

**PARENTAL ILLITERACY AND LEARNERS' ACADEMIC PERFORMANCE
IN NTUGI ZONE, ABOTHUGUCHI CENTRAL DIVISION,
MERU CENTRAL DISTRICT, KENYA**

BY

STEPHEN BUNDI IMATHIU

BED/15577/71/DF

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR
OF EDUCATION IN SCIENCE OF KAMPALA**

INTERNATIONAL UNIVERSITY

APRIL 2010

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APRIL 2010

DECLARATION:

I declare that this dissertation is my original work and has never been submitted for any academic award. Where the works of others have been cited acknowledgment has been made.

Signature.....

Bundi Stephen Imathiu

Date.....

APPROVAL

This is to certify that this study has been submitted with my approval as the University supervisor.

Signature



Ssekajugo Derrick

Date

23/04/2020

DEDICATION

Dedication to my dear husband dear wife Triphosa Bundi and to my children; Celestine Karimi and Winnie Nkatha.

ACKNOWLEDGEMENT

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ABSTRACT

Generally, various researcher report have revealed that more highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in school (Sticht & McDonald, 1990). Also, children of mothers with high levels of education stay in school longer than children of mothers with low levels of education. Parental influence on the intellectual, social, economic, psychological and moral formation of children in schools is arguably one of the most enduring marks in the history of children's growth. Part of the reason for this is that parent's ability to discipline and encourage children is enormous, and this aspect put them in a unique and strategic position not only to produce and sustain good principles of good academic performance, but also to help instill socio-religious values and morals. It also serves as a way of establishing good and appropriate relationships between members. This when enhanced sets the ground of good performance in their later intellectual maturity in schools. This study, therefore, focused on a narrow population instead of the populations most likely experiencing the difficulties in child parent relationship in so far as literacy is concerned. This is in order to show the correlation between parental literacy and academic performance of children in schools. In order to arrive at desired results, the study was guided by the following objectives, first, to evaluate how parental illiteracy influences the performance of Learners' in schools. Secondly, the study sought to determine parental literacy in Ntugi Zone, Ntugi, Division, Meru Central district. Lastly, to give policy recommendations on enhancing Parental literacy. In this line, the study found out that parental involvement at school and home portrays a link with their children's literacy skills at the later stage in schools. This

affects children academically either positively or negatively. The study found justification in the fact that improving literacy skills of children is an essential goal of every school literacy program. Such programs not only intend to publicize its name but to assert the importance of academic growth. However, this noble goal cannot be realized so if all stake holders in the children academic performance and upbringing are not involved. The outcomes of this study are useful in that they may help policy makers of education with reference point. Besides, the entire study is a contribution of new knowledge to the pool of knowledge.

DEFINITION OF TERMS

The following terms will be operationally defined throughout the study.

Performance is a way of showing ones ability I doing something

Intelligence refers to astuteness

Academic interaction: the way in which one engages with others on matters academic

Illiteracy: Refers to the technical know-how of a person in a given field. The opposite is illiteracy

Education: Refers to the schooling process where the training of a person in an holistic manner is called for.

Learning: Refers in this study to the culture of education

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The National Assessment of Educational Progress (NAEP) data provide some evidence supporting the traditional interpretations of children's academic success that focus on gross measures of parents' educational attainment. A review of the performance of children and young adults across age groups (9 to 25 years of age) and across ethnic groups on various literacy tasks of the NAEP confirmed the importance of mothers' (parents') educational levels (Sticht, 1988). Data from the 1YYU NAEP reading assessments revealed that the average proficiency among fourth-graders was lower for those students who report that their mothers had not completed high school. This is a good indication that we cannot take the role of parents for granted in evaluating the academic performance of their children in schools.

Another study of parental involvement based on a model of children reading to parents found that children who read to their parents on a regular basis made greater gains than children receiving an equivalent amount of extra reading instruction by reading specialists at school (Tizard, Schofield, & Hewison, 1982). This has been the most witnessed case for many schools complaining that the role of educating children has solely been left to the teachers. Parents have little participation into their children's academic world. Little is regarded by parents to be essential in supporting the child in doing school assignments and evaluating their school reports. When considering this phenomenon one asks "how many parents guide their children on performance with career oriented mind?"

Auerbachs work also shows that "indirect factors including frequency of children's outings with adults, number of maternal outings, emotional climate of the home, amount of time spent interacting with adults, level of financial stress, enrichment activities, and parental involvement with the schools had a stronger effect on many aspects of reading

and writing than did direct literacy articles, such a help with homework (Atierhach. 1989), These by fact are issues to be considered with those formulators of curriculum syllabus in order to improve the child's support in attaining better results. The benefits of good performance are one way of solving academic related anomalies which emerge in the later stage of the child. These include the rapid increase of unemployed youth across the world with the largest numbers ragging in African South of Sahara. Despite most of them having been gone through the education systems either on Primary level. Secondary or University levels, they are still termed ineffective and unskilled. Majority of them don't even make it to the next stage having captured a poor grade.

Moral decay is also on increase in job sectors. Social aspects of life are losing meaningful aspect in enhancing people's behavior and economic dissatisfaction is the cry of the day from everybody in every class. All these undesired values raise questions not only to the teachers in our current education system but also to the parents in preparing children to cope with life challenges in later stages. The notions of responsibilities seem to getting devoid and guilt conscience dying out of people's mind slowly as a result of poor growth.

Children are blaming their parents for having no time with them to listen and help them grow morally and intellectually. Parents on their side are blaming the teachers for not instilling the necessary discipline and standards of education to the Learners' to perform as expected. The teachers nevertheless do not remain silent. They too blame the government for tampering with the syllabus by eradicating caning as appropriate punishment and not considering other means of educating children other than the syllabus. They also claim that parents have forsaken their role as home educators. All these arc throw ball blames which no one can strictly point out a linger to the other as the cause.

Thus education itself has shifted its meaning and goal. It is contrary to what Castle(1966, P126) indicates to be which should help the children develop mental habits that assist them (Learners') to acquire and use knowledge in the right way. It is imperative therefore to vie the role of education being more than acquired skills in the passing of exams. it

should be holistic in nature. This holistic nature however cannot be achieved if the task is left to the teachers alone. Parents need to take part thus the issue of illiteracy taking precedence.

The role and ability of parents to shape their children morally and intellectually is unconditional. This affirms the Swahili saying which goes mtoto ‘umuleavyo ndivyo akuavyo’ meaning that the child becomes exactly what the parents make him or her to be.

This further implies that if the parent is literate, he/she will impart intelligible values to the child, which would lead to good performance in school at a later stage. Conversely, if the parent is illiterate he/she will influence the child with unintelligible values, which will hinder his or her performance in later stages of life. We are not, therefore, concerned with demystifying that literacy of parents have a total positive impact in the child’s performance. We are only interested in indicating that the parental literacy influence the performance and therefore need to devise new approach to help illiterate parents to have ways to support their children achieve their academic dreams.

1.2 Statement of the problem

There is a general perception among many scholars and researchers across the world that there is a greater link between the level of parents’ literacy and the degree of their U children’s performance in schools. A firm understanding of the literacy concept in the context of parents will increase the understanding of the “strengths of educationally disadvantaged parents that contribute to the children’s academic failure. In this respect. The study asks a profound question. What effect does parental literacy or illiteracy affect?

1.3 Objectives of the study

1.3.1 General objective

The general objective was to evaluate how parental illiteracy influences the academic performance of Learners’ in school

role to play in the performance of the children through regular interaction with them academically through their homework and at school to improve their intelligibility.

Similarly, the entire world is fighting to eradicate illiteracy and all its aspect which hinder both social and intellectual development. Parental illiteracy being one of them, there is an urgent need to find out how we can help those engorged under it to come out successfully. As Castle (1966) observes, the main role of parental literacy is to help their children to develop mental habits that assist them to acquire and use knowledge in the right way, so it goes without asserting his argument that some (mothers) are always reluctant to sent their girls to mixed schools with fear that they may be subjected to the sexual attention of the male. These tendencies seem to set some fear into the child hindering his or her active and competitive participation in all activities leading to health and good performance. The study is therefore justified based on all the above ideals touching the life of the child with regard to his or her performance in school as a later preparation for livelihood.

1.6 Scope of the study

The study was carried out between December 2009 and April 2010. The research was conducted in Ntugi Zone based on parental illiteracy on children academic performance. The respondents to the research were teachers, Learners' and parents. The study carried its survey within Ntugi Zone. This population was sampled purposely to capture the illiterate parents and children undergoing the difficulty of similar cases in school performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews some of the related literature, in so doing, the researcher moves to fill in the research gaps and yields new knowledge. Much of the literature reviewed is secondary data found in libraries in the form of books, journals and internet material.

2.1 Parental Literacy and Guidance at Home

It is recognized that involving parents in their children's homework can help to improve children's performance (Bailey. LB. (2004). Various research found that the children who were given interactive homework and whose parents were trained how to support their children with their homework performed better in school than those who did not receive the same support. However, the most enduring question to educational research is, what might be the factors why children succeed or fail in school?' A salient finding from traditional research on both adult education and early childhood intervention programs indicates that the mother's (parents') level of education is one of the most important factors influencing children's.

Parental literacy and their involvement in children's academic issues are paramount to understanding the factors affecting children's school performance. Researches show that the greater the involvement of parents in children's learning process the better the child's performance (Sticht. 1988). Children with richer home literacy environments demonstrate higher levels of reading knowledge skills and skills at school entry. These studies also

indicate that parental involvement into children life outside school learning especially in extracurricular activities such as concerts, sports, scouting generally improve the children's ability in relating to other general knowledge like mathematics.

2.2 Literacy and Contemporary Educational Systems

In order to understand the essence of parental literacy and its influence on the child's performance. One needs to acknowledge the shift in education from the traditional approach to the modern understanding. The current education system is comparatively exclusive. It is exclusive in the sense that it concentrates more on its nature not its purpose. Bearing in mind the origin of modern education to be British in nature, we should also notice that the impact of this system to the teaching staff in Africa. This nature has changed the African understanding and appreciation of education. Africans in the modern sense takes the role of learning to be more of child- teacher relation, than it ought to be parents, teacher and child relationship.

Concurring with this, Ali Mazrui (1978) suggested in his classical book *Political Values and Educated Class in Africa* that for education to be meaningful, sensible and relevant, there should be Africanization of both the syllabus and the teaching staff. It is only through such approach that parents will find their place in the education process of the child.

It can thus, be stated that Africanizing the syllabus and the curricular means that the teachers will not only approach education as an inclusive system, but also be relevant to its purpose or goal. Confirming this African approach, Jomo Kenyatta in his famous book *Facing Mount Kenya*, indicates that education begins at the time of hinh and ends with

death'. Borrowing from the traditional society, it should be noted that both formal and informal methods of education were closely integrated. This integration suggestively point to the interwoven relationship in the process of children's learning. 'The child's intellectual acquaintance is an interwoven process constituting of parents, teachers and other external mentors. Parental involvement can therefore not be spared since there is great feeling that Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri & Buchanan. 2004).

Besides intellectual support to the children by parents, Sheffield (1973) points out those parents showed their determination to provide education facilities beyond those which the government would support. It was from this that the slogan Harambee meaning 'let's all pull together' emerged. This slogan as suggested by various researches is still needed mostly to capture the need for parents contribution to improve children's performance.

2.4 Relationship between Parental Literacy and Children's Performance

Examining the correlation between parental illiteracy and child performance, we should also acknowledge that we are stressing the role of education in two aspects nation-building, promoting national unity through emphasis on cultural and social values through the values of integration can only be attained through parent teacher involvement. A research on the parent-child relationship in performance carried out in Mwanza Tanzania indicated similar values as found in this study in Kenya. As observed by Dr.Dubbeldarn (1970). in his survey among the rural-urban people of

Mwanza, some fathers reported that their children used to read or 'study' at home. usually in the evening or at night.

Contrary to this statement as it was observed in the same research, graduants in town mentioned their children being involved in playing when free from school. This indication is not different from what our survey found out here in Kenya.

Advancing from our study hypothesis we also came to realize that though Dubbeldarn's study was done some years back in a different country the practice is still the same here in Kenya. lie advances that educated parents would normally read newspapers, magazines or books, and write letters. The child would in this way not only be introduced to the world of writing but would also have an opportunity to exercise at home hence relating school and home life.

Another research concurred with our survey that educated parents have the upper hand in commending and monitoring the performance of children at school as compared to the uneducated ones. The former would in case of results indicating failure, transfer their children to another school as soon as possible than with the case of the later.

from our study there is an indication that we cannot keep on arguing on why or whether parents are to be involved in children's school performance unless we sensitize the parents to discover and understand the reasons and expectation to why they send their children to school. Parents with convictions that education is going to be ultimately transformative to their children will always do what it takes to make so. On the other

hand parents who think their children should be taken to school just as the neighbours do. their children end up lacking motivation leading to poor performance.

2.5 Purpose of education

Analyzing all these aspects we realize as Mariae (2006) points, the core purpose of education is not only for academic performance in schools. Education has to be understood from an African perspective. It should develop the child in a holistic manner. [The holistic intellectual growth of the child draws to our attention the involvement of various educators and mentors. For instance the grandparents' relationship with the children in traditional society was so significant as it promoted the psychological aspect of intelligibility.

Formal education like in traditional society should assume an African perspective. A perspective that involves all stake holders the parents, teachers and other mentors in the continuous support of the child's academic growth. This approach portrays the deeper meaning Of life has unique and sacred values. This makes the whole process and purpose of education a life long: education for life. Such a rich understanding cannot be actualized when parents are excluded in the learning process of their children. Other research have identified and defined parental literacy and involvement into children's performance to be Home Schooling (HS).

For instance in the United States this kind of educating system is prevalent and given priority for the education of a child. According to the American psychological tests, Home Schooling Achievement (HAS), a study conducted by National Home Education Research Institute (NI TERI), supported the academic integrity of home schooling.

Among the home schooled students who took the tests, the average home schooled student outperformed his public school peers by 30 to 37 percentile points across all subjects.

The study also indicates that public school performance gaps between minorities and genders were virtually non-existent among the home schooled students who took the tests. These new evidence found that home schooled children are learning more and are getting higher scores on the ACT and SAT tests. This may be attributed to the reasons behind **promoting** the home system of schooling.

3.4 Research instruments

Self administered Questionnaire

Primary data was collected by use of questionnaires and oral interviews, filled by relevant parties to obtain ideas on parental illiteracy and their effects on academic performance. These were designed in both open and closed ended form. The method ensured high proportion of responses and higher returns rate.

Interview

This took face-to-face interactions with the representative of the Learners' and staff members of the schools and parents.

Observation

This took place where the researcher observed the respondents to ascertain their literacy level

3.5 Data analysis and interpretation

The information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents to locate omissions. Information obtained from the research study was presented and analyzed using bar charts, narratives, and statistical figures. That is:-

Descriptive statistics: were used to measure central tendency, variability and relationship between variables. It included proportions, mean scores and percentage.

Summary statistics: were used in the presentation of analysis. It included use of mean & percentages, summarized tabulations and frequency distribution.

3.6 Research procedure

The researcher had an introductory letter from the University and presented it to the area authority to obtain permission for study. This gave directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data begun immediately.

3.7 Limitations of the study

In conducting this study, a number of challenges were encountered, including:

- Attitudes Towards the Exercise – Some respondents were unwilling to freely share the information. This was mainly true at the local level because of fear of not knowing whether the information could go to their superiors with repercussions.
- Nevertheless, the researcher tried and overcame these limitations to collect sufficient and representative data to reach the conclusions herein.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The data is synthesized and analyzed objectively. The study has used percentage, frequency and mode table to present the results of the findings. Other statistical formats of analysis have also been used throughout the study.

4.2 Demographic Information of the Respondents

The study was developed from responses of a sampled population. The sample incorporates both female and male respondents of various ages which were not a key concern.

Table 4.I: Outcome in terms of numbers and categories

Categories	Respondents N	%	Missing n	%	No	%	
Teachers	8	80%	2	20%	10	100.0%	
Literate parents	9	90%	1	10%	10	100.0%	
Illiterate	7	70%	3	30%	10	100.0%	

parents							
High sch.students	16	80%	4	20%	20	100.0%	
Std 7&8 Learners'	8	80%	2	20%	10	100.0%	
Total	48	80%	12	20%	60	100.0%	

Source; Primary data(2010)

From table 4.1, it should be noted that the number of respondents were 48 out of the total number 60 who were sampled. 12 of the total population making up to 20 % did not respond to the questions either through interview or questionnaire. The remaining 48 who formed 80% answered the questions.

Table 4.2:Distribution of population of respondents

Categories	Males	Female	total
Teachers	5	3	8
Literate parents	5	4	9
Illiterate parents	3	4	7
High sch students	8	8	16
Std 7& 8 Learners'	4	4	8
Total	25	23	48

Source; Primary data(2010)

Table 4.2 shows the distribution of population of respondents on how they responded to the questions and the interviews. 51% of the respondents were male and 49% were female. Each category of both male and female had a frequency 4 and the mean in two cases was found to be 5 for the male respondents and 4 for the female. The total numbers of respondents were 25 male and 23 female respectively. The frequency perhaps explains the significance and sensitivity of both sexes to the issue of illiteracy and school performance of children.

4.4 The Responses on Parental Illiteracy and Children's School Performance

In this section the study intends to first find out whether the respondents agree or disagree with the question as to whether parental illiteracy affect children's school performance. Out of the 48 respondents, 39 confirmed that parental illiteracy negatively affect the children at school. This response was very strong forming 78% of the total respondents. This then confirmed my hypothesis to be positive in analyzing the relationship between parental illiteracy and children's school performance. The question on how parents interact with their children at home in home assignments suggested comparative results both from the students and parents. Majority suggested that parents have little time with their children especially when it comes to academic matters. Many parents pay little attention to their children's school performance and home assignments. This case did not only apply to the illiterate parents hut did apply to both

Parents. in such a case it should be noted that many children will tend to take academic matters on a lighter note that parents don't bother or are not such strict on their performance. This in real sense reduces or lowers the performance of children at school. Parents' involvement either by checking or assisting their children in understanding difficult academic tasks is one way of improving their children' academic performance. From the result, the question on how teachers encourage parents- children relationship indicated that most teachers encourage parents to support their children. The support here is not in terms of material but intellectually.

The interaction between parents and children in academic matters as raised in the questionnaire received a very poor response. Majority of the students who attempted the question observed that parents pay little attention to their performance thus poor performance at schools. Some of the parents also admitted that rarely do they help their children do their assignment.

The results as answered by teachers and literate parents indicated that illiterate parents lack intellectual skills of understanding the book work thus unable to evaluate and commend on children's school performance. The teachers also asserted such parents don't follow up to discuss with teachers on children's results because they do not know what it constitutes. This one teacher indicated, diminishes the child's career and talents in improving their performance.

Parental literacy is very crucial especially at such a point because when a child is — Interested in certain subjects, he or she requires guidance and motivations towards

developing the future career interest in such an area. In such a case the child tends to work hard to improve and excel in that area of interest. This in strict sense is what we perceive as effective performance in school.

Out of the 48 respondents, 43 concurred that poor performance of children is largely caused by parents' initiatives and level of education rather than school environment. Only 5 responses were unique that poor children's performance was as a result of reluctance of the child not parents and also as a result of poverty.

Teachers' recommendation on how to improve parent —child relationship in performance was very appealing. Out of the 8 respondent teachers, 7 had the comment that we encourage parents to help their children understand difficult areas of their homework'. This was a concurrence of the literate parents on how they support their children. Some of them were both parents and teachers and they indicated that such support has yield excellent performance to their children.

A comparative response emerged from the students as to whether they would perform better if their parents were illiterate. Majority observed that their performance would be very poor. The reason being parents take them a second step at home learning. This assertion interestingly confirms the learning principle that a teacher only gives 25% and the student has to get 75% for him or herself'. What puzzles me is, out of the 75% how much is the parents to contribute? I suggest 25% and the 50% to be determined by the child.

This contribution however, is not material as many may think, but it is in terms of intellectual shaping. From the comments of parents in school results, the responses indicated that only literate parents have the upper hand in commenting either positively by celebrating or negatively by blaming teachers on poor performance in school as compared to illiterate parents who follow waves. 90% of teachers response indicated that majority of literate parents do come to school for interaction with teachers about their children's performance.

Those illiterate however, rarely come because they don't understand academic issues. During the informal interviewing, the researcher found Out that illiterate parents were concurring with the teachers' comments that have very little knowledge about their children's school performance. One respondent observed that my son tells me. mother I beat 34 Learners' in my class of 80 Learners'! But I do not understand what he means because I never went to school' in such a case this parent cannot be able access and analyze the child's performance and encourage him to improve.

Consequently, most of these parents asserted that they only provide material necessities and the issue of performance lies with the child's determination. Though this might be true to some extend. there is still an extra mile for the parent to travel in improving the children's performance at school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the summary and recommendations of the study. It is structured such that it begins with the findings based on literature and research survey as discussed in the previous chapter. This is then followed by researcher's recommendations drawn from the study results. The chapter ends with conclusion pointing out the important elements of the research as drawn from the entire study on how to address the research problem. The chapter also outlines recommendations for further research.

5.2 SUMMARY

The researcher observed that there is an evident correlation between parental literacy and children's performance. The study findings indicate that children's performance is a dependent variable. It depends on various elements including parental literacy Illiteracy. Teachers' efforts and leadership skills, children's determinations, social structures and economic factors It is observed that highly educated parents have a greater support to their children in attaining performance. This however, does not imply all highly educated parents actualize this, the study rather observed that some highly educated parents don't support their children in

There is a clear indication that children's performance is not only determined by material support but also intellectual assistance. Learning should not be seen as a school process but also a life long process starting and going on even at home. The study found out that a large percentage of poor performance of children was due to parental illiteracy and misconception of education. This misconception attributes learning to be a child-teacher process with little or no involvement of parents. Parents only come in under fulfilling the material part- school fees and other necessities.

Besides these aspects, the reader should acknowledge three elements pointed out in the understanding of parental literacy/illiteracy. These elements are ability to read, write and speak English and other foreign languages. These factors though not limiting the concept of performance are vital to the parent in supporting and actualizing his/her role in child's intellectual upbringing. It is from these elements that the parents develop the vision to motivate their children for better performance.

Finally the study found out that the resources to actualize children performance are available but the approach is lacking. Both the parents and teachers should have a paradigm shift in both practice and understanding of children's performance. There should be a mind shift in understanding children's performance as parents, teachers- children relationship not as conceived before. The traditional approach should be adopted as understood technically as with American system as home schooling.

5.3

CONCLUSION

This research presents preliminary evidence that parental involvement at school and home, particularly among children from socially or economically disadvantaged families.

portrays some relations to their higher literacy skills at the later stages in schools. '11w study notes that educators should work with parents to organize opportunities for their involvement in schools; they should put into consideration all the aspects discussed in this research to be vital.

In this process, educators and other stake holders will be wise to understand parents needs and views of education, and to reflect on their own motivation and desired outcomes for home—school initiatives. This will then take parental literacy' a serious aspect in evaluating the entire process.

It is also paramount for the parents notice their role as home educators and care takers ,and be aware of the significant contribution they are making to their children's learning process. This will help them stress and fight the concept of illiteracy in its entirety. Without perceiving children performance in the eyes of Central academic achievement of relating teacher to child, we can recapture the children's improved performance through seeing it in a new eye. The eye of parent, teacher- child.

5.4 RECOMMENDATIONS

Based on the findings of the study, the following findings are postulated:

There is need for increased sensitization of the public about parental literacy and its impact to the children's performance.

Strengthening the bond between parents-children relationship through academic and social interaction should be paramount.

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APPENDICES

APPENDIX I:

QUESTIONNAIRE FOR STANDARD 7 & 8

Introduction:

The research survey is meant to collect information which will lead to the writing a report to help improve the relationship between parents teachers and students in terms of academic performance in schools.

Instructions:

Kindly answer all questions.

1. What is the level of education of your parents?

Mother Father

2. Do your parents help you to successfully carry out your home assignments?

Yes [], No []

3. If your parents do not help you do your homework

why?

4. Do your parents ask you how you perform at school? Yes [], No []

5. Do your parents examine your report cards and books at the closing of the semester?

Yes [] No []

6. If Yes what do they commend?

7. Do you think educated parents can help their children to excel in school academic

work than those uneducated ones? Yes [], No []

8. How do you think educated parents are helping their children to perform well at schools? (Choose one). (a) Does not help or boUwr (ii) Encourages (e) bits them up if they fail to be in first position (d) they blame the teachers.

9. Do you think education is necessary for the parents to help their children perform well at school? Yes [], No []

10. Do uneducated parents come to school w aiwiid **meetings** and parents day? Yes [],

No [

11. How do you interact with your parents in academic matters? Tick as many as possible. (a) Sharing our school experience with them (b) Helping us to understand better difficult home works (c) they do&t ask how we perform at school (d) they ask our elder brothers and sisters to check our work. (f) They guide us to improve on the performance and future career choice (g) they don't know anything about academic matters.

12. what do other Learners' say about the parents of those Learners' who perform poorly in class2

13. Do your parents involve you in extracurricular activities outside school? Yes [j. No[j.

APPENDIX II:

QUESTIONNAIRE FOR TEACHERS

Introduction:

The research survey is meant to collect information which will lead to the writing a report to help improve the relationship between parents, teachers and students in terms of academic performance in schools.

Instructions:

Kindly answer all questions.

1. What is your understanding of parental illiteracy?

2. Does parental illiteracy affect children's performance in school?

Yes No

3. If yes how?

4. How do children refer to their parents when it comes to academic performance?

(a) They are very cooperative (b) Not involved (c) Little involvement (d) No comment.

5. Explain how the literate parents improve the performance of their children at school

6. Do you encourage parents to help their children in doing their home assignments?

Yes No

7. Do the parents of those students who appear last in class performance come to school to talk to teachers about their children's performance?

Yes . No .

8. What do you think is the cause of poor performance among the students in school?

9. How do teachers involve parents in students school

performance

10. Suggest how we can improve the participation of illiterate parents in the children's

performance

11, How do illiterate parents help their children to improve their performance at your

school'

12. Which kind of parents comment on children's performance when the KCSE and

I KCPE results are out? (a) Illiterate parents (b) literate parents (c) both kinds.

APPENDIX III:

QUESTIONNAIRE FOR LITERATE PARENTS

Instructions:

Kindly answer all questions.

1. How do you consider the literacy of parents in the performance of children in schools

2. How is your level of education helping your children to perform well at school”

3. There is a belief that children of highly educated parents perform well at school than those of illiterate parents. Do you agree with this belief?

Yes [] No [.

4. If No why?

5. Do you help your children in improving on school performance?

Yes [] No [.

6. Do you involve your children in extracurricular activities?

Yes [] No [.

7. If Yes how”

8. Does illiteracy of parents affect the performance of children in schools?

Yes [] No [.

9. What do teachers comment on parent-children relationship in terms of academic matters?

10. I-low are your children performing at school? (a) Excellent (b) Moderate (c) Fairly (d) Poorly.

11. If poorly what are the reasons?

12. Do teachers encourage you to support your children in academic performance?

Yes [.