

**PARENTING DIMENSIONS AND PUPILS' EDUCATIONAL PROGRESS. A  
CASE OF SELECTED PRIMARY SCHOOLS OF MAGARINI ZONE,  
MALINDI DISTRICT KENYA**

**BY**

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## DECLARATION

I, **Nzaro Kalama Jefwa**, declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature.....

**Nzaro Kalama Jefwa**

Date : 24/9/2010.....

## APPROVAL

This is to certify that this study has been under my supervision as a university supervisor and is now ready for submission.

Signature .....



Ssekajugo Derrick

Date ..... 24/9/2020 .....

## **DEDICATION**

This work is affectionately dedicated to my lovely mother Jumwa Biryama Masha, my beloved wife Dama Karisa Thethe, my sons Kalama Jefwa Kalama, Samuel Jefwa Kalama for the support during this period of study.

## AKNOWLEDGEMENT

I owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor who tirelessly went through my work and inspired me to dig deeper into the core of the matter.

I wish to thank my brother Nzaro Kalama Nzaro for his love; financial support and inspiration during my stay in Kampala International University .Some of these needs special mentioning;

Finally, I would like to thank all my respondents and those within a short notice without which this work would not have been possible.

## TABLE OF CONTENT

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENT .....	v
ABSTRACT .....	vii
CHAPTER ONE .....	1
INTRODUCTION.....	1
1.0 Introduction .....	1
1.1 Background to the study .....	1
1.2. Statement of the problem .....	2
1.3. Objectives.....	3
1.4. Research questions .....	3
1.5. Significance of the study.....	3
CHAPTER TWO .....	5
LITERATURE REVIEW .....	5
2.0 Introduction .....	5
2.1 Academic oriented parenting practices .....	5
2.2 School participation parenting practices .....	6
2.3 High aspirations and grade expectations .....	6
2.4 Parental engagement .....	6
CHAPTER THREE.....	11
METHODOLOGY .....	11

3.0 Introduction.....	11
3.1 Design.....	11
3.2. Environment.....	11
3.4. Data collection procedure.....	11
3.5. Statistical treatment of data.....	12
CHAPTER FOUR.....	13
DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS.....	13
4.1 Profile of the respondents.....	13
CHAPTER FIVE.....	21
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	21
5.0. Introduction.....	21
5.1. Summary.....	21
5.2. Conclusion.....	23
5.3. Recommendations.....	23
REFERENCES.....	25
APPENDICES.....	27
APPENDIX A:.....	27
QUESTIONNAIRE TO THE TEACHERS.....	27
APPENDIX B.....	30
FOCUS GROUP DISCUSSION WITH THE PARENTS.....	30
APPENDIX C:.....	31
BUDGET.....	31

## ABSTRACT

The purpose of this study was to establish the causes of drop out among pupils in Magarini zone, Malindi district. The specific objectives of the study were to explore academic-oriented parenting practices, find out School-participation parenting practices find out high aspirations and grade expectations by parents and to find out the level of autonomy and emotional support parents give to the children.

The study employed a descriptive research design and the instruments used for data collection were questionnaires to the staff members of the schools involved in the study.

In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that poor parent hood affected the academic achievement of learners negatively.

In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations on areas pertaining to the taking care of children in the right way.



# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

The study sought to investigate the causes of school drop out among pupils in Malindi district. It was guided by the objects of the study in 1.3.2 later on in chapter one.

### 1.1 Background to the study

Prior to 1981, the importance parental involvement in improving student achievement was not generally recognized. In subsequent years, however, research has strongly confirmed that the parental involvement enhances children's success from earliest childhood high school (Becher, 1984; Henderson; 1994; miller, 1986; swap, 1990).although there is currently a general consensus that confirms the importance of parental involvement in promoting children's school success, there is not a clear understanding of the magnitude or nature of this relationship.

Parent practices that were identified have a combined influence on the child's development of inner resources; in turn influence the child's school success. As parents promote their child's development of perceived autonomy via autonomy supportive actions, their children gain the self confidence needed to make decisions on their own and initiate behaviors independently at home and in school.

School success is defined primarily by students grades point average and standardized achievement test scores (baker and Stevenson, 1986, bright, 1992; Clark, 1993; Glasgow et al, 1997; Grolnick and Ryan 1989). School success is also defined by cognitive and academic competence, orientation towards school, and engagement.

Baumrind (1991) defines cognitive competence as including cognitive motivation and academic orientation.

Achievement is linked to school success and is mentioned often in educational literature where parents are key role players. Achievement is the accomplishment of goals, processes and out comes of education (Darling Hammond, 1985), which include accomplishment of academic goals in the core subject areas and school performance outcomes that are measured by standardized achievement tests, grades, grade point average, teacher tests ratings and orientation towards school. Hammond calls all this as nothing without the parental support both at home and school.

With due respect for the rights, duties and responsibilities of parents and in a manner consistent with the evolving capacities of the children, their right to education, information, care, and respecting their cultural values and religious beliefs, ensure that children, both in and out of school, receive the necessary information, including information on education, counseling and enable them to make responsible and informed choices and decisions regarding their education to reduce the number of school drop outs.

## **1.2. Statement of the problem**

Kenya is one of the countries where parenthood is not taken on a serious note in improving education since childhood development is a major base for children's upbringing in education. The role of parenthood has been neglected a lot by policy makers, considering teachers role most. It's the reason why this study will be undertaken.

### **1.3. Objectives**

#### **1.3.1 General:**

The general objective of the study was to establish the relationship between parenting and school drop out of children in Magarini division, Malindi district Kenya..

#### **1.3.2 Specific:**

The objectives of the study were

- (i) To explore Academic-oriented parenting practices
- (ii) To determine the level of School-participation in parenting practices
- (iii) To find out high aspirations and grade expectations by parents
- (iv) To determine the level of autonomy and emotional support parents give to the children

### **1.4. Research questions**

Parents, educators and politicians are currently interested in knowing the answers to these questions:

- i) What can parents do to make their children better students?
- (i) How does parental input actually contribute to a child's school success?
- (ii) What parental practices make a difference in students' achievement?

### **1.5. Significance of the study**

This study would benefit the following disciplines:

Policy makers would come up with a better curriculum involving parents in the academic empowerment.

The teachers would be able to recognize the importance of parents' input and learn to conform to combine both parental and teachers' influence to come up with good academic results.

Parents would realize and fulfill the gap in their practices towards the academic influence towards their children both at school and home.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter looks at the literature review of the established scholars in the field of the study. It is guided by the objectives of the study.

With in the past three decades, research in the fields of psychology and education has affirmed that parenting styles are important in shaping the child's social, psychological and cognitive development (Glasgow et al, 1997 and Dombusch et al, 1987). Therefore parenthood styles to be discussed below are included in the fundamental parenting practices that help in the children's academic performance.

#### **2.1 Academic oriented parenting practices**

Academic-oriented parenting practices provide for the child's intellectual growth and development either at home or outside. Academic –oriented parenting practices include these activities: monitoring school progress and homework supervision, encouraging and helping with reading and language skills, managing the child's schooling and academic strategies, prevailing a special place to study, finding strategies and solutions to school problems, providing cultural enrichment, setting goals and standards, communicating education aspirations for attainment and grade expectations, providing academic support, proactive teaching, commitment to education, providing resources and learning experiences(Davis Kennedy,1996).

## **2.2 School participation parenting practices**

School-participation parenting practices provide for the child's academic growth and development by parental participation in school activities and interaction with school personnel. School- participation parenting practices include :( 1) volunteering at school; (2) attending and being aware of school and classroom activities or events ;( 3) attending parental teacher conferences (4)participating in school decision making councils and (5) communicating with teachers (Adunyarittigun, 1997; Carey, 1996; Griffith, 1996; Reynolds 1992).

## **2.3 High aspirations and grade expectations**

High aspirations and grade expectations by parents is closely related with student achievement. There are a positive correlation high achieving students and parents who expect their children to achieve a four- year college and graduate school. In addition there is a stronger association between parents who expect as and Bs and high- achieving students than between parents who are satisfied with grades of C or lower and high achieving students.

## **2.4 Parental engagement**

*Parental engagement is also positively correlated with student achievement. Parents who enjoy spending time with their children and who are actively involved in their children's lives promote their successes in school. This involvement includes monitoring school progress, knowing the Child's where about, showing the child that school is important to the parent, awareness of peer and social contacts, and being interested in and dedicated to the child. Conversely, disengagement by parents has the opposite relationship to children achievement. Children who come from families where parents are disengaged or*

uninvolved generally have poorer school performance and more internal and external problems.

Parent involvement with children on the elementary school level at home and at school is more extensive than parent involvement on the middle school and high school levels. This is due to many factors such as the varied and increased complexity of the school structure, programmes and curriculum (Baker and Stevenson, 1986)

Authoritative parenting is more positively associated with student achievement than any other parenting style. This type of parenting includes being demanding of mature behavior but simultaneously being responsive to the child's needs. Authoritative parents allow their children to pursue their own interests and they encourage autonomous behavior. The link between authoritative parenting and better school performance exhibited by higher grades, higher educational expectations, better classroom engagement, greater social responsibility, and higher overall achievement is not surprising since children brought up in families that are authoritative have greater psychological maturity. Children from authoritative families can make their own decisions in school as well as at home and are more intrinsically motivated to learn.

The autonomy and emotional support variables are associated with enhanced student achievement, higher grades and fewer learning problems are both parenting behaviors that are characteristic of authoritative parenting patterns. It is therefore not surprising that these types of parenting practices are linked to better student achievement. Parents who encourage independent problem solving, choice and decision making are giving their child valuable psychology tools needed for learning.

Connell and Wellborn (1989) indicate a combination of autonomy support, warmth and emotional support enable children at school to work hard without any fears and stress of any kind because kids feel secure and loved by their parents. Parental warmth and support help children to develop into individuals who can connect with others and become socialized in other social contexts like school, psychological maturity, work orientation and engagement (Steinberg et al, 1989)

Providing resources and learning experiences are naturally linked to promoting students achievement. When parents are resources and are also engaged in creating a positive learning environment at home, as well as providing educational activities inside and outside the home, they are giving their children the message that school and learning are important. Children need to have the resources for succeeding in school on their desks and at their finger tips, and it is the responsibility of parents to provide children with resources that schools suggest are necessary for attaining success in school.

The type of parent participation in school that is closely linked to student achievement includes two practices. That is attending volunteer activities and participation in school governance.

However in contrast to positive parenting practices that enhance student achievement in school, there are also parenting practices that are associated with student achievement in a negative direction, particularly when parents behavior incorporate a combination of these practices. The negative parenting practices are: (1) restrictions for unsatisfactory grades. (2) External rewards. (3) Negative control. (4) Home work surveillance. (5) Disengagement. (6) Encouraging conformity. (7) Permissiveness, and (8) control. These



negative practices are all parenting behaviors in which parents are either over controlling of children's independent thinking and behavior, too punitive or too lax and permissive. This type of parenting behavior is associated with more extrinsic motivation and inferior academic performance.

It is interesting that there is a distinction in the literature between parental supervision and parental surveillance. Parental supervision and monitoring of school work is a supportive parenting practice, while parental surveillance is a negative parenting practice because when parents become too over bearing and insistent, then this type of behavior is linked to poor student performance in school. On the other extreme, when parents are too permissive and do not help their children with homework or establish clear guide lines for mature behavior, there is a negative correlation with class behavior, grades and achievement.

In conclusion, family background variables such as socio economic status and ethnicity have interaction effects that moderate the influences of parenting practices. Socio economic status is a moderate variable that has an influence on the relationship between the seven parenting practices and the eight negative parenting practices. Socio economic status is more influential for children from high and low socio economic backgrounds than for children from middle class backgrounds. The parenting practices that have greater interaction effect on the children from low status families are specific types of parent participation in school, emotional support, aspirations for educational attainment, engagement and providing resources and learning experiences. If parents from low socio economic status families were to focus on practicing all of these parenting behaviors in

combination, then it appears that they might be able to make a more of positive contribution to their child's school success.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter reviews the methods used in the study. It looks at the study design, the environment where the study took place, the people who participated in the study, the instruments of data collection, the procedure followed while carrying out the research, the statistical treatment of data and the limitations of the study.

#### **3.1 Design**

This study used a descriptive cross sectional survey.

#### **3.2. Environment**

This study was conducted in Magarini division, Malindi district of Kenya.

#### **3.3. Instruments of data collection**

Questionnaires were used to extract information from teachers and students. Focus group discussion was used to get information from parents. Open ended questionnaires were suitable for investigating deeper the subject matter.

#### **3.4. Data collection procedure**

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before Questionnaires distributed to teachers and students. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations made.

### **3.5. Statistical treatment of data**

The frequency and percentage were used to determine the number of sample respondents used in the research process and the number that participated positively in contribution to the research.

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in a descriptive form above which was used to discuss the results of quantitative data.

### **3.6 Limitations of the study**

The following are some of the obstacles which the researcher encountered while carrying out this study:

The unwillingness of some respondents to fill the questionnaire greatly affected the time scope when to complete the research since the research had to be completed in the specific given time.

Further more the issue of financial constraints was a major factor in carrying out this study as very little time was given to look for funds to visit the respective places where the research was to take place.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

#### 4.0 Introduction

This chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focuses on parenthood and academic performance.

#### 4.1 Profile of the respondents

**Table 4.2: Profile of the respondents.**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Sex		
Male	6	60
Female	4	40
<b>Total</b>	<b>10</b>	<b>100</b>
Age		
19-24	3	30
25-30	5	50
31 and above	2	20
<b>Total</b>	<b>10</b>	<b>100</b>
Academic level		
Certificate	2	20
College	5	50
University	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

Source: field data 2010

Fifteen 15 questionnaires were distributed to the teachers and 10 were filled and returned .This therefore represents 67 % of the total number of questionnaires that were distributed. The study covered 10 randomly selected pupils of whom (60%) were male and (40%) were female

The age category of the respondents were divided in three groups that are 19-24 were which 30% was, 25-30 yrs were (50%) and 31 and above were representing (20%) of the respondents.

The academic level of the respondents was divided in three categories that are certificate, college and university. (20%) of the respondents had certificates, (50%) had college level and (30%) were of university level.

Focus group discussions were used to extract data from the parents.

The respondents were asked whether parents get involved in school activities and this was the response

**Table 4.3 Responses as to whether parents get involved in school activities.**

Response	Frequency	Percentage
Yes	6	60
No	4	40
<b>Total</b>	<b>10</b>	<b>100</b>

**Source:** field data 2010

Results from table 4.3 above show (60%) of the respondents agreed that parents get involved in school activities and (40%) disagreed. Some parents revealed that they got involved in the school activities and also worked with the child at home in regards to

their academics and taught them what is necessary while others said they did not have time to get involved in school activities leave alone teaching the child at home.. Most of the parent who said did not have time were working single parents.

The teachers revealed that those who volunteered in the school engaged in activities like cooking for the pupils, organizing school parties and meetings, cleaning the school and some times volunteer to pay for salaries for the teachers.

The respondents were asked whether parents taught their children how to read at home and this was the response.

**Table 4.4: Responses as to whether parents teach their children to read at home**

response	frequency	percentage
Yes	5	50
No	3	30
Not sure	2	20
<b>Total</b>	<b>10</b>	<b>100</b>

**Source:** field data 2010

The table 4.4 shows that (50%) of the respondents agreed that parents taught their children how to read at home while (30%) disagreed and (20%) were not sure. Some of the parents revealed that they taught their children how to read at home and others said they did not have time to do that. Some parents said that it was not their job to teach their children to read but the job of the school.

The respondents were asked whether parents supervise their children’s progress at school and this was the response.

**Table 4.5: Responses as to whether parents supervise their children’s school progress**

Response	Frequency	percentage
Yes	3	30
No	2	20
Not sure	5	50
<b>Total</b>	<b>10</b>	<b>100</b>

**Source:** field data 2010

Results from table 4.5 above show (30%) of the respondents agreed that parents supervise their children’s progress in school while (20%) said No and (50%) were not sure.

In focus group discussions with the parents few agreed that they supervise their children’s progress and the reason for this is that they do not have time to do that.

The respondents were asked how parental involvement has helped the school and this was the response.

**Table 4.6: Responses as to whether parent’s involvement has helped the school**

Response	Frequency	Percentage
Improved standards	8	80
Not improved	2	20
Total	10	100

**Source:** field data 2010

Results from table 4.6 (80%) of the respondents said that parental involvement has helped the school in that standards had been improved and (20%) disagreed that standards were not improved. According to the parents, parental involvement in school activities greatly improves a schools standard because children whose parents are involved in their



schooling concentrate in class and therefore perform well and hence improves the school in regards to standards and academics.

The respondents were asked how parental involvement has contributed to children's academic performance and this was the response

**Table 4.7: Responses on how parental involvement has contributed to children's academic performance**

Response	Frequency	Percentage
Greatly improved	8	80
<i>Slightly improved</i>	2	20
Not improved	-	-
Total	10	100

**Source:** field data 2010

Results from table 4.7 shows that (80%) of the respondents said that parental involvement has contributed to children's academic performance in a way that grades had greatly improved and (20%) said grades had slightly improved.

The parents who did not have time to get involved in their children's progress revealed that their children's performance was not satisfactory while those who get involved in their children's school progress revealed that their children performed better than before they got involved in their progress.

The teachers revealed that parents involvement in their children's school activities not only contributed to academics only but even enhanced their growth and development and

the children were emotionally stable and therefore concentrated and participated in school activities.

The respondents were asked whether parents provide all the necessary academic requirements for the children and this was the response.

**Table 4.8: Responses as to whether parents provide the necessary requirements for their children**

Response	Frequency	Percentage
Yes	4	40
No	3	30
Not sure	3	30
Total	10	100

**Source:** field data 2010

Results from table 4.8 show that (40%) of the parents provide the necessary requirements for their children while (30%) disagreed and (30%) were not sure whether parents provide the necessary requirements for their children.

Some of the parents agreed that they provided all the necessary requirements for their children while others revealed that they did not have enough money to buy all the necessary school requirements for their children.

The teachers revealed that pupils who lacked the necessary requirements did not perform well as those who had the necessary requirements. However the teachers revealed that a pupil who had he necessary school requirements and did not get parental involvement in their school progress were more likely to perform poorly than those who did not have enough school materials but had parents who were actively involved in their school

progress. According to the teachers pupils who had both the necessary school requirements and parental support in school progress excelled higher.

The respondents were asked whether he parents paid their children’s school dues in time and this was the response.

**Table 4.9: Responses as to whether parents pay school dues in time**

Response	Frequency	Percentage
Yes	4	40
No	2	20
Not sure	4	40
Total	10	100

**Source:** field data 2010

According to the table, (40%) of the respondents said that parents pay their children’s school dues in time while (20%) disagreed and (40%) were not sure. Some parents revealed that they did not have enough money to pay their children’s school dues in time and therefore their children are always sent home for school and therefore they miss classes which lead to poor performance.

The respondents were asked how the children behaved at school and this was the response.

**Table 4.10: Responses on how children behave at school**

Response	Frequency	Percentage
Well behaved	8	80
Badly behaved	2	20
Total	10	100

Source field data 2010

According to the table 4.10, 8(80%) of the respondents said that children are well behaved at school while 2(20%) said that they were badly behaved.

Parents believed that their children were well behaved because they brought them up well at home and that they emphasized discipline both in school and at home.

The respondents were asked whether the children's behavior reflected the parenting skills and this was the response.

**Table 4.11: Responses as to whether children's behavior reflects parenting skills.**

Response	Frequency	Percentage
Yes	7	70
No	2	20
Not sure	1	10
Total	10	100

Source: field data 2010

According to the table 4.11, 7(70%) of the respondents agreed that children's behavior reflect their parenting skills while 2(20%) disagreed and 1(10%) were not sure. The parents agreed that the way a child is brought up reflects his/her behavior and progress in school..

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0. Introduction

The major purpose of the study was to determine parenthood and school drop outs of pupils in Magarini division, Malindi district Kenya. The chapter focuses on the discussions of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

#### 5.1. Summary

The first research objective sought to determine parent's involvement in the schooling of their children. The study revealed that few parents get involved in their children's school activities and also helping them at home.

The research revealed that the few parents who participated in their children's school progress and helping them at home by teaching them how to read and write contributed greatly to a child's achievement in school and this is supported by (Binkley, 1988). 1988; Smethurst, 1975) that Children who begin to read at home do at least as well, and in many instances better, in the first grade (Binkley, Contrary to popular opinion, learning reading does not begin in school. Learning to read begins at home (Parents naturally become their children's first teacher and usually can help them to develop reading habits before they set foot inside a school (Binkley, 1988; Rasinski & Fredericks, 1988).

The second research objective was to investigate the parenting skills and the effects it as on the children. The study revealed that the way a child behaves at school is reflected in

how he/she is brought up at school and therefore parenting skills had an effect on the child and shaped his/her entire life.

According to Maccoby & Martin, (1983) Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness. Parental responsiveness (also referred to as parental warmth or supportiveness) refers to "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind, 1991, p. 62). Parental demandingness (also referred to as behavioral control) refers to "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind, 1991, pp. 61-62).

The final objective sought to determine the importance of parent's involvement in their children's schooling.

The study revealed that parents who participate in their children's schooling contribute to their children's performance in school and also improve on the standards of the school.

This is supported by Fan & Chen, (2001) that parental involvement in their children's learning positively affects the child's academic performance in both primary and secondary schools (Feinstein & Symons, 1999), leading to higher education achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Melhuish, Sylva, Sammons et al., 2001).

Early reading experiences with their parents prepare their children for the benefits of formal literacy instruction. Indeed, parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy (Bus, van Ijzendoorn & Pellegrini, 1995). Furthermore, parents who introduce their babies to books give them a head start in school and an advantage over their peers throughout primary school (Wade & Moore, 2000).

### **5.2. Conclusion.**

The study revealed that the involvement of parents in their children's learning process contributed better performance in school.

It was also established that the way parents brought up their children affected their entire life including how they perform in school and how they relate with others.

Parents involvement in their children's learning is very important because the child does not only perform well in class but is emotionally and health wise okay.

### **5.3. Recommendations.**

The government should make sure they include parents in education plans in the process of children's learning.

The community and parents should be sensitized on how it is important to indulge and participate in their children's education and well being.

### **5.4 Areas for further research**

More research should be done on the how parenting skills affect a Childs academic performance.





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## **APPENDICES**

### **APPENDIX A:**

#### **QUESTIONNAIRE TO THE TEACHERS**

Dear respondent,

The purpose of the study is to help the researcher- Nzaro Kalama Jefwa- determine the relationship between parenthood and school dropouts in your region. You have been chosen in the study you are requested to tick where appropriately and fill in the gaps. I would like to bring to your attention that the information will be treated with utmost confidentiality.

NB. Do not write your name anywhere on this paper

Personal information

**Age**

19-24yrs [ ]

25-30yrs [ ]

31 and above [ ]

**Sex**

Female [ ]

Male [ ]

**Educational level**

Certificate [ ]

College [ ]

University [ ]

1. Do parents get involved in school activities

Yes [ ]

No [ ]

2. If yes what activities do they do

.....  
.....

3. Do parents supervise their children's progress at school

Yes [ ]

No [ ]

Not sure [ ]

4. How has parental involvement helped the school

Improved standards [ ]

Not improved [ ]

5. How has parental involvement contributed to children's academic performance

Greatly improved [ ]

Slightly improved [ ]

Not improved [ ]

6. How has parental involvement helped children's emotional well being.....

.....

7. Do parents provide all the necessary academic requirements for the children

Yes [ ]

No [ ]

Not sure [ ]

8. For any answer you give how has it affected the performance of the children?

.....

.....

9. How do the children behave at school

Well behaved [ ]

Badly behaved [ ]

10 For any answer does it reflect the parenting skills?

Yes [ ]

No [ ]

Not sure [ ]

11. Do parents pay their children's school dues in time?

Yes [ ]

No [ ]

Not sure [ ]

12. Do parents teach their children to read at home?

Yes [ ]

No [ ]

Not sure [ ]

## **APPENDIX B**

### **FOCUS GROUP DISCUSSION WITH THE PARENTS**

1. Do you get involved in your children's school activities
2. If yes what activities do you do?
3. Do you supervise your children's progress at school?
4. How has your involvement helped the school?
5. How has your involvement contributed to your children's academic performance?
6. How has your involvement helped your children's emotional well being?
7. Do you provide all the necessary academic requirements for your children?
8. How has providing necessary school requirements affected the performance of the children?
9. How do your children behave at school
10. How do you bring up your children?
11. Do you pay your children's school dues in time?
12. Do you teach your children how to read?

**APPENDIX C:**

**BUDGET**

<b>Item</b>	<b>Amount (In KSHS)</b>
Stationery – Papers - Pens	3000
Transport	1500
Researcher assistants	4000
Typing and printing	2500
Miscellaneous	2000
<b>Total</b>	<b>13000</b>