	Non-Governmental Organizations
PTA:	Parents Teachers Association
UN:	United Nations
WIF:	Work Interference with Family

ABSTRACT

Reviewed literature indicates that parents, as the first teachers of their children, influence performance in children's education especially when fathers are positively involved. Parents are the significant others from whom children learn through observation, imitation and role modeling. Studies done in Kenya focused on parental responses in relation to education without considering that fathers' and mothers' roles are different and that their influence on children's development differs. This study, therefore, sought to establish the role of individual parents in the boy-child's education and the influence of such role in the boy-child's academic performance in class three. Objectives of the study included: finding out the extent to which parents participate in the boy-child's education and the effects of their participation on their academic performance, to investigate whether parents are aware of their roles and influence in the boy-child academic performance, to determine the factors that affect parent's participation in the boy-child's education activities and lastly to find out whether there was any significant relationship between the level of parental gender participation and academic performance of the boy-child. The study was guided by two theories: Grolnick's (2002, 2009) theory of parental involvement and Epstein's model for parental involvement in education (2002). The study might be of importance to educationists and policy makers. They can use the results to formulate strategies of involving both parents in participating in boy's education activities that influence academic performance. The study locale was Nyeri County. The study population included: the boy-child in class three their two parents and class three teachers. Stratified, purposive and simple random sampling techniques were used to select 220 boys, 440 parents and 16 class three teachers from 13 public primary schools. Validity of the research instruments was ensured through expert evaluation and judgment on content for validation, tools covered all the study variables and answering respondents' questions to ensure internal validity. Coefficient of validity index was used to compute the ratings from experts in the department. Reliability was ensured using Cohen Kappa inter rater reliability testing. Questionnaires, interview schedules and document analysis were utilized to collect data. Qualitative data collected through interviews were categorized according to themes and discussed qualitatively. Statistical Package for Social Sciences (SPSS) was utilized to summarize and organize quantitative data for analysis. Quantitative data was analyzed using the Chi-square test and presented using frequency tables and charts which formed the basis for discussions. Chi-square test and odds ratio were used to establish the predictors in the boy-child academic performance. Descriptive research design was used for the study. Findings from the study revealed that parental participation but at a very low level to influence above average academic performance. Other findings revealed that fathers participated more in financial activities while mothers were active in all educational activities including financial activities. Though mothers were more active, Fathers' influence was a major predictor in the boys' academic performance. Three factors were cited as hindrances to effective parental participation in the boy-child's performance in the area of study: income, occupation and lack of parents' awareness of their roles in academic performance other than paying school fees. The study recommended that parents should be sensitized on their roles in education of the boy-child and be encouraged to assist their children in achieving high academic standards. The schools should also have policies that systematically involve parents in academic activities.

CHAPTER ONE

INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

1.0 Introduction

This chapter presents the background to the study, statement of the problem, objectives of the study and research questions. It further covers significance of the study, limitations and delimitations, assumptions, theoretical framework and operational definition of terms.

1.1 Background to the Study

Parental participation has been positively associated with children's performance in school (Nyarko & Vorgelegt, 2011). Children whose parents actively participate in their education have registered high academic achievement and positive attitude towards school (Gonzalez-DeHass; Willems & Holbein, 2005). Parents influence their children's academic outcomes by engaging themselves in cognitively stimulating tasks like reading together, and managing children's school-related behaviours such as task organization and time management (Rogers, M., Theule, J., Ryan, B., Adams, G., & Keating, L. (January 01, 2009).

As the first prime educators, parents exert a major influence on their children's learning throughout school and beyond (Peters, Seeds, Goldstein & Coleman, 2008). Supportive and encouraging styles of parenting which include rewards and praises provide children with a sense of initiative and confidence necessary for desirable learning outcomes (Simpkins, Weiss, McCartney, Kereider, & Dearing, 2006). On the other hand, demoralizing styles such as criticism, commands, punishment, or coercive interventions often characterize negative academic outcomes Rogers, et.al

(2009). Empirical evidence positively correlates shared activities between parents and their children with improved academic performance (Marsiglio, 2007).

Literature reviewed shows that fewer studies exist on paternal involvement in children's education in comparison to those on maternal involvement. Limited evidence suggests that paternal influence on child outcomes go beyond that of maternal involvement (Greif & Greif, 2004). Indeed, fathers' educational involvement has been linked to increased levels of academic achievement (McBride, B. A., Rane, T. R., & Bae, J. (2005), increased positive school attitudes (Flouri, Buchanan, & Bream, 2002), literacy development and enhanced teacher-child relationships in aggressive children (Peters, 2008). By contrast, maternal involvement studies have established a strong relationship between participation of mothers and their children's educational and career outcomes (McBride et al., 2005).

Other studies have even concluded that mothers have a greater impact on their children's educational achievements than fathers (Henderson & Mapp, 2002) and that the educational achievements of fathers have no consistent impact on their offspring's academic accomplishments (Laura, 2010; Walker, 2010). This useful albeit contradictory evidence emerges from studies based in the Western cultures whose parenting role differentiation (by gender) relatively diverge from the Kenyan family parenting orientation. In some Kenyan communities, for instance, fathers have no direct involvement with their children while in others, fathers' involvement is confined to indirect support for childcare like providing financial support and that of an overseer (Koech, 2010; Maina, 2010; Mwoma, 2010). These studies examined fathers as the respondents without considering the child who is the beneficiary to

education outcomes. The studies did not consider any particular gender of the child. Koech,(2010) considered parents generally without citing what or how each gender participate in education activities or saying who to attribute current academic performance to only and not parental participation (by gender) and its outcome on the education of the boy-child in the Kenyan context.

In spite of the tremendous milestones, the Kenyan educational sector has achieved since independence, recent surveys report a marginally grim statistics for boys in education. Reported enrolment and retention rate figures tilt in favour of girls. By 2002, the national enrolment rate in primary and secondary schools were 79% and 69% for girls and boys respectively (EFA Global Monitoring, 2004). The 2002 national drop-out rate for girls and boys was 0.8% and 1.0% respectively (The National Conference on Education and Training, 2003). The dropout margin increased in 2007 at 1.6% and 2.2% for girls and boys respectively.

In the locale of this study (formerly Central Province), the dropout rate disparity in favour of girls was double in 2007 at 0.8% and 1.6% for girls and boys respectively (Uwezo Kenya, 2011). This big disparity sharply contrasts with the dropout rate marginal difference in the neighbouring Nairobi Province (4.0% for girls and 4.2% for boys). The same disadvantaged position for boys is reflected in the retention rates of children in primary schools in Central Province. The Ministry of Education (MoE) reported a survival rate in Primary Five (5) at 88.9% and 79.6% respectively for girls and boys (MoE, Education Management Information System, 2007). These figures imply that it is the boy child, and not the girl child who is currently underprivileged in education as far as the study locale is concerned. This could be

attributed to the gains for the girls from previous gender campaigns that have focused exclusively on the girl child rights.

The negligence of issues affecting the boy-child is evident in most academic discourse and literature. More emphasis has been placed on girl-child education in many countries through intensified lobbying, advocacy and gender mainstreaming (Education for All, 2000). Notably, gender research in Kenya has often focused on girls schooling challenges and outcomes. Hardly have researchers constructed studies around the role of parents in improving the boy-child academic performance. The view that the boy-child is gradually being sidelined in the schooling process has been part of the public discourse in Kenya for some time. Speaking during an official visit to Central Province, Prof. Ongeru, the then Minister for Education, appealed to the relevant authorities not to neglect the boy-child (Education News, 2007). The current study, therefore, advocates for the construction of an all-inclusive gender sensitive framework grounded on empirical data as a prerequisite for achieving equity in education.

Marginalization of any gender within and through education would clearly undermine the Global Bill of Rights which under article 27 and 43 (F) guarantees for all children, equality in education and freedom from discrimination. FAWE (1997) overemphasizes girl child education citing its investment returns and multiplier effects on social change. Chang'ach (2012) counters FAWE's argument by asserting that educating both boys and girls brings more benefit to the society. In practice, however, the international, governmental and non-governmental bodies have emphatically addressed issues disfavoring girl-child education (Ministry of Education, 2003). While these efforts are laudable, they have necessarily limited the

promotion of gender equality in the long-run due to their ‘blindness’ to the issue of Boys’ education (Chege, Fatuma N., Likoye, Francis, Nyambura, Salome, & Guantai, Kiende.(n.d.). This study, therefore, took cognizance of the fact that no such bodies are known to address issues affecting the boy-child, turning him into a victim of vulnerability.

Boy-child education studies in Kenya have considered boys’ dropout rate in primary schools (Muthaa, M’uyuri, Bururia & Mwenda, 2012). Related studies have investigated the declining boys’ participation and performance in schools. Benjamin (2014)nParental participation studies have considered parental influences on the students’ academic performance in public mixed day secondary schools (Benjamin, 2014) and the impact of family size on parental involvement in pre-school education (Too C. J., Thomas K. R., Emily S. , Benjamin K.B., Jonah K.K. (2013). However, these studies have not focused on parents’ participation in the boy child’s education in lower primary where the foundation of learning is laid. This study therefore, sought to fill this research gap by focusing on class three children.

1.2 Statement of the Problem

Extensive research has explored the influence of parental involvement in children’s education (Henderson & Mapp, 2002; Too et al., 2013) and gaining attention is the view that differential parental influences on children’s development are distinct and non-interchangeable (Grossman, 2002). However, the importance of individual parents’ participation in education activities in relation to the gender of the child has not been substantially reflected in most educational practices. Parents are associated with financing and enrolling children in school. Research on parental participation concurs that participation extends beyond financial contributions and include their

role in children's cognitive, social, physical and emotional development (Georgiou, 2007). Over the years, such educational issues affecting the girl-child have been given prominence on the unsubstantiated premise that boys are the benefactors of the patriarchal power structures while girls are the *defacto* members of the universally marginalized group. Consequently, the scales of education are tilting in favour of girls. This study, therefore, sought to depart from this traditional gender frame by foregrounding the vulnerability of the boy child in performance going by the reported enrolment and retention rates in Kenya in the last decade and within the area of study.

Conceptual and empirical constructs that interrogate if the parents, have abdicated their responsibility on the boy-child's education is scanty and general. Again, whether differential parenting influences the performance characteristics of the boy-child in the formative educational stages needs to be studied. This could explain the current low standards of education levels of the boy-child in class three. In this regard, the current study examined differential parental participation and its influence on the academic performance of the boys in class three in Nyeri County.

1.3 Purpose of the Study

The purpose of the study was to investigate parental participation, differential parental participation or non-participation and the effects on academic performance of the boy- child in class three.

1.4 Research Objectives

This study investigated parental participation in the boy child and the effects of participation /non participation in the boy-child's academic performance. The study focused on the following specific objectives.

- i. To find out the extent to which parents participate in their boy-child's education and the effects of participation on their academic performance.
- ii. To investigate whether parents are aware of their roles and their influence in the boy-child's academic performance.
- iii. To determine the factors that affect parent's participation in the boy-child's education activities
- iv. To find out whether there is any significant relationship between the levels of parental gender participation and academic performance of the boy-child.

1.5 Research Questions

- i. How do parents participate in school and at home in relation to boy-child's academic performance?
- ii. To what extent are parents' aware of their roles and their influence in the boy-child's academic performance?
- iii. What are the factors that affect parent's participation in the boy-child's academic performance?
- iv. Is there any significant relationship between the levels of parental gender participation and academic performance of the boy-child?

1.6 Research hypothesis

H₀: There is no significant relationship between parental gender participation in education activities of the boy-child and their academic performance.

H₁: There is significant relationship between parental gender participation in education activities of the boy-child and their academic performance.

1.7 Significance of the Study

The study would be helpful for parents who want to understand their individual roles in the success of the boy child's education which might enhance increased participation in education-related activities. Such information may be used by community administrators and educators to mobilize each parent to take up their individual responsibilities that influence enrolment, retention and completion of school years. Findings from the study may shed light on the impact of parent's gender on the boy-child's achievement leading to increased participation of each gender. Program developers and policymakers may use findings from this study to strategize on how parents could be directly involved individually in their children's education. Policies can spell out gender roles that influence the boy's education and enforce them where necessary in an effort to enhance the boy-childrens' education with parents as partners in education. The community and NGOs can use the findings to come up with projects that may educate individual parents on their roles in the boy childrens' education. Researchers in early childhood education may use the information to develop other studies to add information to the existing field of knowledge and consider other factors that are not included in the study.

1.8 Limitations of the Study

The study was limited by lack of information coming from the various respondents for fear of information confidentiality not being honored by the researcher. This was mitigated by the researcher obtaining permission from the specific relevant institution. The researcher obtained a letter of introduction from Kenyatta University graduate school. This aided in assuring the respondents that the information obtained was purely for academic research purposes and was treated with utmost confidentiality. The study was faced with other anticipated obstacles which included and not limited to; access to accurate information due to respondents' divided attention to questionnaires and the desire to safeguard the reputation of the institution thus hindering information dispatch. This was overcome by the researcher having a small briefing with the respondents on the magnitude and importance of the data to be collected.

1.8.1 Delimitations

The study locales, Mukurwe-ini and Mathira East, are rural sub-counties whose parents' characteristics may differ from those of urban parents. The choice was guided by the fact that involving both rural and urban locales would have resulted into a comparative study since the parental characteristics in these areas are not homogenous. Selecting public schools for study was delimitation since the characteristics of children and parents in public schools may not be representative of private schools' child and parent populations. Majority of Kenyan children in the rural areas are attending public schools, making this study more representative of the Kenyan educational reality. Population homogeneity largely informed the study locales' and participants' selection.

Although it was an early childhood education study, this study focused on the boy child in Class Three and their parents. The choice of the class was based on the age of the child (eight years) which is on the upper limit of early childhood age. Children at this level can make consistent reports of their observations and make simple decisions independently. At this level, most of the teachers in Class Three have had considerable time with the children and their parents and therefore were in a position of making informed opinions about their character in relation to their participation in education activities and the influence of such participation in academic performance. The study sample excluded children from single parent families. The study was constructed around differential parental participation hence only the two-parent families suited such an enquiry. Parenting challenges and adjustments associated with single-parenting would most likely have generated data that could not be generalized for two-parent families.

1.9 Assumptions of the Study

The researcher assumed that the head teachers and teachers were constantly interacting with the parents, and that the three groups of participants would give comprehensive information about parental participation in the boy Childs' academic performance. The researcher also assumed that parents will turn up for the meetings called by the head teachers. Despite parental differences in child care involvement across different ethnic groups, it was assumed that if both parents were fully involved in the boy Childs' education and other areas of development, holistic development which includes high academic performance would be realized.

1.10 Theoretical Framework

The study was guided by two theories: Grolnick's (2002, 2009) theory of parental involvement and Epstein's Model for Parental Involvement in Education (2002).

1.10.1 Grolnick's (2002, 2009) Theory of Parental Involvement

According to Grolnick (2009), parent-child interactions are key components to learning. Parental involvement in children's learning increases motivation, sense of competence and the belief that they have control over their school activities which leads to improved achievement. This theory focuses on four key dimensions of involvement namely modeling, cognitive, behavior and collaboration. In modeling, the child sees the parents reading, writing and doing other literacy related activities and tries to copy the act on their own. The model does not only act for the child to copy, but also involves the child in what they are doing to foster development. Children internalize essential features from their role models which they make their own and use later in life to guide their own thoughts, actions and acquire new skills and self-instruction.

Grolnick (2002), in the second parental involvement dimension, maintains that positive parent-child interactions in cognitive related activities promote positive attitude about school. The third dimension refers to behavioral involvement. This entails exposing the child to the parent's public actions. Fourthly, parental collaboration is seen in form of showing interests in education such as volunteering to help in school or attending to school open days and being available for the child are considered.

This theory elaborates how parents can participate in their children's education activities for positive education outcomes. The study sought for parental participation in education in relation to academic performance. Dimensions used in Grolnick's theory provided the basis for the study's independent variables. The theory thus draws on the parental responsibility, availability, engagement and accessibility to children in all aspects of development for positive influence on the Childs' outcomes.

1.10.2 Epstein's Model for Parental Involvement (2002)

Epstein, Sanders, Simon, Salinas, Jansorn, and Van Voorhis (2002) came up with a model for parental involvement in education. The model sets up six functions for parental involvement namely parenting, communication, and volunteering, learning, decision making and collaborating. Parenting, in this model, involves parents' input in providing family support, understanding the child and adolescent development, and setting home conditions to support learning at each age and grade level. This function assists schools in understanding families' backgrounds, cultures, and goals for children. Communicating entails the correspondence with schools about education programs and student progress, and creating two-way communication channels between home and school. Volunteering is geared towards family's involvement as volunteers and as audiences at the school or in other locations. This enables educators to work with volunteers who support students and the school.

Learning at home has to do with the involvement of the families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. This encourages teachers to design homework that enables students to share and discuss interesting tasks with parents .The decision

making function necessitates the inclusion of families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations. Lastly, collaborating with the community means that families, students, and the school cooperate with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities.

This study adopted Epstein's six functions of parental participation as the practical avenues for parental participation theorized by Grolnick (2002, 2009), which formed the independent variables. Epstein's theory elaborates how parents can be engaged in any one of the four dimensions outlined by Grolnick's theory. The eclectic conceptual approach enabled the researcher to address both the theoretical and practical aspects implications of parental participation.

1.11 Conceptual Framework

The boy Childs' educational outcomes are to a large extent determined by positive parental interaction during the formative years. Parents' cognitive, modeling, behavior and collaboration roles are actualized through parental participation in the school, home and communities based activities like parenting, communicating, volunteering, learning at home, decision making and collaborating with community. These activities are understood from the four perspectives of parental participation. The interface between the dependent variable – the boy-child academic performance and the four study independent variables as actualized in parental activities and the factors influencing parental participation is represented in the figure 1.1

Independent Variables

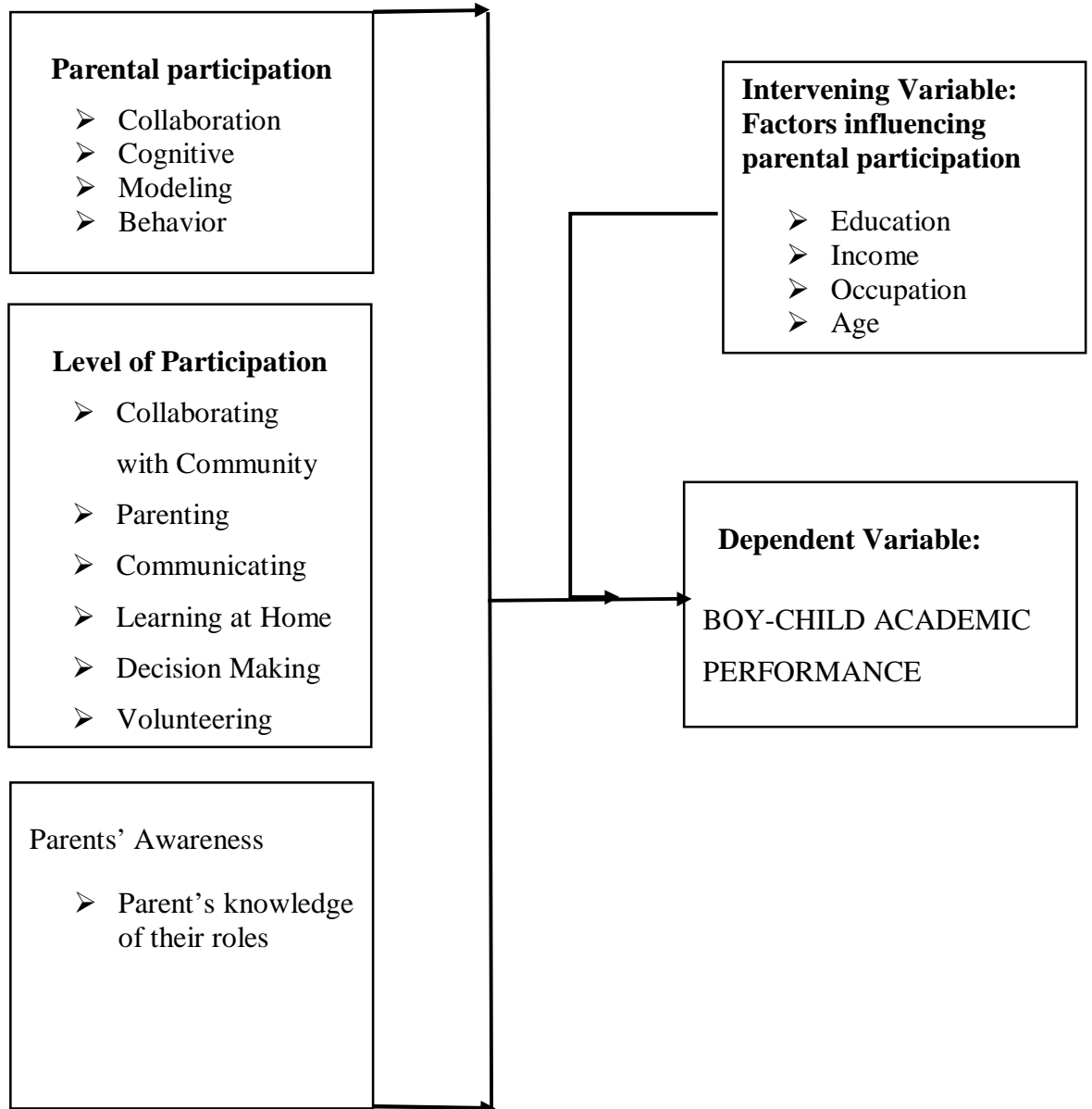


Figure 1.1: Parental Participation and the Boy Child Academic Performance

1.12 Operational Definition of Terms

Academic Performance	Performance in education, measured in terms of exam scores.
Accessibility	Parent's availability to the concerns of the child. It includes indirect involvement with the child such as being available for the child while doing something else; for examples, monitoring the child play from a distance.
Behaviour	Unintended contributions to the boy child activities practiced by parents that lead to positive attitudes towards school; For example; visits to the library, bookshops, allowing children to select books of their own interest, educational field trips, volunteering for school activities.
Biographical data	Personalized data.
Boy-child	A male child aged 8 years and in class three in a public schools
Cognitive dimension	This include direct involvement in playing with letters, numbers, emphasizing on the alphabet, reading with the child, teaching songs and nursery rhymes, painting and drawing, and visiting the library
Collaboration	Positive involvement in reading and education related Interactions between the child and the parent.
Communication	The act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else
Decision making	The act or process of deciding on something
Differential parenting	Gender parental involvement in activities related in education.

Early Childhood Education	Learning in the formative years. Pre-school to class three.
Engagement	Time spent in actual one to one interaction with the child in education related activities. Direct involvement in children's education activities.
Father	Biological male parent or a male guardian who nurtures and supports the boy child Education.
Maternal participation	Involvement of the mother in her Childs' education. Intended and unintended literacy related activities that could be modeled and contribute to the boy child positive attitude towards education.
Modelling	Intended or unintended positive literacy related activities that could be modeled by the boy-child and contribute to academic performance. Such practices by parents include: reading as children watch, writing, teaching and all activities related to education.
Mother	Biological female parent or female guardian who nurtures and supports the boy child.
Parent	Father or mother figure either, biological or acting as a guardian living with, and taking care of the boy child.
Parental Awareness	Parents knowledge of their roles or have an influence in academic performance of their boy-child.
Parenting	Skills in parent-child interactions; home conditions to support study; information to help schools know child.

Parental Participation	Involvement in education activities in school and at home; including cognitive, modeling, collaboration and behavior of parents towards education. Parents' input that influences academic performance. (Skills in parent-child interactions). Such include reading to the child, helping in school assignments, buying storybooks, helping in schools.
Responsibility	Scheduling activities and being accountable for the Childs' education activities, such as planning for the Childs' schooling; scheduling time for the child, books, setting up a learning environment at home.
Volunteering	One who renders a service or takes part in a transaction while having no legal concern or interest.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature related to parents' participation in education and its influence on the boy child education. The chapter covers the following thematic areas: parental participation in children's education, parent's awareness on their role in the boy-Childs'education, factors that influence parental participation in children's education and differential parental participation versus the boy Childs' academic performance.

2.1 Parents' Participation in Children's Performance

Parents' educational involvement has been linked to children's academic outcomes in a variety of ways including higher academic achievement (Peters, 2008) and more positive attitudes toward school (Gonzalez-DeHass, Willems & Holbein, 2005). One way that parents can influence children's academic outcomes is through active participation in and management of learning in the home. This typically involves activities such as engaging in cognitively stimulating tasks like reading together (Rogers, 2002) and managing children's school-related behaviours such as organizing and monitoring school issues and children's time (Seginer, 2006). A large body of research has explored the influence of parental participation in children's homework (Cooper, Lindsay, & Nye, 2000) but with inconsistent results and not in consideration of the role of individual parents in enhancing education (Hoover-Dempsey, Battiato, Walker, DeJong, Jones & (2001). In this study, parental participation in the boy-child education both at home and school constitutes the first research objective.

2.1.1 Parental Participation in School

Most children generally have two main educators in their lives: their parents and their teachers. Parents are the first prime educators before the child joins formal education. Both parents and the school have crucial roles to play in the education of a child. They remain a major influence on their children's learning throughout school and beyond. When parents use a supportive and encouraging style of involvement, they provide their children with a sense of initiative and confidence in relation to learning. Supportive and encouraging parental involvement such as rewarding learning-related behaviors with encouragement and praise is typically associated with higher school achievement in children (Simpkins, Weiss, McCartney, Kreider, & Dearing, 2006). By contrast, pressure from parents through the use of commands, punishment, or coercive interactions is negatively associated with children's school outcomes. Parental punishment, intrusion, and criticism in reaction to children's grades and homework are related to lower academic performance (Rogers et al., 2009). From the foregoing, the role of parental participation in shaping the children's educational outcomes cannot be ignored. However, most researches on parental participation have paid little attention to differential parenting on male and female children in education.

A study that investigated parental involvement in public primary schools in Kenya was conducted in five educational zones in Embu West (Kimu, 2012). A total of 9 public primary schools, nine head teachers, 16 teachers and 14 parents were involved in the study. The head teachers and teachers reported parents' knowledge and awareness that education was important for their children and that providing education to them would offer them a better future. They emphasized parents'

support of the school but felt that parents were not bothered about their children's education as they were before the introduction of the Free Primary Education (FPE). No principal interviewed had an official parental involvement policy for his or her school. Teachers, in turn, cited limited parental involvement in supporting the children in their work, payment of school fees, monitoring children's progress and assisting the school. Teachers and principals also lacked an awareness of how parental involvement should be initiated and promoted, implying that schools did not understand the benefits of comprehensive parental involvement. In fact, teachers did not view involving parents as part of their role.

Since they were not aware of the totality of parental involvement, they did not view initiating or promoting parental involvement or even establishing positive relationships with parents as part of their roles. The parents interviewed emphasized their role in terms of their duties to their children but less importance was attached to their roles in assisting and supporting the school as an institution. In sum, the findings did not show that, although all teachers were qualified, none had done a course in their training to prepare them for parental involvement, nor was it mandatory to have completed such a course for teacher certification. As a result, working with parents was one of the challenges faced by new teachers. Parents' responses, moreover, indicated that they were not aware of the benefits of taking part in more types of involvement such as volunteering at the school and decision-making and were thus generally satisfied with their levels of involvement.

The findings above revealed that there were no structures or plans to allow parents to volunteer in the classroom or to supervise other activities during the school day. Accordingly, parents were not consulted or allowed to give advice on any decisions

that involved learning. They were only allowed to talk to their children in class meetings, which were held rarely. This was in agreement with Epstein's study (2001) which found that only about 4% of the parents studied were highly active at the school. Kimu's study did provide valuable insights into parental involvement from the perception of the school administration, teachers and parents themselves. It however, did not consider the effect of parental involvement on the pupil's academic performance. Moreover, the study approached the subject of parental involvement collectively and did not take account of the impacts of differential parental participation. The current study addresses these two gaps.

2.1.2 Parental Participation at Home

The home and school are perhaps the two most sustaining and influential contexts in which children develop today. As such, researchers have been turning with increasing frequency in recent decades to the role of families, namely parents, in the home learning activities for their children. For instance, the effect of parental involvement in terms of providing a home learning environment on academic achievement and cognitive development has been explored in studies of English preschoolers (Sylva, Melhuish, Sammons, Siraj-Blatchford (2004). Sammons (2007) ran an England-based longitudinal study (The Effective Provision of Pre School Education Project, EPPE) to assess the attainment and development of children between the ages 3 to 7 years. More than 3,000 children were recruited to the sample which investigated provision in more than 100 centers.

A wide range of methods were used to explore the effects of provision on children's attainment and adjustment. Of particular interest here is the impact of parental involvement in interaction with professional provision in of education. The idea of a

'home learning environment' (HLE) was devised to describe a range of learning related provision in the home as reported by parents. HLE included reading, library visits, playing with letters and numbers, painting and drawing, teaching (through play) the letters of the alphabet, playing with numbers and shapes, teaching nursery rhymes and singing. Sylva et al (2004) concluded that higher home learning environment was associated with increased levels of cooperation and conformity, peer sociability and confidence, lower anti-social and higher cognitive development scores. After age, it was the variable with the strongest effect on cognitive development. HLE effect is stronger than that of either socio-economic status or mothers' qualifications.

Ondieki (2012) concluded from a study on parental involvement and preschoolers' academic performance in Dandora, Nairobi County, that home tutoring activities such as homework monitoring and motivating children affect the academic performance of preschoolers. From the study, those parents who actively engaged in home tutoring activities had children who were performing well at school. Similarly, children who admitted to having parents who engaged in such activities were found to be performing better than their counterparts with uninvolved parents. There was a very strong positive relationship between the hours spent by children studying at home and their academic performance. Those children who spent more hour studying performed better than those who spent fewer hours. In another study by Echaune, Ndiku and Sang (2015) in western Kenya, it was found that parental involvement in homework positively correlated with school academic performance. Though this study provided useful insight into parental involvement in children's education, limiting it to homework does not give the full picture since academic

performance may not necessarily depend on homework. The current study broadened the scope of parental involvement to other home learning activities like reading and writing activities.

2.1.3 Parental Participation and Education Outcomes

Parental participation deals with a wide range of developmental aspects but this study considered four components namely cognitive, modeling, collaboration and behavior. These parental participation characteristics derived from the Grolnick's (2002, 2009) theory provide the theoretical and practical expression of educational activities in which parents participate. Each of these components is described below.

2.1.3.1 Cognitive Development and Parents' Participation

Parental involvement with children from an early age has been equated to better outcomes particularly in terms of cognitive development. What parents do is more important than who they are to the children in early development. For instance, home learning activities undertaken by parents are more important for children's intellectual and social development than parental occupation, education or income as reviewed by the Effective Provision of Pre-School Education (EPPE) project (Sylva, 2004). Parental involvement in home learning activities makes an important difference to children's attainment and social behaviour at age 3 through to the age of 10, when the influence of other background factors has been taken into account, such as family socio-economic status, mothers' education, income and ethnicity (Sammons, 2007).

These are the factors that this study intended to consider in relation to parents' gender influence in education within the area of study while considering the boy

child academic performance. EPPE project found that a range of activities is associated with positive cognitive outcomes at age 3 and 9 years. These include playing with letters and numbers, emphasizing on the alphabet, reading with the child, teaching songs and nursery rhymes, painting and drawing, and visiting the library (Sammons, 2007). This study also found significant differences in the types of home learning activities that parents undertake with boys compared to girls. Significantly, more girls' than boys' parents reported activities as reading, teaching songs and nursery rhymes among others. Differences in this aspect of parenting may account for some of the variations in cognitive and social behavioural outcomes of boys and girls when they enter primary school (Sammons, 2007). This study does not give who does what for which gender or any influence of their participation.

The EPPE project has examined the relationship between children's home learning environment and their reading attainment for 5 to 8 year olds (Sammons, 2007). One factor that positively influences academic attainment is the frequency with which parents report reading to the child. This is associated with higher scores for 'pre-reading', 'language' and 'early number' attainment. This made a bigger difference on pre-reading attainment than the mothers' highest qualification. Frequency of library visits showed a smaller but significant positive impact on the above outcomes.

The study sought to establish the participation of individual parents in the boy Childs' academic performance and challenges that could influence parental participation. Nearly three-quarters of parents surveyed in 2007 said that they felt it was extremely important to help with their children in homework (Peters, Seeds, Goldstein, 2008). Nearly 60% of parents revealed that they frequently helped their

child with their homework 'every time' or 'most of the times'; approximately one-third did so occasionally. How often a parent helps with homework is strongly tied to the school year of the child and the Childs' interest in schoolwork and performance. Parents of younger children helped more frequently than those in later school years (Peters, Seeds, Goldstein, Coleman (2008) which could impact on children's performance.

Similarly, Ndani's (2007) study on community participation in education found more women to be involved in children's education than men, and no men were found to be stimulating emergent literacy in children (Wambiri, 2007). This indicates the absence of fathers in children's education. Suggestions on the roles they played in education were not given nor were the reasons of their absence explained. The last objective of the current study sought to establish the relationship between differential parental participation both at home and school on the boy-child's academic performance.

2.1.3.2 Parents' Modelling

Children tend to model significant others according to the social learning theory (Bandura, 2003). Parental role models initiate the educational process and support it throughout child education, life and development. Parental influence can bring positive or negative attitude towards school, and provide much of the out-of school reinforcement needed for learning. This shows that educational responsibility towards a child is critical, continuous and demanding (Peters, 2008).

All learning involves a movement from doing activities in a social situation with the support of more knowledgeable others to doing the activities on their own.

Traditional African settings held men as trainers of boys in development of masculinity and life skills while women had to train girls to develop their feminist tasks carried out through role modelling (Wanjohi, 1991). In traditional African societies, formal education was lacking and informal education was passed on by parents who were and still are the main educators of their children and socializing agents. Parents were more directly involved in socializing their children into adult roles, particularly within the family, division of labour, and the expectations and values of the society through modelling. After the age of 8 or 10, most children learned their appropriate work roles by labouring besides the parents of the same sex. Boys spent more working hours besides the father and girls besides the mother. They learned their future adult roles through actual performance of their roles from early age through adulthood by modelling.

2.1.3.3 Parents' Collaboration

Parents' educational involvement has been linked to children's academic outcomes in a variety of ways, including higher academic achievement (Peters, 2008) and more positive attitudes toward school (Gonzalez-DeHass, Willems, & Holbein, 2005). One way that parents can influence children's academic outcomes is through active participation and management of learning at home. This typically involves activities such as engaging in cognitively stimulating tasks, like reading together (Rogers, 2002), and managing children's school-related behaviours, such as organizing and monitoring children's time while children are at home. Such active management from parents in the home environment can support children's educational endeavors and provide motivation to learn (Seginer, 2006). A large body

of research has explored the influence of parental participation in children's homework (Cooper, Lindsay & Nye, 2000) but with inconsistent results.

There is mixed evidence on about whether or not parental involvement in homework affects pupils' achievement at school. Some research suggests that the type and amount of parental involvement may be important in increasing pupils' achievement. A study from the United States explored the effects of different types of parental involvement in homework and found that different forms of support for example, support for children's autonomy are associated with higher test scores, whereas others like direct involvement are associated with lower test scores (Sharp & Benefield, 2001). Beyond simply eliminating distractions, parents can help to create an effective learning environment for their children. International studies have found that children can have distinct preferences for different learning environments and it may be useful to study environments based on children's individual learning (Bell, 2011). Other studies in U.S involving further analysis of data from the National Child Development Study (NCDS) have found that fathers' and mothers' involvement in their Childs' education at age 7 independently predicted educational attainment at age 20 in both sons and daughters (Flouri & Buchanan, 2006).

Further research has examined the effect of parental interest on educational outcomes at age 26 (which again controlled for key factors such as birth weight, social class and mother's educational ability). It found that although mothers' interest predicted educational attainment in both sons and daughters, fathers' interest at age 10 predicted only later educational attainment in daughters. It found that fathers' interest affected sons' educational attainment via its effect on mothers'

interest. High parental interest is associated with better exam results compared to children whose parents show no interest (Flouri, 2006).

A study in Kenya indicated no shared responsibility between parents and schools in Kenyan rural primary schools and that schools were solely responsible for students' education and there was hardly any relationship between parental involvement and students' academic performance (Spens, 2011). This study was, however, limited in design and scope given that it covered only one school involving a sample of twelve respondents. This sample was too small to get sufficient data to allow generalizations to the entire population. Mbugua (1987) examined the role of surrounding communities in primary school education in Thika Municipality and indicated existence of parental involvement in education but we cannot rely upon these results holistically because pupils were excluded yet they form part of the key stakeholders. In Ondieki (1988), educational failure in Kisii district was associated with the lack of co-operation from parents.

2.1.3.4 Parents' Behaviour

Parental involvement has a positive effect on children's achievement even when the influence of background factors such as social class and family size have been taken into account (Desforges & Abouchaar, 2003). Parental behaviour has a bigger effect than school quality on pupils' attainment at key stages (Duckworth, 2008). However, this research also found that a Childs' ability on entry to school is the most important factor in predicting education attainment across subjects followed by socio-economic background factors including income and parental education. Evidence suggests that for boys, parental behaviour and family relationships has a greater influence on attainment for all key stages in all subjects, whereas for girls

parental education and social and economic background have a greater influence on attainment in English and Math(Duckworth, 2008).

Fathers' higher commitment to their Children's education and their involvement with the school are also associated with children's fewer behaviour problems and lower criminality and substance misuse, reduced risk of suspension or expulsion (Sarkadi et al., 2008; Flouri, 2006) all aspects which tend to impact on achievement. Fathers' influence on behaviour is not only significant (Lloyd et al., 2003; Velleman, 2004) but may at times be more significant than that of mothers. The quality and quantity of fathers' parenting impact strongly on the boy's education and other significant measures of adjustment as in children's high levels of self-esteem, self-regulation, and self-efficacy (Pleck & Masciadrelli, 2004). Christenson and Sheridan (2001) observe that parental engagement in education considers "families as essential, not just desirable" to the educational success of their children. They indicate that policies addressing family involvement are often lacking in schools, and that programmes that do exist are often "viewed as an appendage rather than an integral part of school practices." There should be a policy on family involvement that has the following attributes: (1) focuses on the relationship; 2) recognizes that collaboration is an attitude and not just an activity; 3) creates a vehicle to construct the bigger picture about children's school performance and development; 4) shares information and resources; and 5) establish meaningful co-roles for the parents." In a Columbia County Longitudinal Study, 856 third graders were interviewed along with their parents. Participants were re-interviewed at ages 19, 30, and 48.

Parent's participation levels in Children's education at 8 years of age significantly predicted educational and occupational success for the child, 40 years later

(Henderson, 2007). Osei Akoto et al (2012) investigated the extent of parental involvement in academic performance in Ghana using randomized cluster sampling of 100 schools from eight out of ten regions. The results indicate that majority of the parents (83%) hardly assisted children in homework. The study failed to establish the effect of parental involvement on academic performance.

2.2 Parents' Awareness of their Role in Children's Performance

The roles of the parents in nurturing the children's educational aspirations are very critical. Edge and Marphatia (2015) observe that parents' roles include providing financial support, facilitating attendance and encouraging achievement. Accordingly, parents can work with teachers as partners in education by collaborating with them so as to develop the learners' full academic potential and by monitoring the teaching strategies, quality and outcomes (Epstein, 2001).

Parents also act as links between schools and communities besides participating in the decision making processes (Epstein 2002). However, Edge and Marphatia (2015) point out the perceived parental participation fail to materialize both at home and school as expected. Parental engagement in the education process is often inconsistent and parental roles are haphazardly implemented. Parents may not effectively play these crucial roles if they lack awareness of their roles and/or how to discharge them. Lack of clear parental participation policies in schools can also lead to inactivity or conflicts occasioned by parental involvement.

In a survey of parental participation in Uganda, Burundi, Malawi and Senegal (Edge & Marphatia, 2015) found that there was discord between the perception of parents of their roles and expectations and how the other stakeholders interpreted parental

roles. In most instances, parental involvement policies limited parents to financial and material contributions. These policies restricted parental input in governance and other decision making functions. In other cases where parents were given too much responsibility, conflicts with other stakeholders were observed. Kimu (2012), in a study of parental involvement in public Kenyan primary schools found that the roles of parents and of the teachers were clearly demarcated. The parents interviewed knew that they had an important role to play in their children's education. They however emphasized their role in terms of their duties to their children and less importance was attached to their roles in assisting and supporting the school as an institution. The current study goes ahead to establish the effect of the parents' awareness of their roles on the children's academic performance.

2.3 Factors Influencing Parental Participation in Education

This section discusses the predictive factors that influence parental participation in their children's education. According to Epstein (2001), the major factors contributing to parental participation include; parent's belief about what is important, necessary and permissible for them with their children, their perception that the school wants them to be involved and the extent to which they believe they can have a positive influence on their children's education.

There are several other factors that seem to affect parental participation in their children's reading while at home or participating in school activities. Christenson (2004) suggests five factors that could affect parental participation in their children's education. They include parent's education, knowledge of how to be involved, socio-economic factors, nature of work and parents' view of their roles in children's'

education. Both Epstein and Christenson concur on common factors affecting parental participation and these formed the study factors in this study.

2.3.1 Parents' Income

The income of parents affects families in ways that may influence the education of children both directly and indirectly. Studies on family income and relationship conducted in Brazil looked at relationship between the number of fathers who lived with their families and the relative poverty in the family. The studies revealed that there was a close relationship between family poverty and living together. Results showed that the poorer the family, the less likely that the fathers were living with their families. When fathers cannot afford to live with their families, it means they cannot provide the necessary materials for intellectual stimulation (International Center for Research on Women, 2011). Other studies conducted in Jamaica revealed that fathers were more likely to stay with their families if they could provide for the family and women were willing to allow men to stay if they can provide (Frieman & Berkeley, 2002). Fathers with significant contributions financially, were more present and confident about their roles in the family.

One way that men in many cultures contribute to the wellbeing of their children is through the provision of income to the family. However, this provision no longer stands as more women are making substantial and sometimes significant contributions to the family income. In Madras, India, Women contribute 46% of the family income while men contribute 42% and 12% from joint income ventures; in Nepal, women contribute 50%, and in Ghana, women maintain 33% (Bell, 2011). In rural parts of Kenya, women contribute 90% of the labour force (Economic Review, 2009). This is a threat to men's self-esteem and identity. To a considerable degree in

most cultures, men's identity and self-esteem is derived from their ability to provide for their families financially. When they cannot meet this obligation, it impacts on their relationship with both mother and children and consequently men's parenting behaviour changes to even being physically absent, leaving women to cater for their children (International Center for Research on Women, 2011).

Previous studies (Goodman & Gregg, 2005) aimed to clarify the nature of the existing evidence. Their comprehensive analysis concluded that the academic grades 'A's and 'B's of children and their parents may play an important role in explaining the significant gap between different socio-economic groups in educational attainment and in participation in post-compulsory education. This concludes that poverty undermines the family and the wellbeing of children, reducing chances of conducive learning environment which is necessary for cognitive development.

Kenya's economic performance has fluctuated over time and this has had implications for the education sector financing and the provision of education. In the 1960s and 1970s, the economy grew at a rate estimated at 6-7% (Government of Kenya, 2006). However, during the last two decades, the country has experienced declining trends in macroeconomic performance until 2003 when the country began to experience a gradual increase in economic growth. Real GDP growth rate rose from as low of 5.1% in 2004 to 7.1% in 2007 before the drastic decline to 1.7% in 2008. The latter was attributed to post-election violence in early 2008. According to the Kenya Integrated Household Budget Survey (KIHBS, 2005/6) 45.9% of the Kenyan population is are poor (Government of Kenya, 2007). During the same period, it was estimated that 49.1% rural population and 33.7% urban population were poor.

Economic factors play vital roles in respect to education and training in Kenya. The poor economic performance in Kenya has led to rising poverty levels which impact negatively on education performance indicators. The population living in poverty had risen from 48.8% in 1990 to 56.8% in 2004 (MOEST, 2005). The government plans to reduce poverty by 50% in 2015 as stipulated in the Millennium Development Goals (MDGs); Economic Strategy Paper of 2003. Poor economic performance has reduced schools General Enrolment Rate (GER) from 105.4% in 1989 to 87.6% in 2002. This has risen to 99% after FPE implementation in 2003 (MOEST, 2005). A steady growth rate of 6.6% is desirable in order to achieve the MDG goals and the current growth rate in Kenya is 4.4%. (Presidential Speech, Kenyatta Day Celebration, October 20, 2007).

This low economic growth rate has differing effects on individual parents. Epstein, (2001) contends that although all families want their children to succeed in school, not all parents have the same resources or opportunities to provide learning materials and other developmental needs like adequate nutrition and intellectual stimulation. In a study to investigate parental participation in teaching their class one child how to read in Nairobi, Obondo, (1994) reported that some parents argued they were financially unable to buy books for their children.

Fathers with high socio-economic status, and highly educated are more likely to be involved in their children's schooling. They have more to offer to encourage learning environment and contribute more to learning experiences (Nord, West & National Center for Education Statistics, 2001). When parents are able to provide, they have the confidence and are able to use the learning materials in the household.

Low income is related to inadequate parenting skills and inconsistent parental behavior.

Such findings support the concept that income is essential in the family if the necessary stimulating learning materials are to be provided during this critical stage in education. Literature reviews on parents' chances of availability for children's education activities are minimal so long as they are financially unstable.

2.3.2 Parents Level of Education

Parent's education levels, skills and abilities of parents indicate the education aspirations, expectations and beliefs of the individual. Most parents with high education have flexible jobs. This means they are more readily available and confident as they help in school assignment, stimulate and motivate their children to ensure their expectations are met (Nord, West & National Center for Education Statistics, 2001). Parental involvement in education is high if they are confident they are of help to the child and if they believe that the child is capable of doing well in school (Bauer & Shea 2003).

A study carried out in California showed that children of highly educated parents study and read more. The study also revealed that educated mothers were more likely to participate in activities with their children that encourage the development of verbal skills such as reading to their children, answering their questions, playing with them and having time for the children. The study contends that mothers are strong role models for their children's education. Mothers have a strong impact on their children's educational achievement than fathers (Henderson & Mapp, 2002). Most mothers help their daughters with their homework as they are becoming

stronger academic role models for their children, particularly their daughters and a distinct link between mothers and sons (Henderson & Mapp, 2002). By contrast, the educational achievement of fathers made a significant impact on their offspring's academic accomplishments (Laura, 2010). According to Walker (2004), mothers' education is very influential to the girl child. It was reported that the more the mother stayed longer in full time education, the more the chances of her children staying longer but the chances for girls were higher than for boys with 50 percent. Contributions to this discrepancy need to be established.

There was no consistent effect to be found regarding fathers who stayed on in education and their children. However, studies by Frieman and Berkeley (2002) revealed that fathers who value education have children who do better in school than those who do not. There was a relationship between children reading levels and the reading habits of the fathers. Thus, fathers as role models have strong influence on the level of academic performance through their behaviour with print materials.

The limited existing research does suggest, however, that fathers can have an influence on child outcomes, above and beyond maternal involvement (Greif & Greif, 2004). Indeed, fathers' educational involvement has been linked to increased levels of academic achievement (McBride et al., 2005), more positive school attitudes, and literacy development and enhanced teacher-child relationships in aggressive children (Flouri, Buchanan, & Bream, 2002). There appears then that education of fathers and parents in general impacts on their participation on intellectual development of their children, Mwoma, 2013).

Literature has highlighted on the influence of parents education on participation in education activities without considering other factors that could hinder parents' participation. Education on its own is not adequate to facilitate parental participation. This study considered several parental factors in relation to their availability to participate education activities.

2.3.3 Parental Participation and Occupation

Poor social interactions and attachment between parents and children have been associated with parent's nature of work. Work schedules, distance and job responsibilities place demand on parents that must be accommodated by the family (Bernett & Hyde, 2001). Literature on work and family conflict suggests two elements: work interference with the family (WIF) and family interference with work (FIW). Investigations into men's work and effects on father-child interactions reveal that work obligations are one of the most frequent reasons given by fathers for low levels of paternal involvement. The more the working hours, the less the time there is for interaction and bonding with the child or participating in school activities (Ho and Kwong, 2013)). Although research on mother's employment is not conclusive, there is some concern about the negative effects of mothers working for long hours. It may have adverse effects on parenting advantages for the children.

There are fears that interaction may not be well established in families where either parents works long and overtime hours. Excessive work for long hours results in job stress especially with young fathers when career goals are not met. This means that needs for career investment compete with family responsibilities. Job demands and overworking result into reduced energy for parents to interact with children. Ho and Kwong (2013) have shown that only 12% of fathers get involved with their

children's education, with two thirds blaming the pressure of work. Few hours at home for a parent limits interaction time for effective participation in schoolwork, or providing the cognitively enriching environment required for the Childs' learning. This shows work responsibilities at the expense of their children's academic performance.

Today, less stimulation is given to children by mothers due to the steady rise in the number of women in the labour force. Mothers who traditionally provided the greatest attention to children are no longer available for full-time childcare because of work and studies. Migration in search of green pastures has characterized the labour force in Kenya. Many men and women are working outside Kenya in Botswana, Southern Sudan, USA, and Saudi Arabia and in the European countries. The distance and the working conditions in some areas do not allow parents to take their families with them, keeping parents or one parent away for months if not years. The ever busy lives that parents are leading and the ever growing number of dual career families only serve to worsen parent involvement in their children's learning. Help that is not given at the appropriate time means denial of an opportunity in the development of the child which is irreversible (Flouri, Buchanan, & Bream, 2002). Whereas parental occupation is important and serves as a determinant to income, parents have to balance their busy schedules with participation in children's education (WIF).

2.3.4 Parental Participation and Age

Age should be considered as an important factor in parental participation in educational activities. In a survey of parental involvement in the education of pre-school and primary school children in the Great Britain, the age of the parents was

found to be a significant factor (Moon & Ivins, 2004). The magnitude of parental participation and the number of participation decreased with the increase of the age of the parent's or caregiver's age. Parents in the lower age bracket (20-34) were more actively involved than those in the middle (35-40) and upper brackets (above 40) in a variety of activities such as home learning, school meetings and communications with the schools. This trend is attributed to some enabling factors which work in the favour of the parents in the lower age bracket: high level of awareness, high literacy and numeracy levels and less professional and social commitments.

This cohort of parents scored highly in all home learning participation variables including understanding its importance, frequency of participation and confidence in participation. Local studies reviewed did not treat age as a factor influencing parental participation in education (Kimu, 2012; Echaune, Ndiku & Sang, 2015; Maina, 2010; Ondieki, 2012). Most of the local and international researches exclusively emphasize the age of the child. The findings of current study, therefore, put parental age in focus as far as participation in the children's education is concerned.

2.4 Differential Parental Participation in Children's Education

Grossman's (2002) view that parental influences on children's development are dependent upon differentiated parental roles which are distinct and non-interchangeable. This has occasioned the need for investigating their educational implications. The magnitude, nature and learning outcomes for paternal and maternal participation in children's education should be established. Studies in United States suggest that fathers' involvement has increased since the 1970s,

particularly with children under the age of 5 (O'Brien & Shemilt, 2003). However, there is evidence of great variation in levels of fathers' involvement, so that even though levels have increased on average, a substantial proportion of fathers recorded no daily direct interaction time with their children aged 8 years (Frieman & Berkeley, 2002).

This is likely to reflect, in part, the changing family structures. A survey conducted in the United States in 2007 reviewed mothers as more likely than fathers to say that they felt 'very involved' in their children's education with 53% of mothers compared to 45% of fathers (Peters, Seeds, Goldstein & Coleman, 2008). Same study It found that nearly 70% of fathers want to be more involved in their Childs' education and even higher proportions of non-resident parents (81%), who are predominantly male, are also keen for greater involvement. It also found that fathers help less often with homework than mothers.

Another research suggests that fathers are involved more often than mothers in specific types of activities in their children's out of school learning: such as building and repairing, hobbies, IT, math's and physical play. Amongst parents working full time, there was no gender difference (Sammons, 2007). But are parents aware of this fact and the effects of quality time with children? Traditional African fathers had all the time besides their sons in teaching life skills and modeling in all aspects of child development. (Wanjohi,1982). Today, job demands are forcing parents to work away from home and for long periods of time (Bernett& Hyde, 2001).

Chowa, Ansong and Osoi-Akoto (2012) conducted a study on parental involvement and academic performance in Ghana. The study involved 2,371 female

parents/guardians and 2,205 male parents/guardians. It found out that gender distribution of guardians and parents was higher for females (25% and 45%) than for males (10% and 20%) respectively. Of greater significance to the current study is the parental involvement according to the gender of the child. The Ghanaian study found that parents were more involved at home than at school with female children. For the male children, the parents were more involved at school than at home. This gender difference may be as a consequence of social norms that long favored active participation in school for boys and at-home schooling for girls. This disparity is changing as Ghana attempts to eliminate the gender gap in education (ICF Macro, 2010). The research found higher involvement at home among mothers (72.66%) than fathers (71.6%). More fathers talk about their expectations (90.3%) than discuss school work, assist with homework, or ensure homework is done. Reflecting a contrary trend, 67.18% of fathers engage at school contrasted with 64.56% of mothers. Echaune, Ndiku and Sang (2015) examined the effect of parental involvement in homework on academic performance in public primary schools in Teso North Sub County, Busia- Kenya. The results indicated that female parents were more willing to assist children in homework than their male counterparts. These made distinctions on the parental gender but no gender distinctions were made for the children. The current study, therefore, went further to examine differential parental participation on the academic performance of one gender of the children: the boy-child.

2.4.1 Paternal Participation

Despite the increasing central role of fathers in families with young children, the substantial majority of parental involvement studies have examined mothers alone.

This trend does not take into account the observation that because fathers play a major role in mentoring and encouraging their children to explore and take challenges, they are more likely to critically influence their children's development outside the home (Grossman et al., 2002). The limited existing research does suggest, however, that fathers can have an influence on child outcomes, above and beyond maternal involvement (Greif & Greif, 2004). Indeed, fathers' educational involvement has been linked to increased levels of academic achievement (McBride et al., 2005).

Evidence suggests that the quality and content of fathers' involvement matters more for children's achievements than the quantity of time fathers spend with their children (Goldman, 2010). Osei Akoto et al. (2012) investigated the extent of parental involvement in academic performance in Ghana using randomized cluster sampling of 100 schools from eight out of ten regions. The study found that gender distribution of guardians and parents was higher for females (25% and 45%) than for males (10% and 20%). The results indicate that majority of the parent, fathers included (83%) hardly assisted children in homework. The study failed to establish the effect of parental involvement on academic performance.

Mugo (1982) found that the Kikuyu, like any other African community in Kenya, did not have any formal system of education. Boys depended on folklore stories from the father, grandfather, elder brothers or uncles, and verbal instructions for all the learning that he required as he grew up. Social behaviour was from time to time inculcated in the boy child by the father. Though the child belonged to the community, the immediate responsibility for upbringing and disciplining boys was

the fathers'. The current study was aimed at explaining the current paternal roles in the domain of boys' education.

2.4.1.1 Paternal Participation and Education Outcomes

Fathers have a critical role to play in ensuring positive education outcomes in children. There is consistent evidence that fathers' interest and involvement in their children's learning which was measured in terms of interest in education, outings and reading to the child is statistically associated with better educational outcomes (controlling for a wide variety of other influencing factors). These outcomes included: better exam results, higher level of educational qualifications, greater progress at school, higher educational expectations, more positive attitudes and better behaviour, for example, reduced risk of suspension or expulsion at school (Goldman, 2010).

These positive associations exist across different family types, including two-parent families, single parent families and children with non-resident fathers. However, the specific outcomes and strength of effect can vary across family types. Goldman, (2010) indicates that fathers' involvement is important not only when a child is in primary school but also when they are in secondary school and regardless of the Childs' gender.

Studies on involvement of fathers in children's life conducted in Europe and North America show that when fathers are a significant part of the Childs' life from birth, and children score higher on intelligence tests than children whose fathers are less involved (Roggman, Fitzgerald, Bradley, & Raikes, 2002). Most studies on father's involvement in children's education has established that children who had good

ongoing relationship with their fathers appeared more likely to do better at school and to have fewer behavioral problems (Nord, West & National Center for Education Statistics, 2001). Studies further reveal that apart from good performance at school, boys without fathers have problems balancing between masculinity, assertiveness and self-restraint, self-control and friendship, academic success and career goals (Bolté, Devault, St.Denis & Gaudet, 2001). For girls, fathers have a positive factor in their academic and career achievement (Peters et al., 2008).

Positive consequences are evident when both parents agree and wish to be involved in child care responsibilities. Paternal roles have an important impact on their children from infancy through adulthood but fathers who are more involved in infants care have infants with greater cognitive development at one year than fathers who are less involved. Fathers who were very involved with their pre-school children helped foster their verbal ability and a sense of being in charge of his/her fate (Pleck & Masciadrelli, 2004).

Fathers are one link to the outside world for their children. Millard and Hunter (2001) note that available fathers have the opportunity to spend quality time with their children that may contribute happy memories to last a lifetime. They attend to their children's school events and activities and involve their children in their lives and the adult world. Good fathers expect a great deal from children but also accept and support each Childs' uniqueness. Good fathers set limits and are firm. They let their children know their beliefs and expectations but rely on explanations and reasoning rather than force as a way of discipline. Good fathers spend time with their children. They realize that their time with children is really an investment in them. Flouri, Buchanan and Bream (2002) point out that though fathers are busy

persons, rather than saying “I do not have time”, they should consider asking “How much time will it take?” Taking time with the child when the child needs that time will be much more important than taking time for the child when it is convenient for the father.

Despite the increasingly central role of fathers in families of young children, the substantial majority of parental involvement studies have examined mothers alone. This is in spite of Grossman et al. (2002) proposition that because fathers play a major role in mentoring and encouraging their children to explore and take challenges, fathers are likely to play a critical role in supporting their children’s development outside the home. The limited existing research on paternal participation suggests; however, that fathers can have an influence on child outcomes above and beyond maternal involvement (Greif & Greif, 2004). Indeed, fathers’ educational involvement has been linked to increased levels of academic achievement and literacy development (MacBride et al., 2005). Chowa, Ansong and Osoi-akoto (2012) found in Ghana, that fathers talked more about their expectations (90.3%) than they discussed school work, assisted with homework, or ensured that homework was done. Reflecting a contrary trend, 67.18% of fathers engaged at school contrasted with 64.56% of mothers.

Other studies carried out in Kenya have considered fathers influence on early literacy, performance of children and reading without reference to any gender. Fathers were found to have indirect involvement in early literacy (Maina, 2010) or missing out in stimulation of emergent literacy (Wambiri, 2007). Studies in community participation in early childhood observed mothers as being more involved in community services related to early childhood than fathers (Ndani,

2007). Parental partnership and fathers' involvement in childhood education showed that fathers were not after gender but performance (Koech, 2010; Mwoma, 2010). These studies have not specifically considered the roles and impacts of fathers' involvement in the education of the boy-child which is part of the current study's concerns.

2.4.2 Maternal Participation in Education

It is noteworthy that the majority of the published studies on parental involvement have concentrated on mother-child rearing and interaction with children. Mari (2010) theorized that women may have a biological disposition or a social inclination to be more nurturing than men. Furthermore, women's socialization enables them to be communicators, show warmth and affection, and meet the expressive needs of children while men are socialized to be breadwinners, disciplinarians and enforcers of rules. This perspective suggests that fathers and mothers perform differential different functions in the family.

Walker (2010), states that mother-daughter relationship acts as the transmission mechanism for social mobility in daughters. Fathers have been known to be the breadwinners who dictate household education decisions. However, Walker's research which was conducted among UK households, found that for every year a woman stayed in full-time education, the likelihood of her daughter also staying for an extra year increased by 20 per cent. The influence of mothers' education levels on their sons' retention in school increased by only 10 per cent. There was no consistent effect to be found regarding fathers who stayed on in education and their boys' educational achievement.

Experts argue that the change was due to greater gender equality in education and financial contributions, with mothers becoming stronger academic role models for their children, particularly their daughters (Henderson & Mapp, 2002). Literature emphasizes on parents as the first teachers of the child, and mother's contribution to emotional development. It was important for this study to examine the role played by mothers' characteristics like their educational levels on the boy Childs' academic achievement.

2.4.2.1 Maternal Participation and Education Outcomes

Some of mothers parenting roles have bearing on the education of their children. They are strong role models for children's education. In a study of parents, Pomerantz and Eaton (2001) found that mothers have a greater impact on their children's educational achievements than fathers. Most mothers help their daughters with their homework and they are becoming stronger academic role models for their children, particularly their daughters. In the same study, maternal influence was found to be the leading factor as to whether children stayed on at school and went on to study at university and to social mobility within the family. The link was strongest between mothers and daughters although there was still a distinct link between mothers and sons. By contrast, the educational achievements of fathers made no significant impact on their offspring's academic accomplishments even though they may have higher income than their partner (Laura, 2010).

Nord, West & National Center for Education Statistics (2001) cite research on differences in fathers' and mothers' participation in school that found that in families with two parents, a father is less likely to get involved than a mother. Fathers and mothers, thus, appear to specialize in distinct activities, with mothers

more likely to be engaged in school functions. Scanty literature provides useful insight into maternal roles and effect on the boy-child education.

In relation to the boy-child education, findings on the effect of differential parental involvement on the academic performance of the children by gender are inconclusive. Rogers et al (2009) reported that parental participation predicted achievement for the boys, but not girls. By contrast, Bauer and Shea (2003) found no significant difference in parental involvement influence on the learners' achievement across gender. Gorman (2006) reported a significant difference in academic outcomes in favour of the male students. In a study of Nigerian secondary school children, no significant difference in academic performance could be linked to parental involvement (Olatoye, 2009). These studies considered the relationship between parental involvements in children according to their gender. The current study deliberately investigates the role of mothers in boy-child academic performance.

2.5 Summary of Reviewed Literature

Literature on early childhood education attests to the interest of educators and researchers in establishing the link of parental education with the course and outcomes of children education. Among the issues isolated for study are impacts of parental participation on the academic performance, parental roles at home, school and community, parental collaboration with pupils, teachers and school administrators, nature and forms of participation, cognitive and behavioral outcomes of participation, and factors influencing parental participation. That parental participation significantly affects educational outcomes for children has been established beyond reasonable doubts in several studies.

2.6 Critique

Previous studies (Goodman & Gregg, 2005) aimed to clarify the nature of the existing evidence. Their comprehensive analysis concluded that the academic grades 'A's and 'B's of children and their parents may play an important role in explaining the significant gap between different socio-economic groups in educational attainment and in participation in post-compulsory education.

Fathers with high socio-economic status, and highly educated are more likely to be involved in their children's schooling. They have more to offer to encourage learning environment and contribute more to learning experiences (Nord, West & National Center for Education Statistics, 2001). A study carried out in California showed that children of highly educated parents study and read more. The study also revealed that educated mothers were more likely to participate in activities with their children that encourage the development of verbal skills such as reading to their children, answering their questions, playing with them and having time for the children.

While a number of studies point to the importance of differential parenting roles and the possible unequal educational outcomes for children based on their gender differences, literature reviewed has established that there is no study singularly constructed around these themes specifically in Kenya. The resultant empirical and conceptual gap is twofold. There are no studies explicating the differential parenting roles and/or outcomes with regard to either the boy-child or the girl-child education. Secondly, gender-specific programmes and studies generally revolve around the girl-child educational issues. The latter is particularly the case in Kenya and other developing countries generally. The paucity of studies and projects addressing

educational issues related to the boy-child denies the stakeholders and policy maker's scientific grounds for identifying and addressing challenges and anomalies specific to boys in education.

In principle, this study sought to address the identified gaps in the previous parental participation inquiries in two major points of departure: differential parental participation in education and boy-child academic performance. The findings of this study refocus the attention of early childhood educators to the mothers' and fathers' separate responsibilities for their boys' education.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design used to conduct the research study. It also includes the target population, location of the study, study variables, sampling techniques and sample size, research instruments, pilot study, data analysis and ethical considerations.

3.2 Research Design

The study used descriptive survey research design. Descriptive research design consists of observations and collection of data within a natural setting, without trying to manipulate or interfere with the existing conditions being observed or discussed (Cash and Pruzinsky, 2004; Glasow, 2005). The method was therefore appropriate for this study as it sought to prompt insights into parent's participation in the education of the boy-child as a means of providing information in this area of study.

3. 2.1 Variables of the Study

The study had three independent variables and one dependent variable.

3.2.1.1 Independent Variables

The independent variables were parental participation, parental awareness of their roles and factors affecting parental participation in the boy-child's education. .

(i) Parental participation

This refers to parent's active involvement in school and home activities that are related to their children's education. Participation was assessed under the following four dimensions of involvements in children's education:

- a) Cognitive dimension deals with the parental roles in supporting their children in learning related activities that influence their performance. Such activities include helping in school assignment, answering children's questions, reading to and with children, storytelling, and asking questions on what they have read.
- b) Modeling dimension involved parents' perceived roles in providing positive models for their children to emulate as relates to educational activities that influence children's education, done intentionally or unintentionally in the presence of the child. Modeling activities include; reading newspapers, the Bible, story books and teaching another child.
- c) Collaboration dimension focused on parents' perceived roles in encouraging and motivating their children in education-related activities. Counseling, shared education-related activities, dropping and picking them from school, attending to their school activities, buying textbooks and accompanying them on school trips are some of the activities in this dimension.
- d) Behaviour dimension explored parental activities that expose their children to varied education stimulating environments such as making visits to the library, bookshops, allowing children to select books of their own interest, educational field trips and volunteering for school activities.

(ii) Parents' Awareness of their Roles in the Boy Child's Performance

This refers to parent's knowledge of their roles, the role they should play or whether they believe that it was or it was not their responsibility to involve themselves in children's education. Structured questions were used where parents were to respond to, using yes or no answers. Total frequency score was calculated for each response chosen to get the final score for description.

(iii) Factors Influencing Parental Participation

The factors included in the study were; the parents' level of education, income, occupation and age of parents as discussed below.

a) Parents' Level of Education

This refers to the highest level of education attained such as, no certificates, primary certificate, form four certificate, tertiary certificate and graduates. This is a categorical variable and the categories were coded during data entry. Primary certificate and below were considered as low education, secondary, college certificate and diploma certificate as average while graduate level was considered as high level of education. Parental responses were coded during data entry. Frequencies, means and percentages were calculated to give an idea of their level of education.

b) Parents' Level of Income

The parents' monthly income was coded as low, middle and high income. This continuous data ranging from below Kshs. 5,000 to over Kshs. 35,000 was categorized into seven income ranges. The categories included below Ksh.5000; Kshs. 5001 to Kshs. 10,000; Kshs. 10,001 to Kshs 15,000; Kshs. 15,001 to Kshs.

20,000; Ksh.20,001 to 25,000; from Kshs. 25,001 to Kshs. 30, 000; and Kshs.30,001 and above.

Incomes of Kshs. 15000 and below were coded as low; incomes from Ksh.15, 001 to Kshs. 25,000 were coded as middle while incomes of Kshs. 25,001 and above were coded as high. Parental responses were coded during data entry. Frequencies, means and percentages were calculated to compare the levels of income.

c) Parents' Occupation

Occupation of the parents and nature of work determine the amount of time a parent spends with his children. This is a categorical variable with two groups: formally employed and self-employed. Formally employed parents included teachers, clerks, messenger, managers, secretaries and any other salaried employment while self-employed parents included farmers, manual workers, hawkers, and business people. Where one is involved in both formal and self-employment, the engagement that takes more time and provides the main source of income was selected as the occupation. Parental responses were coded during data entry. Frequencies, means and percentages were calculated to compare the level of involvement for each category.

d) Parents Age

Age factor is important in determining parental participation in educational activities. This is a categorical variable that was grouped into six categories. Most parents were aged between 30 and 54 years, therefore most of the parents in the population under study were within the active ages, below 55 years. This age of the population is referred to as active population because it is within the 15 to 65 years of age which is considered by World Health Organization (WHO). These are people

of ages that are neither too young nor too old to be referred to as dependents. The age of parents was categorized into groups in readiness for analysis.

3.2.1.2 Dependent Variable

Academic performance was assessed through end of term County exams. The researcher used the average of three exams as computed by class three teachers. The results of these exams were used as they were widely accepted by teachers, parents and education administrators as criteria of gauging children's academic performance. Chi square was used to test for the independent variables that influence academic performance of the boy child.

3.3 location of the study

The study was conducted in Nyeri County. The County is in the central region of Kenya. It covers 2,475.4 km². It neighbours Laikipia County to the north, Murang'a to the South, Kirinyaga to the east, and Nyandarua to the west and Meru to the north east. According to the Nyeri District Education Office (2011), Nyeri county education report indicated high dropout rate (1.1%) and low enrolment rate of the boy child. The report continued to state that although nearly all children aged 6-16 years are enrolled in schools, more than half of the children in class 3 could read a class 2 Kiswahili book. Close to 6 out of 10 class three children could not read a class 2 English storybook fluently or do class 2 division and numeracy. Trend of absenteeism of learners in lower primary is high, with more than 2 out of 5 children missing school daily (Uwezo, 2012). Such education factors are worrying and the cause of such trends and poor academic performance at the formative stage in education is worthy investigating. This prompted the researcher to select Nyeri County for the study.

3.4 Target Population

The study focused on the boy Childs' academic performance and parents' participation in their education. The study population included 6,432 Class three boys and their parents/guardians in 391 public primary schools in Nyeri County. There were 459 Class three teachers. Most of the schools had more than one class in this level hence the number of teachers. Class three boys were selected because of their age (8 years), upper limit of early childhood. These classes are managed by one teacher which was an advantage to the researcher. These teachers had enough time with the children to form informed decisions on their academic performance and influencing factors. They had enough time to interact with parents' and make informed opinions on parents' attitude towards their boy-child' education. Children at this age, children could also respond to questions without any influence. Peters (2008) reveals that parents of younger children help more frequently than those in later school years. Class three boys are able to make observations and simple decisions and express themselves with minimal assistance from adults (Lundberg, 2007). Target population is summarized in table 3.1.

Table 3. 1: Target Population

Sub-county	Total boys	Total number of public schools per sub-county.	Total number of class three teachers per sub-county	Total number of educational zones per sub-county
Nyeri central	357	42	53	2
Tetu	671	47	47	3
Mukurwe-ini	1066	67	70	3
Kieni West	1257	52	61	4
Nyeri South	862	55	63	3
Mathira West	454	35	48	2
Mathira East	766	41	68	2
Kieni East	999	52	68	3
Total	6432	391	459	22

3.5 Sampling Technique and Sample Size

This study used three methods: stratified, purposive and simple random sampling at different levels to select the final sample.

3.5.1 Sampling Technique

Simple random sampling was used to pick, from seven, two sub-counties to be included in the study. Schools in the randomly selected sub-counties were stratified according to their education zones. Simple random sampling was then used to select schools in each education zone to ensure equal distribution of selected schools from each of the zones. Random sampling was again used to select one teacher in Class Three in case they were more than one in the selected school. Purposive sampling was used to pick Class Three boys with both parents. Parents of the purposively selected boys formed part of the study sample. Rodgers et al (2009) states that parental involvement can best be investigated using the parents themselves, hence the inclusion of both parents in investigating the paternal roles in the boy child's

education. Random sampling was then used to pick the final sample of boys from the boys with two parents. Parents of sampled children automatically formed part of the study sample. These methods of sampling; simple random sampling and purposive sampling at different stages of selecting the sample population ensured that every school, Class three boys and teachers had equal chances of being included in the study sample.

3.5.2 Sample Size

The study sampled 20% of the eight sub-counties giving two sub-counties for the study. This is in line with the recommendation of 10-20% of population as adequate representation for a population less than 10,000 (Marsden & Wright, 2010). According to Sues and Trumbo (2010) a small sample size facilitates comprehensive interview. This was particularly important for the interview session with the boys. The two sub-counties selected were Mukurweini and Mathira East. They were picked using simple random from the eight sub-counties in Nyeri District. There were 67 public primary schools in Mukurweini (1066 Class three boys and 70 teachers) and 41 public primary schools in Mathira East (766 Class three boys and 68 teachers) sub-counties. The study sampled 12% of the boys per class from each selected school and 12% of the teachers. The 2% above the minimum 10% recommended by Marsden and Wright (2010) was to take care of the participants who may default or drop out of the study. It was estimated that 2% of participants were likely to drop out of a study (Hoerger, 2010). Table 3.2 presents the distribution of the study sample.

Table 3. 2 : Sampling Frame of Target population

SUB-Counties	Total number of boys in the sub-county	Number of class three teachers	Number of schools per sub-county	Parents Per sub-county
Mukurwe-ini	1066	70	67	2132
	12% = 128	12% = 8	12% = 8	12% = 256
Mathira East	766	68	41	1532
	12% = 92	12% = 8	12% = 5	12% = 184
Total sample size	220	16	13	440

3.6 Research Instruments

Three instruments were used to collect data. They included questionnaire, in-depth structured interview schedule and document analysis. Responses from the three instruments were triangulated for comparison in readiness for discussion and making valid conclusions. The questionnaires were administered to the parents and teachers while interview schedules were used to collect data from the class three boys. Document analysis was individually done by the researcher.

3.6.1 Questionnaire for Parents and Teachers

Questionnaire was used to collect data from 440 parents and 16 teachers. The parents' questionnaire involved self-report on their participation in the boy child's education in terms of supporting, monitoring, providing and doing shared educational activities. The teachers' questionnaire required self-reporting on their communication with parents, their perception on individual parents' participation in educational activities. The questionnaire was designed to capture information on the different variables in relation to objectives.

The questionnaires had both open and closed ended questions. In closed-ended questions, the respondents' responses were limited to ticking their answers from the alternatives given. The open-ended questions gave the participants a chance to give more information on particular issues related to their participation in education. Questionnaires were used because they are easy to administer, economical to use and they often have standardized answers that make it easy to compute and analyze data (Begi, 2009). This data collection tool is further recommended for seeking evidence on patterns among large populations, it is cheap and fast (Smith, 2012).

The questionnaires were divided into two sections. The first part of the questionnaires sought for the biographical data from parents and teachers. This included their age, level of education, income, occupation and gender. The second part dealt with the four study objectives touching on parental involvement from the parent's perspective. Teachers' questionnaire required their observations and perceptions on parents' participation in education related activities. The information given by parents was to be corroborated with data from the teachers and children. The specific details for each questionnaire were discussed.

i) Parents' Questionnaire

The biographical data sought by the questionnaire in the first section was geared towards meeting the third objective (focusing on the factors affecting parental participation). The questionnaire also asked the parents to provide information on their participation in the boy-child education at home and school (the first study objective) and awareness of their roles as mothers or fathers in the boy-child academic performance (the second and third study objectives). Information sought included parents' participation in the school as an institution, such as parent-teacher

communication and parent participation in school committees, helping in school activities (Dearing, Kreider, Simpkins, & Weiss, 2006; Hill & Taylor, 2004).

Data was collected on parental level of education. Coding involved recording the highest and the lowest certificate achieved by each parent. Education ranged from lack of any certificate to KCPE to the highest certificate which was a degree. Frequencies and percentages were calculated and tabulated in a table. Data on parental income was categorized and coded during data entry as high, middle or low income. The categories included; below Kshs. 15,000 was considered as low income, Kshs 15,001 to Kshs 25,000 was considered as middle income while Kshs 25,001 to Kshs 30,000 and above was considered as high income for this area. Frequencies, means and percentages were calculated to compare fathers and mothers income in relation to their activities in education activities.

Parent's occupation had four categories which included salaried employment (professionals), self-employment (small businessmen), self-employment (Peasant farmers), and casual labourers. These responses were not scored but coded during data entry. Frequencies and percentages were calculated to relate nature of work and income levels. The challenges affecting parental participation in the boy-child education was determined through closed questionnaire whose responses were either yes or no. Coding was guided by the themes derived from the four study variables, (cognitive, modeling, collaboration and behaviour). Frequencies and percentages were calculated and results presented in tables.

Data on parent's participation was cleaned, and organized into themes in readiness for discussions. Parental awareness of the parental roles in education was partially

sought through closed questions requiring Yes/No and Father/Mother answers. The responses were coded according to the themes derived from the study objectives. Open ended questions were also used to obtain information on parental roles. The responses to these questions were coded and thematised.

ii) Teachers' Questionnaire

The teachers' questionnaires sought to explore evidence from teachers, on parental participation in the Childs' home learning such as helping in and following up on homework and providing conducive learning environment. The information targeted comprises the exploration of parenting behaviors in the home that are specifically related to children's academic development, such as helping with homework, signing assignment books (Hoover-Dempsey et al., 2001). Teachers would also provide information on parental participation in the school activities that required their attention. The enquiries followed a differential approach. Data from this part of the schedule was useful for the first three study objectives.

Data from the first section of the questionnaire covered the duration in the school, class, school, zone and sub-county was utilized to corroborate data given by the children and their parents belonging to the same class. This data was grouped and coded according to the duration of stay in that class, school and sub-county. The second part of the questionnaire sought for the teachers' answers to questions on parental participation at home and at school. The answers to the Yes/No questions and questions with Father/Mother as alternatives were coded and analyzed using frequency tables. The answers to the open ended questions were thematized and summarized for discussion.

3.6.2 Interview Schedule for the Class Three Boys

Interview schedule was used to collect data from children. This made it possible to obtain data required to meet objectives one and four of the study. Interview allows researchers to clarify and elaborate the purpose of the research to the respondents which enables them to give useful information (Mugenda & Mugenda, 2003). Through the interviews, children shed light on their parents' participation in their education.

A structured interview schedule was used to ensure that uniform information was captured from all the boys. The schedule sought for the pupils' biographic information and their parent's participation in school and at home in education related activities. The latter information was important in determining the significance of differential parenting on the child's academic performance. The researcher with the help of research assistants interviewed the boys from each school and recorded each participant's responses on their individual sheets.

The biographical details (about the parents' names) provided in the first section was used to corroborate the information given by each child with what his parents said on parental participation. The information was therefore coded to correspond with the parent's questionnaire. The children's responses on parental participation at home and school were sought by closed and structured interview questions. The non-numerical responses were coded and thematized for discussion.

3.6.3 Document Analysis

Class three teachers' progress records for three district exams were scrutinized. The researcher used the teacher's progress records to capture the boy child performance

in education, based on the teacher's ratings in three district exams. Data was summarized using descriptive statistics and analyzed using Chi-Square test, a test of independence establishing the correlation between the scores in the exam marks and parental participation in educational activities. This information provided the basis for correlating parental participation to the boy Childs' academic performance which was the study's overall purpose and specifically for the fourth objective. The study hypothesis was also tested using Chi-Square test based on the data obtained from the questionnaires. The discussions from the interview were used to back up the data from the questionnaires.

3.7 Pilot Study

Pilot study was carried out in one school in Mukurwe-ini and one from Mathira East Sub-County which were not included in the final sample. The two schools were randomly selected from the two Sub-Counties. The pilot study helped the researcher to familiarize with the data collection techniques and ascertain the accuracy and coverage of the questions. This exercise guided the researcher in adjusting the research instruments for reliability, clarity and content coverage. This stage gave the researcher a practical appreciation, familiarity and created rapport with the respondents. Modification of the research instruments was done at this stage.

3.7.1 Validity

The researcher ensured that the research instruments met both construct and content validity. Expert evaluation and judgment of the content of the instruments was utilized to validate the tools. Their input was used to enrich the research instruments. To ensure content validity, items used covered all the study variables in the intended study. Internal validity was maintained by answering the respondents' questions and

clarifying any unclear statement if any. To establish validity, experts in the department were requested to rate the instruments. Content validity was determined using the results from the ratings, where the Coefficient of validity index (CVI) was computed. The following formula by Amin,(2005) was used to compute (CVI)

$$\text{Coefficient of validity index (CVI)} = \frac{\text{Total agreement on every relevant judgment}}{\text{Total number of items in the questionnaire}} \times 100$$

Total number of items in the questionnaire

A CVI of 0.6 and above was accepted, meaning that the instrument was valid.

The suggestions of experts who reviewed and judged the questionnaire items as either relevant or irrelevant to the study was cross tabulated using the validity table.

The findings for 20 questionnaires are were presented in table 3.3.

Table 3. 3: Validity Test

		EXPERT ONE		
		Relevant	Not relevant	Total
EXPERT TWO	Relevant	14	3	17
	Not relevant	2	1	3
Total		16	4	20

Source: (Amin 2005)

For this study the Coefficient of validity index was computed as;

$$\text{CVI} = \frac{\text{Sum of agreement on every relevant judgment}}{\text{Total number of items in the questionnaire}} \times 100$$

Total number of items in the questionnaire

$$= \frac{14}{20}$$

$$= 0.7. \text{Hence this was accepted for the study.}$$

Other strategies used to ensure validity included conducting fieldwork in a natural setting. Teachers, parents and pupils were met in the school settings to ensure participants' experiences were real. Triangulation, which involves using multiple data collection procedures (McMillan & Schumacher, 2006) was realized by seeking the same data through interviews, questionnaires, tests and checking school records. Another strategy for ensuring validity was recording of the verbatim accounts by the children interviewed so as to concretize evidence of the study findings. Lastly, in the interviews, the participants were asked some questions more than once to confirm what had been recorded earlier. According to Denzin and Lincoln, (2000); Mason, (2002); Mills, (2003) research should use various strategies to ensure data collected is valid.

3.7.2 Reliability (Dependability)

The researcher took measures to ensure that the study instruments and data collection process were reliable. To measure reliability, inter item consistency was used. The instruments were administered from the sample population that was not in the study sample. The responses on parental participation in the boy child education was computed using Cohen kappa intra-rater reliability test. Inter-rater reliability is a measure used to assess the degree to which the content of the questionnaire is consistent in eliciting the same responses from different judges or raters agree in their assessment decisions. Inter-rater reliability is useful because human observers will not necessarily interpret answers the same way.

Cohen's kappa, is robust statistics used for either inter -rater or intra-rater reliability testing (Simundic, 2008). The Cohen kappa values range from -1 to $+1$, where 0 represents the amount of agreement that can be expected from random chance, and 1

represents perfect agreement between the raters. While kappa values below 0 are possible, Cohen Kappa notes they are unlikely in practice. When kappa values are below 0.60, it means that only 35% of the data obtained is reliable hence not appropriate for any further analysis (Simundic, 2008). This is shown in table 3.4. A higher coefficient value of 0.7 or more indicates a strong relationship between the items on the test, whereas, a lower coefficient value of below 0.7 indicates a weaker relationship between test items (Simundic, 2008).

Table 3. 4: Interpretation of Cohen’s Kappa

Value of Kappa	Level of Agreement	% of Data that are Reliable
0–.20	None	0–4%
.21–.39	Minimal	4–15%
.40–.59	Weak	15–35%
.60–.79	Moderate	35–63%
.80–.90	Strong	64–81%
Above.90	Almost Perfect	82–100%

Calculation of Cohen’s kappa was performed according to the following formula:

$$K = \frac{\text{Pr}(a) - \text{Pr}(e)}{1 - \text{Pr}(e)}$$

Where Pr(a) represents the actual observed agreement and Pr(e) represents chance agreement. Note that the sample size consists of the number of observations made across which raters are compared. Cohen specifically discussed two raters in his papers. The Pr(e) is obtained through the following formula:

$$\text{Expected } \square (\text{Chance}) \square \text{Agreement } (\text{Pr}(e) = (cm1 \times rm1) / n) + (cm2 \times rm2 / n)$$

Where:

cm1 - represents column 1 marginal

cm2 -represents column 2 marginal

rm1 -represents row 1 marginal,

rm2 -represents row 2 marginal, and

n - represents the number of observations (not the number of raters).

$Pr(a) = (\text{number of agreed items} + \text{number of disagreed items}) / \text{total number of items}$

For this study, the results from the parent's questionnaire with a total of 44 items in the two schools used during the pilot study were rated as shown in table 3.5.

Table 3. 5: Reliability test.

School A					
		Relevant	Not relevant	Total	
School B	Relevant	35	2	37	Rm 1
	Not relevant	0	7	7	Rm 2
Total		35	9	44	
		Cm 1	Cm 2		

$Pr(a) = (\text{number of agreed items} + \text{number of disagreed items}) / \text{total number of items}$

$$\begin{aligned}
 &= (35 + 7) / 44 \\
 &= 42 / 44 \\
 &= 0.95
 \end{aligned}$$

$$\begin{aligned}
 &Pr(e) = \frac{(cm1 \times rm1) / n + (cm2 \times rm2) / n}{n} \\
 &= [(35 \times 37) / 44 + (9 \times 7) / 44] / 44 \\
 &= [29.4 + 1.4] / 44
 \end{aligned}$$

$$= 0.70.$$

$$\begin{aligned} K &= \frac{\text{Pr}(a) - \text{Pr}(e)}{1 - \text{Pr}(e)} \\ &= [0.95 - 0.70] / (1 - 0.70) \\ &= 0.83 \end{aligned}$$

At a K- value of 0.83 the reliability of data is said to be strong between 64–81%.

The acceptable α value in social science is 0.60, which is also applied by other researchers. However, a higher value above 0.7 indicates a strong relationship between the items on the test, whereas a lower value indicates a weaker relationship between the test items (Stemler, (2004).

3.8 Data Collection Procedures

The researcher got a letter of introduction from Kenyatta University's Graduate School. The letter was used to introduce the researcher to the Ministry of Education Officers, head teachers, teachers and parents. Sampling of schools was done from the district offices. The researcher presented the introduction letter to the head teachers of sampled schools and briefed them on the intended research study. Purposive sampling of boys from the admission registers followed. This was important in ensuring that boys with both parents were to be included in the final sample. The researcher used the head teachers to invite the parents of the sampled class three boys. The researcher explained the instruments to the participants before administering them. Questionnaires for parents and Class Three teachers were administered simultaneously. Interview guide was administered to Class Three boys after the parents' and the teachers' session.

Step one: Recruitment and training of the research assistant was done on the basis of familiarity with the study area; knowledge of local dialect and culture, form four certificate and readiness to work with the researcher. The researcher and the research

assistant went through the interview schedule and the questionnaires to ensure they understood the questions and their role in data collection. Each education zone was scheduled to take five working days, one school per day.

Step two: The researcher visited the district education office to seek permission to conduct research using the research permit from the Ministry of Education. At this level, random sampling of the study sub-counties and stratifying education zones was done to ensure adequate representation in each sampled education zone. From each sampled zone, sample schools were sampled so that letters of introduction to the head teachers to such schools were issued.

Step three: This stage involved the researcher visiting the sampled schools and explaining the purpose of the study. Head teachers were requested to invite the class three teachers and provide admission registers from where boys with both parents were picked. Schools were handled individually for effective collection of data. Simple random sampling was conducted to pick the sample population of boys. Parents of sampled boys became part of the sample population. Head teachers were requested to invite class three parents of the selected boys.

Step four: The head teachers introduced the researcher to the Class three parents. The researcher briefed the parents on the purpose of the study and sought their consent to participate in the study as well as that of their children (boys). Distribution of the questionnaire was done by the researcher and research assistant. The research assistant and the researcher assisted the parents in clarifying any arising questions or providing any other help needed by the parents as they answered the questions.

Step five: Interview schedule was used to collect data from children. This made it possible to obtain data required to meet the four objectives of the study. The researcher briefed the boys on what the interview was all about before they started. A structured interview schedule was used to guide the researcher and ensure that uniform data was sought and obtained. The researcher and research assistant interviewed a minimum of five boys per school and recorded the respondent's responses on their individual sheets.

3.9 Data Analysis

The research yielded both qualitative and quantitative data from open and closed questionnaires. Qualitative data was transcribed, organized and analyzed thematically by drawing meanings and inferences across each thematic issue. Quantitative data was cleaned, coded and entered into SPSS programme. The boy-child's performance was summarized using percentages and frequencies. To find out whether parents are aware of their roles in the boy-child's academic performance and whether they participate both at home and in school education activities, frequency distribution highlighting the frequency at which they participate in various activities was used. Cross tabulation and chi square test was used to establish the association between parental participation and parental factors: age, education, income and occupation.

A correlation analysis was done Parents' education, Parents' income, Parents' occupation and boys performance. However Parents' education, Parents' income and Parents' occupation are not quantifiable In order to come up with the Pearson correlation, a scale was developed and the data on the 3 categories was reanalyzed to fit a specific scale for each of the variables. On Parents education, the highest

education was given a weight of 5 while the lowest was given a weight of 1. On Parents income a highest weight of 4 was accorded to any income above 15, 000 while a lowest weight of one was given to any income below 5,000. Parents' occupation was cross tabulated with level of income and the scale for level of income applied on the parent's occupation.

The Chi-square test was also applied to test the significance of the association between the independent variable (level of parental involvement) and the dependent variable (boy child's academic achievement). Chi Square is commonly used to determine whether the proportion of 'subjects' who have a binary outcome variable in one group differs significantly from that in another group. Statistical hypothesis was concerned with significant relationship between differential parental participation in the boy child education activities and their academic performance. For the application of the statistical test (chi-square), it was required to construct the null hypothesis of the study. Therefore, the null hypothesis was: There is no relationship between the parental involvements in their boy child's academic achievement among class three pupils.

Chi-square test;

$$\chi^2 = \sum \frac{(E-O)^2}{E}$$

E

The calculated value of the chi-square was tested at a 95% level of confidence (that is at a 0.05 level of significance) between the two variables.

3.10 Logistical and Ethical Considerations

Apart from undertaking logistical procedures, this study made ethical considerations. Researchers should address ethical principles regarding informed consent, privacy,

anonymity, confidentiality and being sensitive to the participants (McMillan & Schumacher, 2006). The researcher, therefore, established an atmosphere of honesty, cooperation, acceptance and trust of the participants as well as ensuring the participants' ethical protection.

3.10.1 Logistical considerations

Pre and post-field work logistics were observed. Letter of introducing the researcher to the Ministry of Education was obtained from the School of Post graduate Studies, Kenyatta University. The letter was presented to the Ministry of Education Officials in charge of research to facilitate for the research permit. The research permit was presented to the County Director of Education in Nyeri County where the study was to be conducted. This office provided the information on the various Sub-Counties within the county. Sampling of the Sub-Counties was done at this level to get the actual number of counties to be included in the study sample. The office gave the researcher an introductory letter to the two randomly sampled Sub-Counties. This letter was presented to the necessary offices in the District offices to allow for research in their respective areas. Sampling of schools was done from the Sub-County level from where the researcher proceeded to the respective schools with the permission of the officers.

3.10.2 Ethical considerations

Primary research like the one undertaken in this study required rigorous ethical considerations. Of greater ethical concern was that minors (children) were involved in the study hence several measures were put in place to address ethical issues of general and specific nature.

i) Informed consent

Informed consent was obtained from all the participants through dialogue and prescribed forms. Children gave their consent verbally but their parents signed on behalf of the minors. The researcher informed each participant that the purpose of the research was primarily academic and assured them of the confidentiality of their responses and anonymity of their identity as suggested by Research Methods Participant Observations (RMPO, 2003).

Upon obtaining their consent, the researcher requested the participants (parents and teachers) to sign consent forms and told all the participants that they were free to withdraw from the study, if they so wished at any stage or not to answer questions they might not be comfortable with. This made the participants to make voluntary and informed contributions in the study.

ii) Confidentiality and anonymity

The researcher assured the participants of the confidentiality of their contributions and the anonymity of identity. This meant that the names of the schools, teachers and children would be unidentifiable in print. McMillan and Schumacher (2006) point out the common practice in research in which people's and places' names are coded for anonymity. The participants voluntarily agreed to participate in the research.

iii) Deception and privacy

By securing informed consent from the participants and assuring them of their privacy, researchers work towards avoiding deception was done. Furthermore, the interview recordings were done with the full knowledge and consent of the participants. In addition, the researcher made the participants aware of their right to

decline, to respond to a question (if they so wished) and to decide which information they were/weren't willing to give.

iv) Competence of the researcher

The researcher conducted the study in a competent manner. The researcher remained sensitive to the participants' needs, maintaining objectivity, and avoiding making value judgments of participants even if they sharply contrasted with his/her values. As such the researcher presented the questions to parents and teachers and recorded the responses from the boys objectively without reference to her opinions or reviewed theoretical and empirical literature. McMillan and Schumacher (2006) observe that the researcher is supposed to empathize and identify with the participants with a view of understanding them as per their own frames of reference. Glasow (2005) advocates for objectivity on the researcher part..

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents analysis of data collected from class three boys aged eight years, their parents' and class three teachers in selected schools for the study. The chapter also includes interpretations of the results and discussions of findings of the study according to the objectives. The study sought to find out whether parents' participate in their boy-child education by focusing on the following objectives; To find out whether parents participate in their boy child's education both at home and in school, to investigate parents' awareness of their role in the boy-child academic performance, to determine the parental factors that affect parents' participation in boy-child academic performance, to find out whether there was any significant relationship between differential parental participation in influencing the boy-child's academic performance.

4.1 Presentation of Results and Discussions

This section presents demographic features of parents, their class three boys and class three teachers. Descriptive results for each objective, presentation and discussion of test results are included. Parents from the twenty two sampled schools were invited for school meetings where they were to be briefed on the intention of the meeting and the intended research. Out of the twenty two schools meetings only 382 parents turned up, who were briefed and given the questionnaires to fill and return to the researcher.

4.1.1 Demographic Information

Parents with boys in class three and class three teachers in public primary schools were the main respondents in the study. Table 4.1 represents the distribution of respondents.

Table 4. 1: Distribution of respondents

Sub-counties	Number of schools per Sub-county	Fathers	Mothers	Boys	Teachers
Mukurweini	13	59	166	125	8
Mathira East	8	41	116	85	8
TOTAL	21	100	282	210	16

Results presented in table 4.1 show the study population which included parents, boys and teachers sampled for the study. This included parents whose boys were in class three and aged eight years. The expected sample size for the study was 440 parents, 220 class three boys and 16 class three teachers. The actual number of participants in the study was 382 parents, 210 boys and 16 teachers. Information required from the parents included their demographic information; fathers' level of education, amount of income, fathers' occupation and age and their participation in the boy child education. Presentation of findings on demographic information and participation in education activities has been presented using tables. Data on parents' reported frequencies on participation shows their total number of responses in education activities rather than the number of parents.'

4.1.1.1 Parents' Demographic Data

Parents' demographic data focused on: age of parents, their occupations, educational level, and level of income. The frequency distributions, mean, mode and median were used to show the results of the analysis. Tables 4.2, 4.3, 4.4 and 4.5 present finding on demographics.

4.1.1.2 Age of the parents of the boy child in class three

The age of parents was categorized into groups in readiness for analysis. Results of the analysis are presented in the table 4.2.

Table 4. 2: Frequency Distribution of Parents Age

Age in years	Frequency	Percent	Valid Percent
30-34	18	4.8	4.8
35-39	177	46.2	46.2
40-44	75	19.6	19.6
45-49	38	7.7	7.7
50-54	15	3.8	3.8
55+	59	17.9	17.9
Total	382	100.0	100.0

Results from table 4.2 show that over three quarters of the parents are aged between 30 and 54 years, therefore most of the parents in the population under study are within the active ages, below 55 years. This age of the population is referred to as active population because it is within the 15 to 65 years of age which is considered by World Health Organization (WHO, 2005). These are people of ages that are neither too young nor too old to be referred to as dependents.

4.1.3 Education level of the parents

The table 4.3 below represents results on the relative frequency of education level of the parents of boy the child in class three.

Table 4. 3: Frequency Results of Education Level of Parents

Level	Frequency	Percent	Valid Percent
Below class 8	60	15.7	15.7
Primary	77	20.5	20.5
Secondary	171	44.8	44.8
Diploma	15	3.8	15.2
Degree	15	3.8	3.8
Total	382	100.0	100.0

Results from table 4.3 indicate that most of the parents in this population of study have secondary school education level with almost half of the total frequency. Cumulatively 65.8% of parents have at-least secondary school education level. This percentage is good enough to boast an above average participation in education and influencing academic performance in class three. As realized from the literature, helping the boy child in doing his homework, reminding the boy about his homework, buying the boy child reading books, explaining things to the boy child, encouraging the boy child in education matters are some of the factors that boast an above average performance. Some of these activities require the parents to have at-least some level of formal education in order to discharge them. Parental education levels, skills and abilities of parents indicate their education aspirations, expectations

and beliefs of the individuals. Most parents with higher education have flexible jobs, are confident as they help in assignments, stimulate and motivate their children to ensure their expectations are met (Nord, 2001).

4.1.1.4 Parents' income range per month

Parents' income was categorized into four groups. The parents' income per month is presented in table 4.4.

Table 4. 4: Frequency distribution of the parents' income

Amount in Ksh.	Frequency	Percent	Valid Percent
below 5000	232	61.0	61.0
5001-10000	75	19.5	19.5
10001-15000	20	5.2	5.2
above 15000	55	14.3	14.3
Total	382	100.0	100.0

Results from table 4.4 show that more than half of the parents (Mother and Father) in the sample receive less than 5,000 Kenya shillings per month while slightly above a quarter had an income of more than 5,000 Kenya shillings. Comparatively, at least 39% of the parents in the area under study are living above the mark of poverty line which is set at about Kshs. 3300 or 30 US dollars per month by World Bank, 2001. Parents' income is crucial in determining whether parents have the monetary power of providing their boys with basic education requirements. Some of the basic requirements of education of the class three boy child include, school uniforms, school reading and writing materials, school fees, buying presents and much more.

4.1.1.5 Parents' occupation

The results of analysis of parents' occupation are shown in the table 4.5 below. This referred to parent's engagement for a living. It was categorized into five groups according to collected data as presented in table 4.5.

Table 4. 5: Frequency Distribution Table for Parents' Occupation

occupation type	Frequency	Percent	Valid Percent	Cumulative Percent
None	46	11.9	11.9	11.9
salaried employment	56	14.8	14.8	26.7
self-business	237	61.9	61.9	78.6
self-farmer	45	11.4	11.4	88.6
casual laborers	38	10.0	10.0	100.0
Total	382	100.0	100.0	

Results from table 4.5 show that small percentages (11.9%) of parents under the area of study are not working. This implies that over three quarters of parents within the area of study are working either as self-employed or in salaried employment. The self-employed who include business people take over half of the population, while farming as an occupation had only a small fraction (11.4%) of the parents. Self-employment occupied almost three quarters of the parents population within the area of study. In most cases self-employed workers were considered to be the ones working as casual laborers, small scale farmers and small business people. This group of people overworks in their ventures to meet their daily basic needs.

4.2.0 Parents' Participation in their Boy Childs' Education at Home and in School

The first objective of this study sought to find out whether parents participated in their boy child's education related activities. In the analysis boys were presented with various parental participation factors (variables) which could be having some influence on the boy child academic performance both at home and in school. The following results represent analysis of parental participation in various education activities. The results are indicated in Table 4.9 (cognitive, modeling, collaboration and behaviour) ref. comments on paper A

Table 4. 6: Relative parental participation in boy child education

The participation factors considered(Collaborative)	Relative participation frequency (%)			
	Father	Mother	None	Total
Buying reading books	47	46	7	100
Buying the boy presents when he does well	50	30	20	100
Encouraging the boy when he does well in school	41	50	9	100
Talking to the boy about school	35	61	4	100
Reminding the boy to do homework	10	84	6	100
Coming for school meetings	18	73	9	100
Buying the boy reading books			6	100
Factor	2	3	None	Total
The participation factors considered	Cognitive			
Helping in school homework	24	72	4	100
Telling stories	17	80	3	100
Explaining things at home	34	63	3	100
Factor	2	3	None	Total

The participation factors considered	Behavioral			
Punishing the boy when the boy does wrong	32	63	5	100
Factor	2	3	None	Total

Table 4.6 indicates that generally parents participate in the boy child education activities both at home and in school. Among the activities that they participated in are: helping the boy child in doing homework, reading with and telling stories, buying and reading books, encouraging the boy to do well in school and buying presents when he does well in school. Parents were also active in supporting the boy child in education activities like; reminder of homework, attending school meetings, the number of books that the parents had bought for the boy child and sitting with the boy child to talk about his education. However, although participation was observed, it was relatively low especially in some activities such as motivating children through presentation of presents when they perform or in encouraging boys to do well in school. Overall analysis show that fathers participation was low compared to that of mothers.

It is realized that some of the ways that parents can influence children's education outcomes is through active participation in and management of learning at home. This typically involves activities such as engaging in cognitively stimulating tasks, like reading together and managing children's school-related behaviours, such as organizing and monitoring school activities and children's time management in education related activities (Seginer, 2006). Evidence suggests that the quality time and extent of fathers' involvement is very important for children's outcomes. Studies on father's involvement in children's education have established that

children who had good ongoing relationship with their fathers appear to do better at school. Studies on father's involvement in children's education indicated that fathers were less involved in children's education activities (Wambiri 2007; Maina, 2010). This argument could be applied to explain their level of participation and children's education outcomes within this area of study.

Results show that mothers had a greater input in parental participation in the boy child's education than fathers. This was the case in each of the factors analyzed apart from, who buys many books (62%) and the one who buys presents when they do well (50%). It is worth noting that both activities are indirect participation and involve finances. The two activities are not adequate in influencing academic performance. The rest of the researched factors were predominantly participated by the mothers. It is worth noting that among the factors that were earlier rated as influencing factors to academic performance like helps you in doing homework, telling stories, reminder of homework and attending school meetings take more than three quarters on average of the activities dominated by the mothers. All these activities are direct interaction in education activities with the child, activities that require time and all influencing academic performance.

Father's perceptions on participation towards children's education can be positive or negative depending on whether they feel they have a role to play or it is not their responsibility at all. Fathers with less traditional beliefs and who view fatherhood as critical for their children's development are more involved in the day-to-day life of their children than those who hold traditions strongly. Women's attitude towards their husbands as potential caregivers influences the degree to which husbands value

the nurturing roles and their responsibilities of the family (McBride et al., 2005). This could be a factor contributing to the level of fathers' participation in education.

The research findings from this study are therefore in agreement with previous studies on the influence of the parents' participation on the academic performance of the child. Peters, (2008) revealed that parents are the first prime educators before the child joins formal education and they remain a major influence on their children's learning throughout school life and beyond.

Gonzalez-De Hass, Williems and Holbein, (2005) emphasize on the importance of the parent's participation to children's education outcomes in a variety of ways including positive attitude towards school. Other activities include active participation in and management of learning at home. These were some of the factors considered in this study. The study factors analyzed in this study were engaging the child in cognitive stimulating tasks like reading together, organizing and monitoring children school issues and time management as highlighted by Seginer, (2006). As in other education activities for boys, mothers dominated the scene.) (added).

4.2.1: Parents' Participation in the Boy Child Education Activities

The frequency at which parents participate in various activities in the boy child education was analyzed to ascertain their level of involvement. Table 4.10 presents the frequency of fathers and mothers participation in various school related activities. The rating of 1-5 refers to at least the number of times individual parents participated in any one of the education activities listed within the course of the term.

Table 4. 7: Frequency of parental participation in education related activities.

Parental participation factor (Cognitive)	Fathers rate (%)					Mothers (%)				
	Frequency of Engagement in Education Activities Per Term					Frequency of Engagement in Education Activities Per Term				
	1	2	3	4	5	1	2	3	4	5
Helping the boy child in his school assignment	41	30	18	7	4	20	25	35	20	5
Helping the boy child in reading and writing	36	35	19	7	3	24	20	30	18	8
Parental participation factor (Collaborative)	Fathers rate (%)					Mothers (%)				
	Frequency of Engagement in Education Activities Per Term					Frequency of Engagement in Education Activities Per Term				
	1	2	3	4	5	1	2	3	4	5
Visiting the school to check on performance	45	33	8	3	1	22	19	40	15	4
Reminding the boy child of his school assignment	31	31	25	10	3	18	24	35	17	6
Checking the boy child's exercise books	28	29	20	15	8	15	30	26	24	5
Encouraging the boy child on education	37	34	15	10	4	17	23	30	22	8

Key: At least every day (5), at least three times in a term (4), at least twice in a term (3), at least once a term (2), none (1)

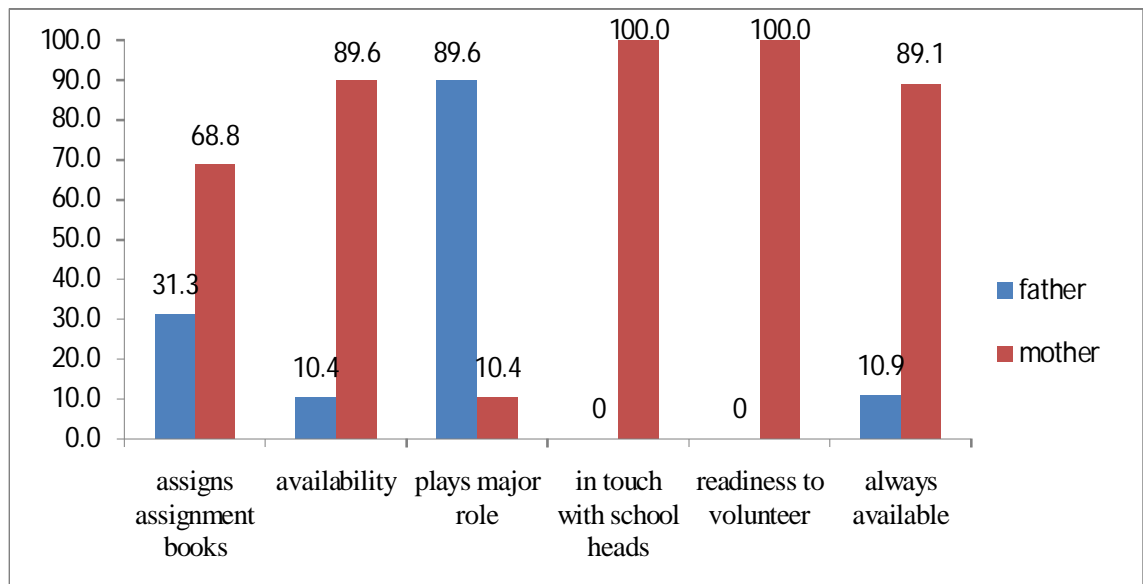
Results from Table 4.7 above indicate the level of participation for both fathers and mothers in education activities. Findings indicated that for fathers who participate in the boy child education activities, the relative frequency decreased across the row. This indicates that even though some fathers participate in the boy child's education activities, a smaller percentage participates on a frequency of at-least 3 times in a term. These could be the fathers who were involved in indirect participation activities (factors 3, 4, and 6). The smaller percentage of those who played more frequency among fathers could be the fathers who believe that their role was to pay

school fees or they were busy people and mothers are less busy and should be more involved (Henderson, 2007). On the other hand, for mothers who participate in the boy child's education activities, the relative frequency is even across the row. On the contrary, for the mothers who participate in the boy child education activities, a greater percentage participates at a frequency of at-least 3 times per term. An indication of mother's high level of participation in the boy child's education.

Parental involvement with children from an early age has been found to equate with better outcomes particularly in cognitive development. What parents do is more important than who they are for children in early development (Sammons, 2007). This argument concurs with the argument in which home learning activities undertaken by parents are more important for children's intellectual and social development than parental occupation, education or income as reviewed by the Effective Provision of Pre-School Education (EPPE 2007 project). On the other hand, parental attitude and behaviour towards education influences children's education positively or negatively. Parents' positive attitude towards education makes them to be more involved and interested in school activities which in turn influence the child to reciprocate by willingness to work hard and improve their achievement in school. Children's outcomes resulting from parental interest and involvement in children's learning includes; better exam results, improved education qualifications, greater progress in school, higher education expectations, positive attitude and better behavior (Goldman, 2010). (Such characteristics are lacking in this area of study, going by the boys' academic performance) Low participation in education activities could result in the performance experienced in the area of study.

4.2.2 Teachers Responses on Parents Participation in Children's Education

To understand what areas parents participate in, teachers were presented with 19 structured questions. The responses were summarized into six major activity areas thought to influence education in children. Teachers were required to tick their answers from the alternatives given. Figure 4.1 presents teachers' responses to the set items.



**Figure 4. 1: Teacher's responses on parents' roles in children's education
(Collaboration)**

Figure 4.1 indicates that over three quarters of teachers felt that mothers were always available for their children's education activities. Out of six activities, mothers were involved in five activities. This accounted for 83.3% according to the teachers. Mothers were the only ones in touch with head teachers and class teachers. They were also ready to volunteer for any school activities and to help the child in schoolwork while at home. This was ascertained through the signing of schoolwork books.

There was no indication of father's responses in the two areas; in touch with school head teachers and readiness to volunteer for school activities. There were very few fathers who were always available for the child (10%) compared to mothers (89%). This shows fathers low participation or absence in the education life of the boy child. This absence could be interpreted in two ways; fathers are not aware of their influence in boy child education and therefore, not bothered or they investigate but have no time due to their busy schedules or to them mothers participation is adequate. The consequence of the three alternatives is lack of father figure in influencing education performance in the boy child.

Findings from teacher's responses are similar to those of the children and parents. They all agree that mothers are more active in almost all school activities other than those related to paying fees and buying presents. This is an indirect involvement whose impact though important, might not be as influential in education performance as their direct participation in educational activities.

4.2.3 Teachers Perception on Parents Gender Participation Roles in Education

Under objective one, the researcher sought to establish the views of teachers on individual parent's roles as they influence education performance. Teachers were to give their views on who to attribute various attributes in the boy child's education. They were presented with structured questions and given alternative answers to choose from. Figure 4.2 represents teacher's perceptions.

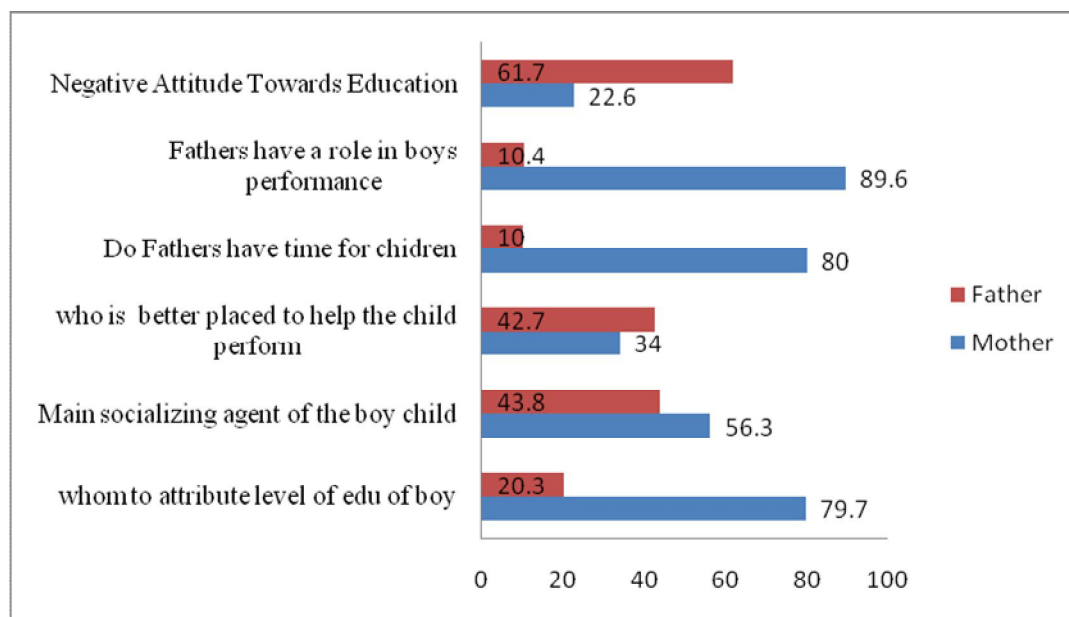


Figure 4. 2: Teachers perception on parents' gender participation in education (Collaboration)

Figure 4.2 focuses on teacher's views on parent's gender in relation to who to attribute certain attributes to in education. Out of the six items presented to teachers, teachers thought that mothers were doing much more than fathers. This is according to the averages on percentages representing mother's level of participation.

However, teachers thought that fathers are still better placed to help the boys in performance but they could be having a negative attitude towards children's education which could be hindering their participation in children's educational activities. This is in agreement with responses to questions for teachers, parents and children on involvement in various education activities.

4.3.0 Parents' Awareness of their Role in the Boy-Child Academic Performance

The second task of this study sought to investigate parents' awareness of their role in the boy-child academic performance. The objective sought to establish whether parents knew their responsibilities in education and whether they knew that their participation in education activities influences the boy child academic performance. The analyzed aspects included; parents are not aware they can influence the boy child education, parents' believe that teaching is teachers work, lack of information on what parents are expected to do, whether poor communication between parents and schools kept parents away, parents with low education feel inadequate and whether parents are willing to participate in education. Parents were required to respond to these factors by ticking yes or no to given alternatives. Table 4.11 below shows the results of analysis of parents' awareness of their role in the boy child academic performance.

Table 4. 8: Frequency Distribution of Parents' Awareness of their Roles in Education

Parental awareness factor	Relative frequency in %		
	Yes	No	Not sure
Parents' willingness to participate in education	53.8	45.9	0.3
Parents' awareness of their influence in the boy child's academic performance	38.5	53.8	7.7
Lack of information on what parents are expected to do	42.3	53.8	3.8
Parents believe that teaching is teachers work	69.2	19.2	11.5
Parents with low education feel inadequate	34.7	53.8	11.5
Poor communication between parents and schools keep parents away	57.7	38.5	3.8
Average of the frequencies of the considered factors	49.4	44.1	6.5

Table 4.8 indicates that about half (49.4%) of parents answered positively to the statements given. The supporting factors in this claim are parent's willingness to participate in their boy child education which was slightly above half. Parents were not aware they can influence their boy child education (38.5% yes), Lack of information on what parents are expected to do in the boy child education were slightly below half. Parents with low education feel inadequate in helping the boy child in his education (34.7% yes) and Poor communication between parents and schools kept parents away from participating in boy child education (57.7%). These responses even though differently rated, have some influence on the parents' lack of awareness on their role in parental participation in the boy child education.

Whereas about half of the population was willing to participate, other over riding perceptions could be hindering their participation for example, lack of information

on their expectation, poor communication from schools and belief that teaching is the work of teachers. This leads to the conclusion that a good percentage of parents do not participate in education activities because they are not aware that their participation influences academic performance. They are not also aware of their expected roles in academic performance and therefore they keep off. Such a scenario could be contributing to parent's low participation in education activities or thinking that academic performance is the work of professionals. Slightly less than half of parents said no to the same statements. Meaning that, their lack of participation was not due to the variables given. Example, 45.9 % said no to the statement that; parents were not willing and were not aware they influence academic performance. Over half of the parents responded to the negative on lack of information.

The role of parents in nurturing the children's educational aspirations is very critical. Edge and Marphatia (2015) observe that parents' roles include providing financial support, facilitating attendance and encouraging achievement. Accordingly, parents can work with teachers as partners in education by collaborating with them so as to develop the learners' full academic potential and by monitoring the teaching strategies, quality and outcomes (Epstein, 2001). However, Edge and Marphatia (2015) point out the perceived parental participation fail to materialize both at home and school due to unawareness of their expected roles. This leads to inconsistent parental engagement in the education process and parental roles are haphazardly implemented. Parents may lack to effectively play these crucial roles if they lack awareness of their roles and/or how to discharge them. Lack of clear parental participation policies in schools can also lead to inactivity or conflicts occasioned by parental involvement.

In this case, results indicate that over three quarters of the parents were either unaware of their influence in academic performance or were not aware of their expectations as far as their children's education was concerned other than paying fees. This could be one of the reasons for the low participation level in education activities as indicated in table 4.2.

4.4.0 Factors Affecting Parental Participation in Education of the Boy Child

The third objective sought to determine parental factors that affect participation in the boy-child academic performance. This section involved analysis of parental factors that influence or hinder parents from effective participation either directly or indirectly. The research considered four factors that were assumed to affect parental participation in the boy child's academic performance. These were parent's level of education, parents' monthly income and parents' occupation and parent's age. Other factors affecting parental participation that were highlighted by parents during data collection were analyzed.

To test whether there was an association between the factors affecting parental participation in education and parental factors: income, education level, occupation and the boy Childs' academic performance. Chi square was used in testing for the association between the factors and the dependent variable. Besides Pearson's correlation was computed on the same to establish the correlation analysis which helped the researcher to understand the relationship between the variables.

Parents' education, Parents' income and Parents' occupation are not quantifiable. In order to come up with the Pearson correlation, a scale was developed and the data on

the 3 categories was reanalyzed to fit a specific scale for each of the variables. On Parents education, the highest education was given a weight of 5 while the lowest was given a weight of 1. On Parents income a highest weight of 4 was accorded to any income above 15, 000 while a lowest weight of one was given to any income below 5,000. Parents' occupation was cross tabulated with level of income and the scale for level of income applied on the parent's occupation. Table 4.9 shows the results on correlation analysis.

Table 4. 9: Correlation results between various parental factors

	Parents' education	Parents' income	Parents' occupation	Boy child's performance
Parents' education	1.000	0.655	0.549	-0.326
Parents' income	0.655	1.000	-0.404	0.544
Parents' occupation	0.549	-0.404	1.000	0.091
Boy child's performance	-0.326	0.544	0.091	1.000

Table 4.9 shows the results of correlation coefficients. The analysis indicates that the boy child's performance is fairly correlated with three factors which are the parents' income, occupation and education. Analysis shows that boy child performance is fairly and positively correlated with the parents' income with a correlation of 0.544. This implies that parents with an income have relatively higher levels of parental participation which results to better performance of the boy child and the opposite

could be the case. Education level in this area was adequate to handle class three works. Parent's level of education, skills and their abilities indicates the education aspirations, expectations and beliefs of the individual. However there is a weak negative correlation between parent's education level and participation in the boy-child's academic performance. This contradicts with the findings of (Nord, West & National Center for Education Statistics, 2001) who had indicated that educated parents are more readily available and confident as they help in school assignment, stimulate and motivate their children to ensure their expectations are met. Similarly the result contradicts with the findings of Rogers et al., (2009) who had earlier indicated that parental involvement in education is high if they are confident they are of help to the child and if they believe that the child is capable of doing well in school. This indicates that a parent may not have good education but she or he can fully participate in a child's academic performance activities.

Data collected from open ended questions relating to participation required parents to give a reason for their absence. More than 50% of the parents said they were busy looking for money, work for long hours, and are very tired after long hours of working. This implies that parents spend a lot of time looking for money to meet their basic needs. Literature emphasized on engagement and availability of parents as key to academic performance. This means their availability to manage boy's time, remind children of their education activities, availability for school meetings, and checking on children's performance was lacking. These are just some of the indirect activities influencing education but cannot influence academic performance on their own (Gonzalez-DeHass, Willems, & Holbein, 2005).

It is also worth noting that although parental occupation may give an indication of responsibility to their children, results are showing very minimal influence 0.091 of the parent's occupation on performance of the boy child's education. This shows that there is no significant relationship between the boy child's academic performance and the occupation of the parents. It is also worth to note that there are some factors that are correlated in this section.

4.5.0 Differential Parental Participation in Boy Childs' Academic Performance

The fourth objective of the study sought to establish whether there was any significant relationship between differential parental participation in influencing the boy-child's academic performance. This involved analyzing data of individual parent's participation in education related activities. The analysis was investigating who between mothers' and fathers' participation was more influential in boasting better academic performance for the boy child. The analysis used Chi-square test to test whether there was any significant influence on differential parental participation on boy child academic performance. The chi-square statistic and its respective p-value were of great importance in testing the hypothesis concerning research objective four. The odds ratio estimate was used to relatively quantify the influence of differential parental participation on boy child's academic performance.

The null hypothesis tested was; there is no significant independence between differential parental participation in the boy child education activities and their academic performance. The hypothesis was tested at a 95% confidence level and significance level of 0.05. The results of the hypothesis test on various education

activities that parents have differential levels of participation in, against the boy child education performance level are presented in table 4.10 below.

Table 4. 10: Results of Chi-square tests and odds ratio estimate

Parental participation activity investigated (Cognitive)	Chi-square test results on influence of parental participation in (listed factor) on boy child academic performance				Odds ratio value
	Chi-square value	Degrees of freedom	P-value	Results of hypothesis test	
Helping the boy child in school homework	2.960	1	0.085	No significant independence	1.905
Reading the boy child stories at home	2.663	1	0.103	No significant independence	1.743
Telling boy child stories	1.245	1	0.265	No significant independence	1.58
Explaining things to boy child at home	1.442	1	0.23	No significant independence	1.48
Parental participation activity investigated (Collaboration)					
Buying reading books	7.624	1	0.006	Significance independence	
Buying the boy child presents when he does well	6.111	2	0	Significance independence	
Encouraging the boy to do well in school	1.237	1	0.626	No significant independence	1.161
Talking to the boy about school	2.410	1	0.121	No significant independence	1.656
Reminding the boy to do homework	2.931	1	0.087	No significant independence	0.507
Parental participation activity investigated (Behavioral)	Chi-square test results on influence of parental participation in (listed factor) on boy child academic performance				Odds ratio value
	Chi-square value	Degree s of freedo m	P- value	Results of hypothesis test	
Punishing boy child when he does wrong	8.632	1	0.003	Significance independence	

Going for school meetings	2.296	1	0.081	No significant independence	1.22
Parental participation activity investigated (Modeling)					
Reading books with the boy child at home	1.217	1	0.242	No significant independence	0.859

Table 4.10 shows the hypothesis tests on various education activities that parents participate in, in relation to education of the boy child. Hypothesis test indicate that there is no significant independence between parental participation in nine out of twelve activities investigated and boy child academic performance. The nine activities that were found not to be significantly independent with the boy child education performance are: helping the boy child in school homework, reading with the boy child stories at home, telling boy child stories, explaining things to boy child at home, reading books with the boy child at home, encouraging the boy to do well in school, talking to the boy about school, reminding the boy to do homework and going for school meetings.

In the nine activities considered in parental participation, the p-value is greater than 0.05, therefore, the null hypothesis was accepted. Implying that, there is no significance independence between each of the nine activities in differential parental participation and the boy child academic performance. These results indicate that there is significant influence of differential parental participation in the nine activities on the boy child academic performance.

From the activities mentioned above the odds ratio estimate indicated that mothers' participation was better than the father s' participation in seven out of the nine activities in making the boy child perform above average in education. The seven

activities that mothers were better than fathers in making the boy child perform above average were; helping in school homework, mothers were approximately 1.905 times better than the fathers in making the boy child perform above average in education. Secondly, the odds ratio analysis indicated that mother's participation in reading books with the boy child at home is approximately 1.743 times better than the father's participation in giving the boy child an above average academic performance. Thirdly, mothers' participation in telling the boy child stories was approximately 1.580 times better than the fathers' participation in giving the boy child an above average academic performance.

The fourth activity was mothers' participation in explaining things to the boy child. Mothers were approximately 1.480 times more likely to yield above average performance than fathers'. Fifthly, the odds ratio estimate indicate that mother's participation in encouraging the boy child to do well in school was approximately 1.161 times more likely to produce above average in academic performance than the fathers' participation in the same activity in relation to academic performance. However, it was noted that the difference between mothers input and fathers input in this factor was small.

The other activity was talking to the boy child about school in which mothers' participation was approximately 1.656 times better than the father's participation in making the boy child obtain an above average academic performance. Lastly the odds ratio analysis indicated that mother's participation in attending to the boy child's school meetings is approximately 1.220 times better than the father's participation in relation to helping the boy child with an above average education performance. Under this factor it was realized that mother's participation in

attending the boy Childs' school meetings is more likely to yield an above average performance in academics.

The odds ratio estimates indicated that parental participation in reading books with the boy child at home and reminding the boy child to do his homework were better performed by fathers than mothers in relation to producing above average in academic performance. In these two activities, the odds ratio was less than one (odds ratio estimates; 0.859 and 0.507 respectively). Under these activities the researcher found that mothers' participation was less likely to yield an above average performance and the vice versa applies. There was significant association between parental participation and real engagement, collaboration, cognitive and behaviour activities related to education and boy-child's academic performance. Activities analyzed included buying presents for performance, reading books with the child, talking to the boy about school, reminding the boy about home work. All these factors gave results indicating above average academic performance when either of the parents participated. However, under these factors, fathers mention was found to be more significant in producing above average performance. This show the impact fathers would have if they were fully engaged in education activities of the boy child.

It is worth noting from the chi-square analysis that the null hypothesis that there is no significant independence between the boy child academic performance and differential parental participation in three activities and should be rejected. The three parental participation activities are: buying the boy child reading books, punishing the boy child when he does wrong and buying the boy child presents when he does well. Therefore, the results suggests that there was no significant

influence of differential parental participation in buying the boy child reading books, punishing the boy child when he does wrong and buying the boy child presents when he does well in relation to his academic performance. Unlike the earlier nine activities analyzed, parental participation by either father or mother in these three activities does not significantly influence above average or below average academic performance of boy child.

4.5.1 The Boy Child Education Performance

Data analysis of dependent variable involved the data on the boy child academic performance. Marks on three district exams previously done before the research were used. Analysis indicated that on average the lowest mark was 153 and the highest mark was 482 for the three exams. The common statistical measures like mean, mode, median and standard deviation for the three exams were obtained and used to check whether the performance in the exams were similar. Table 4.11 presents the analysis.

Table 4. 11: Data analysis of the three exams

		Exam1	Exam2	Exam3
N	Valid	210	210	210
	Missing	10	10	10
Mean		233.44	268.11	241.08
Median		218.50	268.00	240.61
Mode		233.00	268.00	240.55
Std. Deviation		85.9750	83.1663	66.9323

Table 4.11 results show that on average the boys scored 268 out of the possible 500 marks, which is slightly above average performance. From the analysis, the boys scored the worst grades in exam one. The mean, median and mode calculations were below average but exam two was fairly done as indicated by the mean, median and mode, all above average. Another conclusion that can be drawn is that both exam 2 and exam 3 are normally distributed. This is shown by the three averages (mean, mode and median) that are approximately the same. Lastly it is worth noting that in exam 3 the standard deviation is lower which indicates that the performance of the boys in that examination was closer than in the other two examinations. From this analysis one can conclusively conclude that class three boys performance was below average in two out of three district exams.

The examination results were then correlated to check whether the performance in the boys were consistent throughout the three exams so that this would help in making empirically accurate conclusions about their education performance. Table 4.12 represents the correlation of the three exams.

Table 4. 12: The correlation coefficients of the three exams

		Exam1	Exam2	Exam3
Exam1	Pearson Correlation	1	0.806	0.736
Exam2				
Exam3	Pearson Correlation	0.806	1	0.693
	Pearson Correlation	0.736	0.693	1

Table 4.12 results indicate that there is a strong positive correlation between exam1 and exam 2 and exam 1 and exam 3 because the Pearson correlation coefficient is greater than 0.7. On the other hand there is fair correlation between exam 2 and

exam 3 which is 0.693. Conclusively the researcher found out that performance in the three examinations is similar because the correlation measures are significant.

The average performance of class three boys in the three exams was also categorized into two groups, namely; the ones who performed above average and the ones who performed below average. This was necessary in testing of the hypothesis on whether there was significant influence on differential parental participation in the boy-child's academic performance. Table 4.8 represents performance in the two categories. The criteria for the two groups was arrived at finding the average performance of the whole class and using it as a bench mark.

Table 4. 13: Frequency table on performance category

		Frequency	Valid Percent	Cumulative Percent
Valid	Below average	149	71.0	71.0
	Above average	61	29.0	100.0
	Total	210	100.0	
Total		211		

Table 4.13 shows the frequency table on performance category. Analysis shows that only 61 out of 210 boys under the study managed to perform above average in the three exams. This constitutes about a quarter of the sample. Generalizing this to the whole population under study would imply that only 28.9% of the boys in Nyeri County perform above average. This is an alarming occurrence that needs to be addressed through the analysis of education stake holders. Literature review has emphasized on the role of parents in children's performance and hence the examination of parental participation in the boy child education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter represents the summary of research findings, conclusions of the study and the recommendations. Recommendations for various stakeholders have been discussed and suggestions made for further research studies.

5.1 Summary of the Findings

The analyzed results showed that generally parents participate in the boy- child education activities both at home and in school. Among the activities that they participate in included; helping the boy- child in doing homework, reading with and telling the boy- child stories, buying the boy-child reading books, encouraging the boy to do well in school and buying the boy child presents when he does well in school. The other education related activities that parents were found to be active in were; reminder of homework, attending school meetings, the number of books that the parents had bought for the boy child and sitting with the boy child to talk about their education.

Parent's participation was evidenced by their turn up (86.82%) for the school meeting. While parental participation was evident, it is worth noting that more than 70% of parent's participation factors; both direct and indirect education related activities were performed by mothers. Such activities included; who helps you in doing homework, who tells you stories, who reminds you to do homework and who attends school meetings was done by the mothers. This shows high levels of mothers input in enhancing the boy Childs' academic performance. This was echoed by class

three teachers who attributed current boy's education to mothers while class three boys were in support that mothers were more active in education activities.

Results further indicated that about half of parents were aware of their roles in the boy child education and slightly below half were not sure of their roles in the boy child academic performance. The later population which was quite a sizeable percentage was not likely therefore, to participate effectively in education activities. Lack of awareness can be attributed to two variables; poor or lack of information from schools on their expected roles in academic performance and lack of policy on parents/ teacher/school communication. These two variables were tested with parents and teachers who agreed that such did not exist while others argued that teaching and academic performance was the work of teachers.

Two other factors that are related, income and occupation were found to be hindering a big proportion of Parents from participation in education activities. Parent's education, income and occupation were fairly correlated with parental participation. These factors were related to other factors mentioned by parents like poverty and financial instability as hindrances to parent's participation in education activities. The type of occupation determines the amount of income and the time available for other activities. Slightly below half of the population were not participating in education activities due to lack of time, working for long hours or were busy looking for money. This could affect their level of participation in education related activities like buying of story books, rewarding children and even being available for direct participation in academic activities. Level of education was also a factor in this area of study. Though education levels for a big proportion

of the parents was not a problem (form four certificate and above), this did not translate to participation.

The correlation analysis shows that the level of education and occupation of the parents have no significant effect on the academic performance of the boy child in the lower primary school. Parents were very busy with their occupations at the expense of engagement with education activities. However, results indicate that a parent may decide to be fully involved in the academic performance of the child at lower primary despite their level of income, occupation and education level.

Results from open questions meant to cross check the structured questions on influential factors to parental participation revealed other factors like alcoholism, avoiding responsibility and ignorance. These results show that most of the fathers were involved in the wise. Mothers were busy looking for money and worked for long hours due to lack of support. All these factors interfered with either of the parent's participation in education activities resulting in general low parental participation in school activities.

Differential participation of parents in education activities revealed low participation of fathers whose relative frequency decreased across all education activities. Fathers were found to be active in indirect activities (factors 1, 2 and 5) The smaller percentage of fathers who showed relative participation could be the fathers who believed that their role was that of paying school fees and a few of financial related education activities. Though all factors were assumed to be influencing parent's participation in academic performance, the researcher tested for the key factors thought to be influencing academic performance. Chi square and the Odd ratio were

used to eliminate the non-significant independent variables at 0.05 and at confidence level of 95%.

From the results, there was significant association between parental participation and real engagement, collaboration, cognitive and behaviour activities related to education and the boy-child's academic performance. Activities analyzed included buying presents for performance, reading books with the child, talking to the boy about school, reminding the boy about home work. All these factors gave results indicating above average academic performance when either of the parents participated. Under these factors, fathers mention was found to be more significant in producing above average performance. Other factors included: helping the boy child in school homework, reading story books with the boy at home, telling boy child stories, explaining to the boy child things at home, reading books with the boy at home, encouraging the boy, talking to the boy about school, reminding the boy child to do his homework and going for school meetings were found to be significant in influencing academic performance. Mothers were more involved in these activities. Other variables like buying reading books, participating in disciplining the boy child and buying the boy presents when they perform were found to be non-significant in influencing the boy child's academic performance.

Fathers were fairly involved in financial related activities while mothers were involved in activities that required time, their presence and patience. In all school activities; parents and teachers were in agreement that mothers were more active and attended to even those activities that could have otherwise been left for father's attention. From the study, boys required direct participation in education activities for them to perform academically.

5.2 Conclusions

Objective one sought parental participation in the boy child's academic performances. Findings revealed that both parents participated in their boy's academic performance in various activity areas but at very low levels. Mothers unlike fathers were highly involved in the boy child education activities as revealed by the teachers, boys and fathers who consented that mothers were more active. Father's participation was limited to few financial related education activities example, buying of presents, paying school fees and buying books.

Most parents were unaware of their roles in influencing academic performance and this could be contributing to the low parental participation in education activities, leaving the influence of academic performance to teachers. Nor was there any communication from the schools on their expected roles according to parents. Teachers were in agreement that parents were not involved in school activities and there was no policy on teacher/parent/school management. All this implies that parents were not available for modeling, cognitive, collaboration and behaviour activities that influence academic performance. This means performance in the boy child will be high or low depending on whether parents are aware of the roles in academics and how well they play their roles.

The study considered three factors; levels of education, income and occupation as significant factor in influencing participation. The issue in this area of study is the type of work done, amount earned, time involved and parent's availability for effective participation in education activities. This means that parent's financial instability played a major role in influencing participation in education activities. Parents education did not influence performance as expected within this area of

study. This means that financial instability, type of occupation undermined parent's level of education in influencing their level of participation. Age was not considered at this point because all the participants were assumed to be in their active age bracket.

The study sought differential parental participation in boy child education and their influence on academic performance. Overall, mother's high participation in education activities was associated with the boy's academic performance. Father's level of participation was low and indirect but their mention in participation was significant in influencing above average performance. This means their presence or absence in the academic life of the boy child could determine their academic performance and their attainment of full potential in education. This is an indication that if they could fully participate in all education related activities, other factors held constant; performance in the area of study could improve. This is prove on the impact differential parental participation could have when parents co-parent in education activities.

5.3 Recommendations.

Various recommendations were suggested drawn from the study findings that could be important to various stake holders and for future research.

5.3.1 Recommendations for Parents.

Findings revealed that both parents were involved in the boys academic performance but at different levels. Mothers were more active than fathers in all education activities yet fathers mention in a few activities were significant in producing above average academic performance of the boy child. Mothers should encourage fathers

to participate more and take up their responsibilities in education activities as co-parents if academic performance of the boy child will improve.

Parents and fathers in particular should create time from their busy schedule to participate more in boys' education activities if they expect improved academic performance. Parents should be guided by the rule 'that children need you when they need you and not when you have time for them'.

5.3.2 Recommendations for School Administrators and Trachers

Fathers' participation in education activities was found to be very low, yet their mention resulted to above average performance. Therefore, there is need for school administrators and teachers to find ways of introducing programmes that will involve parents and fathers in particular to ensure that they fully participate in school activities. Such programmes could include among other school activities parents monitoring and participating fully in direct education related activities that influence academic performance. Schools can introduce open days where each parent visits the school once in a term to discuss their boy's academic performance.

School management can hold frequent sensitization meetings to create awareness on parental roles and the influence they hold in boy's academic performance. Emphasis should be made on individual parental responsibilities in enhancing academic performance. Attendance registers should be emphasized for individual parents.

5.3.3 Recommendation for Other School Agencies

Parent's participation in their boy child's education activities was found to be significantly associated with income which is related to occupation. Majority of parents spent most of their time working. This is evidenced by the low income

earned by a substantial percentage of the parents. There is need for nongovernmental organizations, micro finance institutions and government institutions to initiate income generating activities to ease financial instability.

5.3.4 Recommendation for Further Research

The study covered a rural area. The area could be having its unique problems influencing parental participation in the boy child academic performance. It's important that the same study is replicated in other rural areas using the same factors for comparison of results and making of varied conclusions.

The study concentrated on the boy child academic performance. Further researches should be done on the girl child using the same factors for comparison of parental participation in relation to gender and academic performance.

The study focused on the kikuyu parents but there is need for a cross cultural study on parent's participation in their boy's academic performance which may give a broader overview on Kenyan parents and their extent of involvement in their boy's education.

Further research should be done to investigate the cause of decrease in parental participation with increased academic performance of the child

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APPENDIX I:Covering letter**Introduction Letter**

Kenyatta University

Department of Early Childhood Studies

P. O. Box 43844

Dear Respondents,

I am a PhD student in the School of Education, Department of Early Childhood studies at Kenyatta University currently under taking a research on Parental participation on the boy child academic performance in early childhood. The findings of the study could help policy-makers to come up with strategies of helping parents take up their roles in education activities, as models of the boy child in education and holistic development. This might help the boy child have improved performance in education. You are kindly requested to provide the information that is much needed for this study. Note that any information you give will be treated as confidential and will only be used for academic purposes only.

Please respond to the questions by following the instructions given. You are at liberty of writing or not writing your name on the question paper.

Yours Faithfully,

Anne Maina

CONSENT LETTER FOR THE BOY CHILD

Kenyatta University

Department of Early Childhood Studies

P. O. Box 43844

Dear Parent,

I am a Ph.D student in the School of Education, Department of Early Childhood studies at Kenyatta University currently under taking a research on Parental participation on the boy child academic performance in early childhood. The findings of the study could help policy-makers to come up with strategies of helping parents take up their roles in education activities, as models of the boy child in education and holistic development. This might help the boy child have improved performance in education. This study cannot be complete without involving the boy child. They will be involved in an interview schedule to respond to questions related to parent's participation in their academic performance. You are allowed to view the guiding questions if you so wish. You are therefore requested to give consent for your son's participation in the study by signing this letter.

Name----- Sign----- Date-----

Yours Faithfully,

Anne Maina

APPENDIX II: Parents Questionnaire

Introduction

- This study tries to find out how parents contribute to their boy child's educational success. I would be grateful if you could answer the questions below.
- There is no right or wrong answer. I am interested in your personal experience and opinion where necessary.
- For each item, please choose the answer which best describes your experiences.
- The confidentiality of your information is guaranteed.
- Remember that by taking part in this study, you are contributing to the promotion of the boy child educational success.
- If you agree to participate, please register your personal details below.

Instructions

You are requested to answer all the questions honestly and accurately by putting an answer against the questions given. Use a tick where necessary in responding to the questions.

SECTION A:

Demographic Information

Name of parent-----

Age of the mother /father

Occupation of mother / father-----

Table 1: Level of Education.

Education level	Mother	Father
Below Class 8		
Primary KCPE certificate		
Secondary O-level certificate		
Tertiary certificates – Teacher Training, Polytechnic etc.		
Diploma certificate		
A-Level		
Degree		

Indicate your highest level of education from the table 1 above

Level of income

Put a tick in the right place in table 2 below.

Table 2: Income Range per Month

Category	Income intervals in Ksh.	Tick <input checked="" type="checkbox"/> the correct income range	
		Mother	Father
1	below -5,000		
2	5, 001-10,000		
3	10,001 -15,000		
4	15 001 -20,000		
5	20,001 -25,000		
6	25,001 - 30,000		
7	Above 30,001		

SECTION B:

Parents' Participation in Children's Education Activities

Please tick the correct statements on parent's participation in education related activities of the boy child.

Cognitive Activities

1. Who helps the boy child in doing his school home homework? Father/ mother
2. Who help the boy-child in reading and writing? Father/ mother
3. Who tells stories to the boy child in class 3? Father/ mother
4. Who often sit, listen and answer questions from their sons in class 3? Father/ mother
5. Who helps the son in class 3 in explaining to their many answered questions? Father/ mother
6. Who sings songs and rhymes with the son? Father/ mother
7. Who helps the boy in drawing and painting? Father/ mother
8. Who signs the assignment books? Father/ mother
9. Who sits to discuss with the son on matters to do with education activities and performance? Father/ mother

Modeling Activities

1. Who reads newspapers/magazines/story/use song books during their free time?
Father/mother
2. Who writes example letters/programmes/reports/notes as the child watches?
Father/mother
3. Who makes comments as they read newspapers/magazines/story or as they sing?
Father/mother
4. Who talks about school while at home? Father/mother
5. Who arranges the school not in use at home? Father/mother
6. Who often do the marking of the boys books?
7. Who often go through the sons school books?

Collaborative Activities

1. Are you ever invited to attend any school meetings? Yes/ No
2. Who often attends to any school meeting? Father/Mother
3. Whoever attends, what kind of meetings did you attend? Use table below to answer the question.

Type	Yes	No	Who attends	
			Father	Mother
Closing day				
Open day				
Sports day				
Teachers' class meetings				
PTA meetings				

4. Who pays school fees? Father/ mother
- 5 Who has bought any book for the boy child in the last one year? Father /mother
6. Which parent visit school to identify about their boy Childs children's performance? Father//mother.
7. Who reminds the son in class 3 to do his assignments? Father/Mothers
8. Who appreciates their son's effort when they improve in performance?
Father/Mothers
9. Who manages their sons studies while at home? Father/Mothers

How often do you take the boy-child to the library or to the bookshop?																			
How often do you interact with the boy-child in education related activities?																			
How often do you share with your boy-child on matters related to education and performance?																			

SECTION C:

Effects of Parents' Participation on the Boy Childs' Education

The table below indicates the impact of parental participation on academic performance.

Please indicate your opinions by ticking on your area (father or mother) from the alternatives given.

Impact of Parental Participation in the Boy-child's academic performance.

	Fathers			Mothers		
	Yes	No	Not sure	Yes	No	Not sure
Father's/mothers interest in their boy-Childs' performance makes them participate in their son's education activities.						
Fathers/mothers interest in the boy-child education has made them to be more engaged in their education activities						
Fathers/mothers belief in the boy-Childs' education have motivated them to improve on the HLE for their sons academic performance.						
Current performance of the boy child in education can be attributed to the fathers/mothers modeling of their child in education activities						
Fathers/mothers participation has enabled their boy-child to perform better in education.						
Fathers/mothers participation has created special						

relationship between teachers and parents					
Through participation Fathers/mothers have been able to instill necessary education discipline in their boy-child.					

SECTION D:

Parents Awareness of their Role in the Boy Child Education

- Do you think it is the parent’s role to help the boy-child perform in education? Yes / No
- Do you think it is the role of the teacher and not the parents to help the boy-child perform academically? Yes / No
- Parents’ are willing to participate in education Yes/No
- Parents lack information on what they are expected of them in relation to the boy-child performance Yes/No
- Parents’ are aware of their influence in the boy- child’s academic performance Yes/No
- Parents believe that teaching is the work of teachers Yes/No
- Parents with low education feel inadequate Yes/No
- Poor communication between parents and schools keep parents away Yes/No
- Boy-child can still achieve much in education even without parental participation if teachers can work hard. Yes/No
- Who is better placed in helping the boy- child perform? Mothers / father
- If the persons you have mentioned above do not do their work, who does it?
- What are your roles as a father in the boy Childs’ education? -----

- What are your roles as a mother in the boy Childs’ education? -----

SECTION E:

Factors Influencing Parental Participation in Education

Please respond to the following statements using Yes or No answers from the table below.

Table 7: Challenges influencing parental participation

CHALLENGES	Fathers			Mothers		
	yes	no	Not sure	yes	no	Not sure
Poverty hindered effective participation of parents in education activities.						
Parents are very busy looking for money and left with no time for school activities						
Parents are willing to participate in education but they are not able to meet the school demands because they are very busy people elsewhere						
Low education standards of parents hinder parents from active participation in children's education.						
Parents are not able to read most of their children's books or understand what they are taught						
Parents with low education feel inadequate in assisting children in their school work or getting involved in school activities.						
Parents lack time to engage with their boy-children's education demands due to job demands.						
Parents age hinder their participation in education						
Parents work is to pay fees and not to teach						
Most parents work away from home for long periods of time, keeping parent away from their children						
Poor communication between parents and schools keeps parents away from school activities.						
Lack of information on what parents are expected to do in relation to the boy-children's education keep them away.						
Parents are not aware of their influence in boys-children's academic performance						

APPENDIX III: Interview Schedule for Children

Childs name -----

Fathers' name-----

Mothers' name-----

Sub-county-----

Zone-----

School-----

1. Who helps you in your school homework? Father/ mother
2. Who reads for you story when at home? Father/ mother
3. Who buys for you story books or school books or school uniform? Father/ mother
4. How many reading books do you have? Many/ none
5. Does your father sit and talk with you about schoolwork? Yes/ No
6. Who tells you stories while at home? Father/ mother
7. Who explains to you things that you do not find out when you are at home?
Father/
Mother
9. Who disciplines you when you do wrong? Father/ mother
10. Who reads for you books with you when at home? Fathers/ mothers
12. Who buys you presents when you do well in school? Fathers/mothers
13. Who encourages you to do well in school? Fathers / mothers
14. Who talks with you about school work when at home? Father / mother
15. Who signs your report forms? Father / mothers
16. Who reminds you to do your homework when at home? Father /mother
17. Who comes for your school meetings? Father / mother
18. What time does your father/mother come home in the evening? Early/ late
20. Who reminds you to read during the holidays or when at home? Father / mothers
21. Who helps you to perform well in class? Father / mothers
22. Who reads with you while at home? Father/mother

APPENDIX IV
Questionnaire for Class Three Teachers

SECTION A

Tick the correct answers from the alternatives given.

1. Who often signs your class 3 boys' assignment books? Father / mother
2. Do you agree that fathers have a role to play in the performance of the boy
Childs' education? Yes / No
3. Who attends to school/class meetings to discuss academic performances? fathers
/ mothers
4. Do fathers participate in school activities when invited? Yes /No
5. Do you think fathers have time to read with their children while at home
Yes/No?
6. Whom can you attribute the current level of academic performance of the boy-
child to in your school? Father/mother
7. In your opinion, are fathers in your area good role models in academic
performance of the boy child? Yes / No
8. Who plays the major role in the boy-child's academic performance? Father /
mother
9. Who are always in touch with school heads to establish what is required in
school?
Fathers / mothers
10. Who is often available for school meeting? fathers/ mother
11. Who is always ready to volunteer for school activities? Fathers / mothers
12. Who is always available to meet the school needs?
Father / mother
13. Who is the current socializing agent of the boy -child in education? Fathers /
mothers
14. What could be hindering fathers from participating in school activities in your
view?-----
15. What could be hindering mothers from participating in school activities in
your view _____
16. Can current behaviour and academic performance of the boy child be attributed
to father's presence or absence in the life of the child? -----

17. Can current behaviour and academic performance of the boy child be attributed to mother's presence or absence in the life of the child? -----

18. Give few specific activities related to children's education that fathers and Mothers are involved in.

Fathers-----

Mother-----

SECTION B

School Policy Issues

Policy Issues	Yes	No	Not sure
<ul style="list-style-type: none"> • School policies insists on both parents participation in school activities equally 			
<ul style="list-style-type: none"> • School policies have a schedule for parents school meetings. 			
<ul style="list-style-type: none"> • School policies do not involve parents on children's academic performance 			
<ul style="list-style-type: none"> • Parents role is to meet School administration financial needs 			
<ul style="list-style-type: none"> • School policies are silent on the role of parents in participating in school activities. 			

APPENDIX VI: List of Schools that Participated in the Study

SUB COUNTY	School Label				
		Fathers	Mothers	Boys	Teachers
Mukurweini	SCH 01	8	14	14	1
	SCH 02	8	13	13	1
	SCH 03	9	16	16	1
	SCH 04	8	17	17	1
	SCH 05	7	18	16	1
	SCH 06	8	18	18	1
	SCH 07	8	16	16	1
	SCH 08	5	18	18	1
Mathira East	SCH 09	7	18	19	1
	SCH 10	9	19	20	2
	SCH 11	3	20	21	2
	SCH 12	9	17	17	1
	SCH 13	11	15	15	2
	TOTAL	100	282	220	16

APPENDIX VI I: Clearance certificate

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No: A/1984

CONDITIONS: see back page

THIS IS TO CERTIFY THAT

MS. ANNE WANJIRU MAINA

OF KENYATTA UNIVERSITY, 0-232

Ruiru, has been permitted to conduct research in Nyeri County on the topic: PARENTS PARTICIPATION IN THE BOY-CHILD EDUCATIONAL ACHIEVEMENT IN LOWER PRIMARY: A CASE OF NYERI COUNTY, KENYA for the period ending: 31st December, 2014

Permit No: NACOSTI/P/14/9578/1899

Date Of Issue : 16th June, 2014

Fee Received : Ksh 2,000

Applicant's Signature

Secretary National Commission for Science, Technology & Innovation



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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NAIROBI-KENYA

Ref: No.

Date:

16th June, 2014

NACOSTI/P/14/9578/1899

Anne Wanjiru Maina
Kenyatta University
P.O.Box 43844
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Parents Participation in the boy child educational achievement in Lower Primary. A case of Nyeri County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for a period ending **31st December, 2014.**

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nyeri County.

