PARENTAL FACTORS AFFECTING PUBLIC PRIMARY SCHOOL PUPILS' ACADEMIC PERFORMANCE: A CASE OF NAKURU SUB-COUNTY, KENYA

Wanyama John Ivan

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DECLARATION

This dissertation is a product of my own work and is not the result of anything done in collaboration. It has not been previously presented to any other institution. I agree that this dissertation may be available for reference and photocopying, at the discretion of the University.

JOHN IVAN WANYAMA REG. Number: MDS/NKR/1424/15

Signature …… Date ……..

Approval by Supervisor

I/We confirm that the work reported in this dissertation has been done by the student under my /our supervision.

NAME OF SUPERVISOR: DR PETER KOOME

SIGNATURE ……. Date……

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DEDICATION

This dissertation is dedicated to my father, the late Boniface Mang'eni and mother Florence Nekesa.

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ACKNOWLEWDGEMENT

It is not easy to mention of all who have contributed to the success of this research. An invaluable word of thank you suffices to sum up my deep gratitude to all of them. Particular thanks go to my dedicated supervisor, Dr. Peter Koome for being there for me for consultation and guidance to improve the quality of the proposal and final dissertation. Special thanks go to Taka for encouraging and urging me on.

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ABSTRACT

The goal of any education system is to have a balanced output with minimum gender differences in academic performance. Poor performance of either girls or boys in KCPE has far reaching implications on the economic development of this country. An examination of the factors contributing to gender differences in academic performance in KCPE is critical. The purpose of this study was to examine the factors affecting academic performance of pupils in public primary schools in Nakuru Sub County. This study was carried out on head teachers, professional school counselors, teachers and pupils in public primary schools. The specific objectives of the study were: to establish the relationship between parents' educational level and academic performance of male and female pupils in public primary schools; to establish how parents' occupation affects academic performance of male and female pupils in public primary schools; to examine how parenting styles' affect the academic performance of male and female pupils in public primary schools. The study adopted the descriptive survey design and the sample size was selected using the simple random sampling for class teachers and pupils and purposive sampling technique for head teachers and professional school counselors. A sample size of 8 head teachers, 8 professional school counselors, 16 class teachers and 64 pupils was used for the study. Data for the study was collected by use of questionnaires for head teachers and teachers, while interview schedules were used to collect data from pupils. Prior to use data collected was subjected to validity checks and reliability tests. Data collected was analyzed with the aid of the Statistical Package for Social Sciences version 21.0 computer software for descriptive statistics (frequencies, percentages and means) and inferential statistics (correlations). The study findings show that parents' education was a very important factor determining pupils' academic performance; parents' occupation affected academic performance of male and female pupils in public primary schools; Authoritative styles and authoritarian styles were seen to somehow positively affect pupils 'academic performance; and permissive parenting style was seen negatively affect pupils 'academic performance. The study is of great significance to school managers, teachers and education officers because the generated knowledge and awareness created will propel them to take necessary measures to enhance gender parity in academic performance both at primary schools and subsequent levels.

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LIST OF ACCRONYMS AND ABBREVIATIONS

EFA	Education for All
GPA	Grade Point Average
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
MDS	Masters of Development Studies
PSLE	Primary School Leaving Examinations
QASO	Quality Assurance and Standards Officer
SDG	Sustainable Development Goal
SES	Socio-economic Status
SSA	Sub-Saharan African
UNGEI	UN Girls' Education Initiative

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CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents the introduction to the study. The chapter contains a background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, the scope of the study, limitations and definition of key terms.

1.1 Background to the Study

Today education is widely appreciated across the world compared to decades ago. Its importance is studied worldwide. Education plays a significant role in the growth of human capital and is linked with individual's well-being and prospects for better living (Memon *et al.,* 2010; Ababa *et al.,* 2012). The value of gender parity in education cannot be underestimated, given that the development of any country is a function of quality of education (Amunga, Musasia & Maiyo, 2010). Countries are still faced with the challenge of eliminating gender disparities in basic education. According to the requirements of the educational millennium development goals, countries were supposed to ensure that by 2015, children everywhere, boys and girls alike complete a full course of primary education and eliminate gender disparity in primary. This goal was not fully achieved by most countries. This gave rise to the Sustainable Development Goal (SDG) 4. SDG 4 is to "ensure inclusive and quality education for all and promote lifelong learning." (United Nations Department of Economic and Social Affairs, 2015). This means that in most countries of the world, gender disparity in education access and performance is still a concern.

Most European countries are concerned about gender inequalities in education (Vassiliou, 2010). Various explanations for these gender inequalities in education have been put forward, including a different translation of background characteristics into test scores, psychological and biological differences. So many factors are mentioned to affect the performance of male and female students. The factors can be categorized into school factors and non-school factors. This study focused mainly on non-school factors and attempts to classify them into parent related factors and student / pupil related factors.

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Parents related factors feature in many European studies in categories such as parent's educational level (Holmes, 2003), parents' occupation (McCulloch, 2014), parenting styles (Turner, Chandler & Heffer, 2009). Student personal attributes are also reported to positively influence their academic performance (Britner & Pajares, 2006). Other studies outside Africa include Bertrand and Pan (2013) in the United States of America, and Tinklin (2003) in Britain.

In most Sub-Saharan African countries, the difference in the academic performance of male and female pupils remains wide, with female literacy rates well below those of males (Novicki, 2012). However, noticeable is the fact that female pupils tend to perform well in language subjects and humanities better than males, who on the hand perform better than their counterparts in mathematics and sciences. It is important to note that generally, the gender gap in performance remains. The gender gap is attributed to parents' preference to educate boys, poverty, sexual harassment, pregnancy and early marriage among girls. Studies in Sub Saharan Africa that show significant gender difference in academic performance favoring the males include: a study in Ethiopia by Tasisa and Tafesse (2013), in Zimbabwe, Zambia and Malawi (Education for All Global Monitoring Report, 2008) and in Tanzania (Tanzania Country Highlight, 2003). Other countries such as the Gambia, Burkina Faso, Benin, Guinea and Chad still have a long way to go in reducing gender disparity. Important differences affecting girls still exist, however, in the Côte d'Ivoire, Chad, Central African Republic and the Democratic Republic of the Congo and the Niger (Education for All Global Monitoring Report 2008).

Amunga *et al.,* (2010) argues that difference between the academic performance of male and female pupils is not good for a country's economic growth and development. The need for gender equality in performance must be emphasized, since KCPE and KCSE remain the hallmarks of success and determine advancement to the next education levels. Gender difference in pupils' academic performance is affected by hosts of in school and out of factors (Farooq *et al.,* 2011). This study focused on parental factors affecting the academic performance of primary school pupils in national examinations. These were categorized as parents' educational level, parents occupation and parenting styles.

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Poor academic performance of girls in Kenya has been a concern for the government for over the past five years (Oparanya, Kisiangani & Sande, 2015). According to Njoka, *et al.* (2012), the performance gap between boys and girls narrowed by about one-third over ten years 2001 to 2010, but still (in 2010) amounts to more than ten points. The gender parity index shows a dissimilar pattern. In 2001 it stood at 94.4, an all-time peak; but dropped back more than five points in the years that followed the Free Primary Education programme of 2003, before recovering to 92.0 in 2010. Boys appeared to be performing better than girls. This inequality in academic performance is not good. However, it is important to note that equal performance of both girls and boys is important. An emerging trend, however, is that in some counties girls are performing better than boys. This is also not good and the factors responsible need to be investigated. Child labour is reported among boys who are reportedly absent from school, and this eventually affects their grade scores (Jepkemoi, 2015). The study sought to examine the factors contributing to gender differences in academic performance in public primary schools in Nakuru Sub County. The Cosmopolitan nature of Nakuru town makes this study necessary. Variations of parents and pupils in this multicultural environment made the investigation of factors affecting the academic performance of male and female pupils wanting.

1.2 Statement of the Problem

Education of children irrespective of gender is very important to any society. The goal of any education system is to have a balanced output with minimum gender differences academic performance. Among the factors contributing to gender differences that seem to have withstood time are parent factors. Such factors include fathers' and mothers' education, parents' occupation, and cultural beliefs. The blame has been placed squarely on the parents' discriminate will to support the education of either the boy or girl. There is sufficient evidence to suggest that the performance of the female pupils at the Kenya Certificate of Primary Education examination is slowly dwindling (Walaba & Kiboss, 2014). Children need to be supported to perform well irrespective of gender.

It suffices that poor performance of both boys and girls is therefore a concern that would require a lot of consideration on ways to rectify it and thus reap benefits, (Kimacia, 2002). However, an emerging trend is that in some counties girls are performing better

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than boys (Jepkemoi, 2015). This makes this study an interesting one. Central questions emerge as to whether trends in gender differences in education can be linked to parent factors and to what extent do these factors contribute to gender differences in primary schools? A study by Lucas and Mbiti (2011) found that even with free primary education, more boys than girls still completed their primary education. The study focused on public schools, given that it is there that you will find children from varied socioeconomic backgrounds. Private schools are costly and thus not preferred by parents from low socioeconomic statuses.

The cosmopolitan nature of Nakuru town brings on board variations in parents and pupils attributes. These aspects are perceived by the researcher to affect male and female students' academic performance. Various interventions have been undertaken to address the gender gaps in the education sector. The interventions can only be effective if factors evolving concerning key stakeholders such as parents are studied and understood. This study was thus, keen on examining the factors affecting academic performance male and female pupils in public primary schools in Nakuru town Sub County, with emphasis on parents' factors.

1.3 General Objective of the Study

The purpose of the study was to find out the parental factors affecting public primary school pupils' academic performance E in Nakuru Sub County

1.4 Specific Objectives

i. To establish the relationship between parents' educational level and academic performance of male and female pupils in public primary schools in Nakuru Sub County.
ii. To find out the effect of parents' occupation on academic performance of male and female pupils in public primary schools in Nakuru Sub County
iii. To examine the relationship between parenting styles'and the academic performance of male and female pupils in public primary schools in Nakuru Sub County

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1.5 Research Questions

i. What is the relationship between parents' level of education and the academic performance of male and female pupils in public primary schools in Nakuru Sub County?
ii. What is the parent's occupation affect the academic performance of male and female pupils in public primary schools in Nakuru Sub County?
iii. What is the effect of parenting styles' on the academic performance of male and female pupils in public primary schools in Nakuru Sub County?

1.6 Significance of the Study

The study is of great significance to school managers, teachers and education officers because the generated knowledge and awareness created that will propel them to take necessary measures to minimize gender differences in academic performance both at primary schools and subsequent levels. Teachers will be in a position to devise in school teaching and learning strategies that can help counter deficiencies emanating from parenting factors. Other beneficiary of study findings is the Ministry of Education and in particular the Directorate of Quality Assurance and Standards which is a professional arm of the Ministry responsible for controlling the quality of education in Kenya. The study findings from this study may also be used as serve as reference materials by researchers and academicians in guiding future studies in respect to academic performance of male and female pupils.

1.7 Scope of the Study

The scope of the study was in public primary schools in Nakuru Sub County. The focus was on public schools given that they have almost similar in school factors. The study was carried out among the school head teachers, professional school counsellors, class teachers and pupils from the select primary schools. The subjects were identified since, they are in a strategic position to provide information sought. The focus was an examination of the factors affecting academic performance of male and female pupils in public primary schools in Nakuru Sub-County. The focus was mainly on factors affecting academic performance of male and female pupils. This study lasted for a period of six months with effect from November 2015.

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1.8 Limitations of the Study

The following were the limitations of the study: - The study was carried out in public primary schools in Nakuru Sub County, an area with distinct geographic and socio-economic backgrounds, therefore, it may not be easy to generalize the findings to the rest of the country.

Another limitation to this study was that some respondents were unwilling to provide information sought owing to its sensitivity. This was almost leading to a situation where respondents could give dishonest responses. To overcome this limitation, the researcher informed the respondents, the purpose of the study and assured them of confidentiality for information provided. Following this, they willingly participated in the study.

The study faced difficulty in obtaining information from some of teachers and pupils who if not checked could have provided inaccurate answers. Using a questionnaire, the researcher could not be able to tell if the respondents were lying or not. To overcome this challenge of inadequate information from the respondents a well-designed open and closed ended questionnaire was adopted. The study subjected the questionnares to validity and thus freed the instrument from ambiguity. The researcher also established rapport with respondents and assured them of confidentiality of information they gave.

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1.9 Definitions of Key Terms

Academic performance: This refers to the pupils' outcome of education, that is the extent to which a pupil has achieved their educational goals such as grade scores in examinations..

Characteristics: These refer to traits such as age, sex and commitments

Gender differences: These are differences as a result of being either female or male, arising from social construction of roles associated with sex differences. In this study gender disparity has been interchangeably with gender differences.

Gender disparities in education: refers to the differences in outcomes observed between different sexes. Specifically, gender disparities allude to one sex being disadvantaged over the other in experiences and outcomes. Education disparities can be seen in different enrollment rates, dropout rates, academic performance and survival rates among the sexes. Often these phenomena happen together.

Family Background: This refers to the type of family, social position, culture, or economic position that someone comes from

Low Developed Country: This refers to a nation with a less developed industrial base, and a low Human Development Index (HDI) relative to other countries.

Parents' Educational level: refers to the highest academic qualification level attained by the parents.

Parents' Occupation: This refers to the work that a parent does to earn income: it is a parents' job or profession

Parental Style: This refers to a psychological construct representing standard strategies that parents use in their child rearing.

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School-based factors: These refer to things which emanate from the school influencing teaching/learning process for example, organizing and monitoring private studies and pupils‟ academic progress, articulation of shared vision and focused mission of the school and language policy.

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CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter examines the literature related to the factors affecting academic performance of male and female pupils in public primary schools worldwide. The review for literature for this study was drawn from books, government publications and documents, reports that may have had bearing wholly or partially on the field of academic performance. The topics covered included: academic performance for male and female pupils; parents' educational level and academic performance of male and female pupils; parents' occupation and academic performance of male and female pupils; parenting styles and academic performance of male and female pupils; pupils' personal attributes and academic performance of male and female students; the theoretical review and the conceptual framework.

2.2 Theoretical Framework

This study will be guided by the Skinner' Learning Theory, Human capital theory and the Feminist education theory.

2.2.2 Skinner's Learning Theory

Skinner's learning theory was developed by Skinner in 1945. According to Skinner (1945) Learning Theory achievement varies among individuals due to several reasons. Factors influencing pupils' level of performance and aspirations include family income, marital status of parents and the level of education of parents. The theory further stresses that important motivation, involvement in learning by learners and involvement of parents in supporting their children's education. According to Eze (2002) the higher the status of a family, the more likely it motivates its children to learn and perform better. Skinner (1945) advised that for good learning to be realized, learning experience should be guided and properly controlled.

This theory is relevant to this study, given that the home environment needs to be tailored in such a way that it is supportive and conducive enough for effective learning and

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achievement. Parental factors have a great influence on the home environment which subsequently affects pupils' academic performance.

2.2.3 Human Capital Theory

According to the human capital theory that education and training are treated as some form of investment in human beings. Like any other investment it gives returns which are reflected in the earning of educated people. The argument here is that education generates assets in the form of knowledge and skills which in turn increases the efficiency of educated employees. As a result those with more education receive higher lifetime earning than those with less or no education. The basic assumption of this theory is that that employees are paid according to the efficiency and that the educated ones earn more than the less educated. The theory will guide my study in knowing the importance of the girl's education to the family and society at large. Joyce and Seghn (1994), support the theory by noting that girls' education is key to any society. The assumption beside the theory is that it leads to improved standard of life for a big part of the population since educated girls will be informed on how to handle health related issues like hygiene and diet. According to Ngaroga (2008) education is seen as a way of moving out of poverty and a ticket for upward social mobility. As noted by Oparanya *et al.* (2015) in 1925 the Education memorandum urged the government to give greater attention to the education of girls because of their potential contribution as wives and mothers to the welfare of the entire community.

According to OECD (1997) Human Capital Theory emphasizes the significance of education and training in fostering quality participation in the new global economy. This therefore, means that pupils need to be encouraged and supported to work hard and ensure they perform well academically. Quality academic performance is equal to creation of sustainable human capital; and this is a precursor to economic development tomorrow.

2.2.4 Feminist Education Theory

Feminist education theory was put forward by Kincheloe and McLaren (2003). It is based on the premise that diverse and oppressive situations that surround women inform and

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affect women's lives. It serves as the lens to understand gender disparity in education and how these differences play out in limited education, thus resulting in gender differences in academic performance. Earlier, Ritzer (1996) defined feminist theory as a theoretical discourse that aims to understand the nature of gender inequality from a women-centered perspective. Feminism is the ideology of women's liberation founded on the intrinsic belief that women suffer injustice because of their sex. Hence, feminism is founded on a moral perspective to understand the power that governs the oppression of women and to seek how such power could be challenged and negotiated for women's liberation and empowerment in order to create equitable societies (Chege and Sakurai, 2011). It is worth noting that much of feminist theory also focuses on analyzing gender inequality and the promotion of women's rights, issues and interests.

This theory is therefore relevant for this study in helping the researcher gain theoretical perspective of how gender play a role in influencing education for the female pupil. It is also relevant in uncovering the role of parents' education level and parenting styles in facilitating girls' or boys access to primary education.

2.3 Empirical Review

2.3.1 Academic Performance for Males and Female pupils

All children are entitled to quality academic achievement. Today it is an open fact in most developing countries that both male and female need to perform well academically as a prerequisite for sustainable economic development. Empirical review suggests that gender parity in academic remains a global challenge despite concerted efforts by governments. According to a study by UNICEF (2009) the East Asia and Pacific Regional UN Girls' Education Initiative (UNGEI), there were lower proportions of boys enrolled in secondary education than girls in 2006, in 12 out of the 26 countries studied. These countries included Tonga, Samoa, Fiji, Malaysia, Thailand, Mongolia and Philippines. One reason for this is that boys are often co-opted to work full-time to earn money, putting an end to their formal learning. In Mongolia, boys drop out of school was triggered by the strife to contribute to household incomes by working with livestock. Poverty was found to be a key factor influencing male child labour. Higher rates of girls'

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enrolment, and a 'reverse' gender gap was noted at the tertiary education level. This subsequently contributed to disparities in academic performance of male and female pupils in those countries.

One of the key pointers of progress made towards global achievement of the six education for all (EFA) target goals is gender parity. According to Abdu-Raheem (2012), gender disparity in academic performance is one of the modern pressing issues in the current academic debate all over the world. Farooq *et al.* (2011) and Voyer and Voyer (2014) found that males did not perform as good as than their female counterparts and therefore results were statistically significant. On the contrary, Doris *et al.* (2012) and Oluwagbohunmi (2014) revealed the opposite, in that male pupils were found to have performed better than females thus, making the results statistically significant. A study by UNESCO (2012) disclosed that, in Ethiopian females have lesser access to education compared to their male counterparts, and this is mostly noticed at the secondary school level and tertiary /college level. According to that study the major barriers affecting women's access to and completion of education included: early marriage and teenage pregnancy, socio-cultural factors, poverty and gender-based violence. Causes for low enrollment, retention and achievement of female students included school related factors such as: the absence of targeted interventions to support girls and quality education; lack of motivated and gender-sensitive teachers, of girl-friendly school environments, and long distances to school. The underlying fact here is that there are mixed cases in the direction of gender parity, whereby in some cases male pupils performed better than their counterparts or vice versa.

Boys' under-achievement is a particular concern in the Caribbean and Latin America where it exceeds the developing world in all the years (UNESCO, 2012). Ombati (2012) argues that gender parity in education is very important since, the education of girls or women in particular has great benefits, include contribution in reduction of poverty level, violence eradication, disease prevention and political instability deterrence. It is also a means of securing intergenerational transfers of knowledge, and providing the substance of long-term gender equality and social change. On the same note, Buckingham, (2000)

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concluded that boys are educationally disadvantaged in comparison to girls, especially in terms of performance in literacy.

2.3.2 Parents' Educational Level and Academic Performance of Male and Female pupils

A study by Holmes (2003), observed that the impact differed depending on the gender of the parent. Fathers' education was found to increase the expected level of retention of boys, while mothers' education enhanced the girls' educational attainment. Similarly other studies by Berhman (1999), and Lokshin and Swada (2001) reported a positive and significant coefficient of father's and mother's education at all levels of education except at secondary school level. On the same note, Okumu *et al.* (2008) concludes that parents' academic attainment thus influencing the chances of a boys or girls dropping out of school in both rural and urban areas and across all age cohorts.

Osinde (2011) in Kayunga, Uganda established that close activities monitoring and regulation by parents, parents' provision of emotional support, parents' encouragement of child's independent decision making and involvement of child's schooling minimized the likelihood of children drop out from schools. This therefore implies that parental decisions do affect children retention, a view earlier echoed by United Nations International Children Fund (UNICEF, 1999).

A study by Okumu *et al.,* (2008) established that distance to school, pupils', gender of household head contributed to pupils dropout. Their study also found that total average amount of school dues paid by pupils play a role in influencing dropout of pupils thus showing the profound impact Universal Primary Education has had on both access to primary education and pupil dropout. The report also revealed important aspects such as household size, parental education and proportion of economically active household members in influencing the likelihood of pupil dropout from school. World Bank (1988) argued that there is a positive correlation between the education of children and that of their parents. This was important because the level of education of parents played a major role in the education of a child.

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Muola (2010), found that the parents in high occupational status were able to provide the necessary learning facilities and to assist the child with homework. Concurring with this finding, Kibera and Kikomoti (2007), point out that high socio-economic status parent show a lot of concern over their children's poor performance at school. They take time to help them with homework and inspire them to achieve high educational goals.

UNICEF (2005) observes that mothers' education had a great influence on the retention in school and academic performance of children. The study revealed that there was twice a likelihood of drop out from school for children whose mothers had no education compared to those with educated or somehow educated mothers. Basil (2007) lamented that children under the care of illiterate mothers find themselves roaming about the street labouring to make the ends meet. Atkinson and Feathers 1966, cited in Muola, 2010) point out that achievement motivation of children whose mothers have attained high income occupations tend to be high.

Grissmer (2003) concluded that parents' level of education was a very important factor to consider in steering high pupils' academic achievement. Taiwo (1993) submits that academic achievement of students is also a parents' level of education. This is due to the strategic position of parents to serve as second teachers and even positively influence pupils to perform well in school.

2.3.3 Parents' Occupation and Academic Performance of Male and Female Pupils

Usaini and Abubakar (2015) concluded that parents with good occupation and monthly income were in a better position to support their children with learning resources prerequisite to academic performance. Their stable and regular income enables them to invest well towards their children's education. This is contrary to parents with no or unstable income who cannot afford to spend much on their children. On the same note, McCulloch (2014) noted that pupils with parents who worked in either routine or semi-routine occupations were more likely to have dropped out than those with parents who worked in professional and managerial occupations. Parental occupation, the jobs parents do is a parental characteristic that can predict the educational achievement, health, occupational success and status attainment of children of those parents. These aspects are prerequisite to students' academic performance.

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Qaiser, *et al*, (2012) conducted a study on effect of parental socioeconomic status on the academic achievement of secondary school pupils in Karak district, Pakistan. One thousand five hundred pupils were selected from 60 government boys' high school in Karak district as a sample of the study. Classifying parents into four occupation classes; class 1, class 2, class 3, and class 4 they established that that those pupils who their parents belong to class 1 scores high grade than the other classes in comparison. Likewise, the pupils belong to class 2, are better than those from Class 3, and then followed by class 3, to class 4 respectively. Their study therefore, concluded that parents' occupation played a significant role on students' academic performance.

Saifullahi (2011) found that students' academic achievement was a function of parents' occupation. Using data from three Gujarat district colleges in India, Saifullahi agreed that when comparing children of government employees with those of private job holders, it was noted government employees secured more marks (60.02%) than the latter, because of the certainty and reliability of the government jobs. Parents with government jobs are more secure, and their family are at peace relatively compared to those who work in the private organization. They are always in frustration and lack of confidence at being permanent. Likewise, occupation of the mother has an influence on students' scores. The result of this study indicated that the maximum percentage of marks 64.5% is of pupils who mothers were government workers. So this shows that both fathers and mothers profession have a significant influence on students' academic achievement.

Farkhada and Ehtesham (2013) in India, found out that male and female pupils from good socioeconomic status perform academically well than their peers from low socioeconomic status. Parents with high socioeconomic status parents are in a position to provide required resources that support their children education, health and understand their problems related to the adolescent period that affects their academic achievement. Faisal (2014) in Jordan, a study to establish the influence of parental socioeconomic status on their involvement in their children's education, revealed that the relationship between parental occupation and parental involvement at home was moderate in some strategies. Thus, parents with the prestigious occupations are more likely to identify their children's problem and to give a possible solution.

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The socio-economic status of the client of the education system can affect the demand for education Lockheed et al, (1994). Poor economic growth in Kenya has led to persistent poverty among Kenyan household. It is noted that 50% of Kenyans live below poverty lines and are therefore unable to access basic services like food, shelter, health and education (National Development Plan, 1997-2010). Due to poverty, parents or guardians are at times unable to meet both the direct and indirect costs of schooling which forces them to withdraw their children from the school system. While education is free, families incur the costs of uniforms and transportation (Stromquist 2001) many families do not have the income to supply neccesary provisions for the duration of all their children's education. In poor families, there is often a sacrifice in providing children with education (Stromquist 2001). This is manifested in the fact that when a child stays at home to work, he or she contributes to family income as a result a family must weigh the cost and benefits of keeping the child at home to work or sending the child to school (Emerson & Souza, 2007).

A study by Atieno (2011) Kanduyi Division, Bungoma County established that the boys nonattendance to school or dropout was accelerated by low income levels among the households. More boys were failing to attend school as a result of allure to income generating activities which were provided by the community, particularly the provision of motorcycles and bicycles (boda boda) which enhanced the urge to quick money generation. The extra charges charged by the schools were a burden to the households. This resulted to withdrawals and dropouts. Repetition particularly in upper classes was high among the boys. Due to over staying and overage the boys decided to dropout. The study recommended that the government takes poverty eradication measures to improve on economic status of the households and enable them cater for private costs of education, strictly enforce government policies on child labour and repetition, the education interventions put in place should enhance both female and male education, without embracing biases which have mostly advocated for the girl child education.

A study by Nkuene (2012) in Laare Division, Meru County, Kenya found that rewards, economic wellbeing of parents and women role models had positive influence on academic performance of girls. That is to say that parent's economic status is an

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important determinant of girls' performance. Their status favour girls' attendance and performance in classroom and national examinations.

Global Monitoring Report (2007) reported that unemployed parents systematically under-invest in the education of girls relative to boys. It is evidenced in both developing and developed countries that when mothers have greater control over resources, more resources are allocated to food and to children's health including nutrition and education. For instance, in Ghana, an increase in the share of women's assets raises household spending on food and children's schooling (The World Bank, 2007). Healthier children can participate better in education and vice versa. What can be generally perceived from these explanations is that economic empowerment for women is important in enhancing girls education, hence elimination of gender disparity in education.

Gakuru (1977, cited in Kibera and Kikomoti, 2007) revealed that wealthier and better educated parents send their children early to private nursery schools and create conducive learning environment at home. This put their children at an advantage in the school work compared to children of poor parents. The occupation status of the parents is found to determine student achievement. Gakuru's study of the relationship between academic achievement, motivation and home environment among standard eight pupils in Machakos District found parents 'occupation a very important factor influencing performance of children.

2.3.4 Parenting Style and Academic Performance of Male and Female Pupils

Abar, Carter, and Winsler's (2009) in the Southern United States found a positive and significant relationship between authoritative parenting style was positively and high levels of academic performance. This was also the case in another recent study by Turner, Chandler, and Heffer (2009) among college students. Notably, permissive and authoritarian parenting styles were found not to significantly influence pupils' academic performance. Based on the findings of their study, it was concluded that parenting styles did influence their children's academic achievement even during a time of transition to higher education institutions. Chandler (2006) focusing on academic performance of university students also found that parenting styles was a key factor. Furthermore, Turner and Heffer (2005) reported that pupils from a family displaying more

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involvement, higher levels of nurturance, and encouragement of more autonomy, that is, the characteristics of authoritative parents) were more academically successful.

Empirical review shows that parenting calls upon lasting personality and associated characteristics including intelligence, traits and attitudes, motivation to become involved with children, and child care knowledge and skills. Spera (2005) noted that the demands that parents make of their children and the ways they respond to the children's accomplishments can influence the children's will to achieve. Chao (2001) showed that parents, through their styles of parenting, build critical foundations for various aspects of children's development and achievement.

Parenting styles refer to a global construct reflecting the parental behaviours and attitudes towards their children and the qualities of interactions and relationships among parents and children and used to categorize parents typologically, whereas parenting practices refer to the specific behaviours and attitudes which are shown by parents in rearing their children. It suffices that the first theoretical tripartite model of parenting style was postulated by Baumrind (1973). She identified that parenting styles fall into three main categories namely authoritarian, authoritative and Permissive (Indulgent). According to Baumrind (1973) and Maccoby and Martin (1983), the four types of parenting styles and their typical characteristics are as follows:

2.3.4.1 Authoritative Parenting Style

According to Abesha (2012), authoritative parenting style is a parenting style characterized by an optimum balance of responsiveness and demandingness; and directing children in a rational, issue-oriented, disciplined manner by clarifying the reasoning behind rules. It is high in all four dimensions of family functioning. As noted by Maccoby (1992), authoritative parents know and understand children's independence, encourage verbal communication, allow children to participate in decision making of the family, and want the children progressively undertake more responsibility for reacting to the needs of other people in the family within their abilities. This type of parenting style consists of a constellation of parental characteristics of high standards, such as high emotional attachment and support to children, encouragement of a two-way

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communication between parents and children, and consistent implementation of the rules established by parents (Baumrind, 1991). Baumrind further argued the authoritative parenting style is positively correlated to different developmental outcomes such as academic achievement and social behaviours of children. In addition, Holmbeck (1996) noted that authoritative parenting style is the most beneficial for children and adolescents because it is positively correlated to numerous positive outcomes (e.g., self-esteem and self-reliance). Research has documented that children and adolescents from the families of authoritative parents are more competent and efficient socially and academically compared to those whose parents are non-authoritative (Baumrind, 1991; Weiss & Schwarz, 1996).

Hoghuighi and Long (2004) have also pointed out that the outcome of a positive parenting is a healthy and thriving student. Turner *et al.* (2009) also examined the relationship between parenting styles and academic performance. They found that pupils raised by authoritative parents show higher overall GPAs.

Tunde – Ayinmode and Adegunloye (2011), and Brooks, Bruno, and Burns (1997) in their researcher have found out and indicated that family involvements improves facets of children's education and psychosocial outcomes. The result of study that authoritative parenting style more significantly affects the academic performances of secondary school pupils is consistent with previous studies such as Park and Bauer (2002); Simons and Conger (2007); and Slaten (2006) which found that authoritative parenting style promotes school achievement. Durkin (1995), while justifying the importance of authoritative parenting style in achieving better academic outcome for pupils argued that parents with authoritative parenting style give emotional security to their children with a sense of calm and autonomy and they assist their children to be successful in their school activities.

2.3.4.2 Authoritarian Parenting Style

According to Abesha (2012), a parenting style marked by parental behaviours that are highly restrictive and very demanding. It is high in control and maturity demands, but low in nurturance and bi-directional communication between parents and children. Authoritarian parents constrain their children's independence and they want their children

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to follow strict parental rules and orders without any question by threatening severe punishment if children violate these rules and orders. As noted by Baumrind (1967) children with authoritarian parents tend to be anxious, socially withdrawn, and unhappy.

Dornbusch, *et al.* Fraleigh (1987), found that Asian American parents were more authoritarian than European Americans parents and that for both European and Asian Americans, the authoritarian parenting style was more associated with lower academic grades. This, thus, suggest that parents, rather than being too absolute in their set standards, they should encourage independence, individuality, open communication, and recognize the rights of their children.

2.3.4.3 Permissive (Indulgent) Parenting Style

A parenting style, at the other extreme, characterized by non-restrictiveness and high levels of responsiveness (Abesha 2012). It is high in nurturance but low in maturity demands, supervision, and bi-directional communication between parents and children. According to Baumrind (1989), the permissive parenting style is a careless style in which parents make few demands, encourage their children to express their feelings, and barely use power to gain control over their behaviour; and tend not to need mature behavior from their children, but encourage their children's independence instead. As noted by Hetherington and Parke (1986), children with indulgent parents are low in self-reliance, achievement orientation, and self-control.

Pellerin (2005) noted that in the permissive parenting style the parent indulges the child's whims without regard for fostering personal responsibility. Parents in this style are concerned with maintaining friendships with their children rather than exerting control. Children of the permissive parent feel entitled to have input on household decisions and may feel offended if not consulted on such matters. The permissive parenting style is characterized by low demand but high responsiveness. This style of parenting can negatively affect children's academic performance.

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2.3.4.4 Neglecting or Uninvolved Parenting Style

The style of parenting low in both dimensions such as the degree of responsiveness and demandingness) and which is believed to be the most detrimental of the four types of parenting styles on children's and adolescents" development (Maccoby & Martin, 1983). Specifically, children with neglectful parents have several negative developmental outcomes, for instance, they are impulsive, aggressive, non-compliant to rules and orders, moody, and low in self-esteem, in general). As noted by Hetherington and Parke (1986), children neglected by parents are more likely to have alcohol problems, spend most of time on streets with their peers from similar parents, and are more likely to be truant and precociously sexually active, with records of arrest.

UNESCO (2005) reveals that student achievement is highly influenced by the community and/or parents attitude towards education. Misoy (2011) observed that pupils would work harder and perform well if they realize that their parents are interested in their school work. Along the same line, Kibera and Kikomoti (2007) point out that, children who are not encouraged by their parents in school work are likely to go to school late, for they may be given duties to perform before going to school. They warn that constant late-attendance at school is bound to have an adverse effect on academic performance. Kibera and Kikomoti further, blame the society for denying girls adequate time to study. They contend that the society does not put a lot of emphasis on education for girls. They further point out society's view that a woman does not need to be educated because unlike a man who is the head of the family and bread earner, she is expected to be a wife, a home maker and a mother. Girls are over-burdened with household duties such as fetching water and firewood, washing clothes and dishes, taking care of the siblings and other related jobs at the expense of their studies (Kibera & Kikomoti, 2007).

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2.6 Conceptual Framework

The diagrammatic representation of the relationship between the independent and dependent variables of this study is as shown in Figure 1.

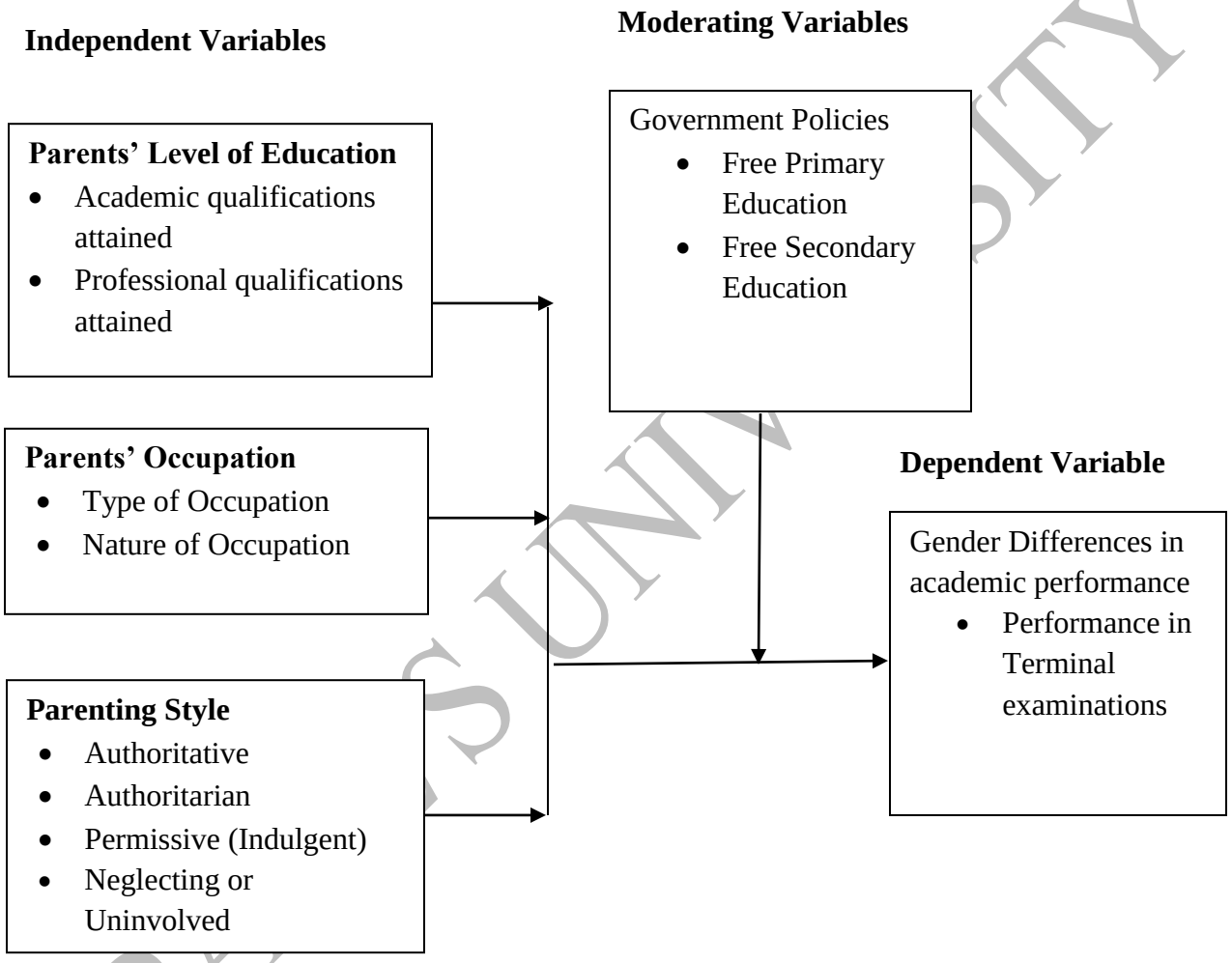


Figure 1: Factors Affecting Academic Performance Male and Female Pupils in Public Primary Schools

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CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used to carry out the study on the factors affecting academic performance of male and female pupils in public primary schools in Nakuru Sub County. It outlines the research designs, location of the study, the target population, sample size and the sampling procedures used. It also describes the research instruments, piloting and data collection procedures and how the data was analyzed.

3.2 Research Design

The study adopted the descriptive survey design owing to the fact that data collected is also descriptive in nature. Mugenda & Mugenda, (2003) defines descriptive survey design as a process of collecting data in order to answer questions concerning the current status of the subjects in a study. This type of research attempts to describe such things as possible behaviour, attitudes, values and characteristics. This study collected both quantitative and qualitative data which was collected using questionnaires, an interview schedule and observation checklist. The survey design is appropriate since allowed for use of both descriptive statistics and the Pearson correlation on the factors affecting academic performance male and female pupils in public primary schools in Nakuru Sub County.

3.3 Study Location

The study was carried out in Nakuru Sub County. This area is the former Nakuru Municipality and is considered ideal for the study due to its cosmopolitan nature, in that the study stands to gain from the many socio-cultural attributes blended in enhancing parity. The diversity in the socio-cultural backgrounds of individual pupils makes the study very interesting, since management approaches for gender parity are also likely to vary from place to place.

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3.4 Target Population.

According to the Nakuru County Education Offices 2016 records there were 68 public primary schools. The target population is 68 public primary schools with 68 Head Teachers, 68 professional school counsellors, and 272 standard seven and eight class teachers. There are also approximately 12240 standard seven and eight pupils in Nakuru Sub County. The study estimates two streams for each class. Each class is estimated to have 45 pupils. Head teachers and Teachers are targeted because they are better placed to provide information on management of gender parity. Pupils are important because they are in a better place to provide information on the factors that bring about gender difference in academic performance. The study population is presented in Table 3.1.

Table 3. 1

Target Population

Population Category	Number of Schools	Number
Head teachers	68	68
Class Teachers	68	272
Professional School Counsellors	68	68
Pupils	68	12240

Source: County Education Office, (2015)

3.5 Sample Size and Sampling Procedure

Nakuru County has four educational zones. Stratified sampling approach was employed whereby the sample was divided equally across the four educational zones. For quality sample use handling, cluster sampling technique was employed in that the sample was classified into four clusters namely: Head teachers, professional school counsellors, class teachers and pupils. A cluster sample is obtained by selecting clusters from the population on the basis of simple random sampling. Sampling is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. Sampling techniques refer to the procedure a researcher uses to select the needed study sample (Kombo & Tromp, 2006). The study

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employed purposive sampling technique in the selection of the head teachers and selection.

The researcher used 10% of the population to arrive at the sample size of schools.
S = N x 10%

Whereby:
S = Sample
N = the population size

Therefore, N (10%)
= 68 (10%)
= 6.8 that is 7 public primary schools

However, eight (8) public primary schools were used for the study, so that 2 school are identified for each of the 4 educational zones. On judgemental basis, the sample size was made up of one (1) head teacher, one (1) professional school counsellor, two (2) class teachers and four (8) pupils per school per school. The pupils sub sample comprised 10 boys and 10 girls per school, five from each of the study classes (7 and 8). The details are provided in Table 3.2.

Table 3. 2: Sample Size Determination

Population Category	**Sample of Schools**	**Target per school**	**Sub-Sample**
Head teachers	8	1	8
Class Teachers	8	2	16
Professional Counsellors	8	1	8
Pupils	8	8	64

The study sample of 8 schools yielded a sub sample of eight (8) head teachers, eight (8) professional school counsellors, sixteen (16) class teachers and one sixty (64) pupils. The study used purposive sampling technique in the selection of Head teachers and

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professional school counsellors, and use simple random sampling technique in selection of pupils and teachers. A simple random sample (SRS) of size N consists of n individuals from the population chosen in such a way that every set of individuals has an equal chance to be the sample actually selected. The head teacher availed a list of the names of teachers. This was written on pieces of papers and then randomly selected by way of lottery. The sample was distributed equally to the four educational zones of Nakuru Sub County.

The sampling frame was made up of a list of all the 8 public primary schools in Nakuru Sub County. The list of schools and a guide showing the location of the schools in Nakuru Sub County was obtained from the Sub-County Education Offices. The list of teachers was provided by the head teachers.

3.6 Research Instruments

This research study used questionnaires and interview schedules. The instruments were distributed to the 32 key informants. Questionnaires was used to collect data from head teachers and teachers, while interview schedules were used to collect data from 160 pupils.

A questionnaire has the following advantages according to Kombo & Tromp (2006): Information can be collected from a large sample, confidentiality is upheld, saves on time and no opportunity for interview bias. It was suitable for data collection because it allowed the researcher to reach a large sample within limited time and ensure confidentiality of the information given by the respondents. The questionnaires contained both open ended and closed ended questions. Qualitative aspects of the study variables such as beliefs and attitudes was captured through open ended questions. Quantitative questions were captured using closed ended and Likert scale type of questions. The questionnaire contained both structured and unstructured questions. The questionnaires were divided into two distinct parts; Part A and Part B through to Part E. Part A solicited personal information of the respondents on themes such as gender, age, and work experience. Part B through E solicited information addressing the research objectives of the study in order of number. Closed forms of questions are easy to administer and fill

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out, assist the respondents' mind to be focused on the subject and facilitate the process of tabulation and analysis.

An interview schedule was used to solicit information from the pupils to address all the four objectives. Farooq (2013) describes an interview schedule as a guide an interviewer uses when conducting a structured interview. It has two components: a set of questions designed to be asked exactly as worded, and instructions to the interviewer about how to proceed through the questions. The questions appear in the order in which they are to be asked. The questions are designed so they can be administered verbatim, exactly as they are written.

3.7 Piloting

Piloting was conducted using 1 public primary school (10% of the sample) in Nakuru Town Sub County. Care was taken to ensure that piloted school did not form part of the sample in the actual data collection. The purpose of pilot test is to detect weaknesses in design and implementation and to provide proxy for data collection of a probability sample (Cooper & Schindler, 2006). These processes enhance the quality of information collected from the respondents for purposes of achieving the research objectives. Their comments were used to the improve questionnaires. The piloting was also used to establish validity and reliability of Instruments.

3.7.1 Validity of Instruments

The validity of the research instruments was confirmed prior to actual data collection (Drost, 2011). Establishing validity of research instruments means that the study delivers the intended results (Mugenda and Mugenda, 2003). This ensured that the instruments can be trusted and results referred to when forming opinions and conclusions. Content validity was established by judgement of an expert who was the supervisor. The experts provided guidance on the content of the instruments by ensuring that all the research objectives have been addressed in the instruments. The manner of construction of the questionnaires were also checked to ensure there is no ambiguity during pilot study. The findings from the pilot study were used to improve on the questionnaire, thus enhancing its validity.

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3.7.2 Reliability of Instruments

Reliability refers to the stability or internal consistency of a questionnaire. Cronbach's alpha was used to test the reliability of the measures in the questionnaire. According to Sekaran (2006), in this approach, a score obtained is correlated with scores obtained from other items in the instrument. The Cronbach's Coefficient Alpha is then computed to determine how items correlate. Cronbach's Alpha is a general form of the Kunder-Richardson (K-R) 20. A value above 0.7 was acceptable. The questionnaire responses entered into statistical package for social sciences (SPSS) and Cronbach's alpha coefficient computed to give assess reliability. The closer Cronbach's alpha coefficient is to 1, the higher the internal consistency reliability (Sekaran, 2006), hence reliable for collecting data.

3.8 Data Collection Procedures

Introductory letter to conduct research was obtained from St. Pauls University. A Research permit was sought from the National Council for Science, Technology and Innovation (NACOSTI). The introductory letter and the permit was presented to the Nakuru County Director of Education to inform about the intended study. The researcher prepared an introductory letter to the head teachers in order for the head teachers to involve the teachers and pupils. This is to enable the researcher to have access to head teachers, and the teachers. The researcher discussed with the respondents the purpose of the study so as to solicit their informed consent. The researcher collected the questionnaires after administering them.

3.9 Data Analysis Procedures

The study collected both qualitative and quantitative data. The collected data was categorized, edited, coded, and analyzed. Responses in the Likert scale was assigned numerical values to make quantitative analysis possible. Qualitative data obtained from the open-ended items was analyzed with similar answers grouped together according to the responses from themes for analysis. The main themes and patterns in the responses were identified and analyzed to determine the adequacy, usefulness and consistency of the information.

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Quantitative data were computed for descriptive statistics (frequencies, means and percentages) with the aid of SPSS Version 21 and Microsoft Excel 2010, and thereafter the result was presented in the form of tables and charts; cross tabulations was used to present the relationship between two variables. Pearson correlation was used to establish the relationship between the independent variables and dependent variables. These techniques show the direction and magnitude of the relationship between given variables (Mugenda, 2008).

3.10 Ethical Consideration

Institutional approval and research authorization were sought from the National Council of Science Technology and Innovation. The respondents were informed of the purpose of the study and they were assured of confidentiality in respect to information provided. Children were asked to request their parents to allow them participate in the study, and this was with the assistance of class teachers. The researcher kept the respondents' answers confidential and/or anonymous. Anonymity requires that the names of the participants and their actual locations are not disclosed to unauthorized persons. This helped allay fears and possible psychological harm.

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CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents findings of the study. The findings are presented under the following headings: Demographic characteristics of the respondents; relationship between parents' educational level and academic performance of male and female pupils in public primary schools; how parents' occupation affects academic performance of male and female pupils in public primary schools; how parenting styles' affect the academic performance of male and female pupils in public primary schools in Nakuru Sub County. All the schools that participated in the study were mixed day schools.

4.2 Demographic Characteristics of the Respondents

This section presents the findings in respect to the demographic characteristics of the respondents.

4.2.1 Age of School Head Teachers

The findings in respect to age of the school head teachers was as provided in Table 4.1.

Table 4. 1: Age of the Respondents

Response	Frequency	Percentage
36 – 45 years	1	12.5
46 – 55 years	3	37.5
56 – 60 years	4	50
Total	8	100

Source: Author (2016)

The findings in Table 4.1 shows that 50% of the school head teachers were aged between 56 years and 60 years, 37.5% were aged between 46 years and 55 years, while 12.5% were aged between 36 years and 45 years. This implied that most head teachers were aged either 46 years or above. Age in most cases is associated with experience and thus, the respondents were in a position to provide useful judgement.

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4.2.1 Age of School Teachers

The findings in respect to age of the school teachers was as provided in Table 4.2.

Table 4. 2: Age of School Teachers

Response	Frequency	Percentage
18 - 27 years	4	17.4
28 - 37 years	5	21.7
38 – 47 years	10	43.5
48 years or above	4	17.4
Total	23	100

Source: Author (2016)

According to the findings in Table 4.2, 43.5% pf the school teachers were aged between 38 years and 47 years, 21.7% were aged between 28 years and 37 years, whereas 17.4% were aged 48 years or above. This implied that most teachers (60.9%) were aged either 38 years or above. This shows that they were in a better position to comprehend influence parent characteristics on pupils' academic performance.

4.2.3 Gender of the Respondents

The findings in respect to the gender of the respondents were as provided in Figure 2

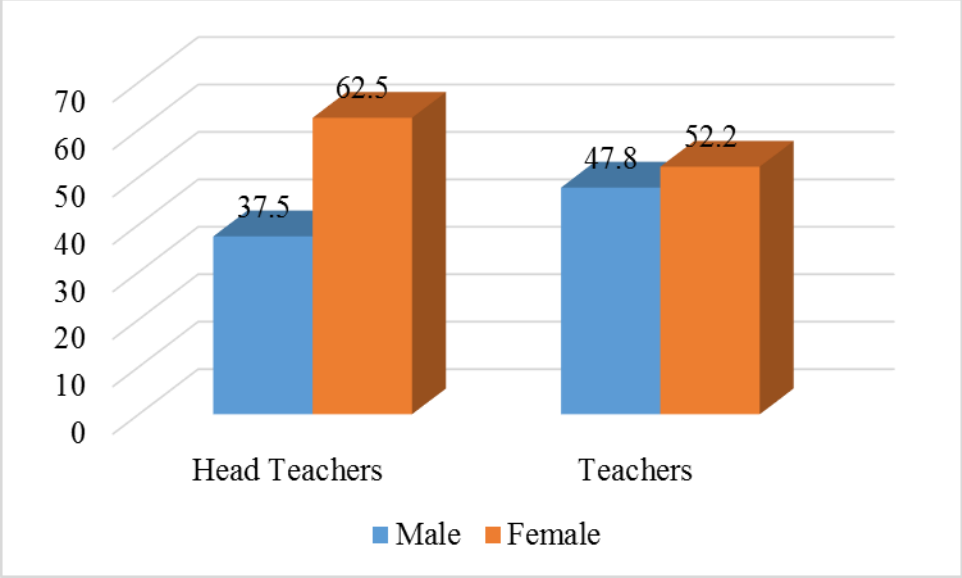


Figure 2: Gender of the Respondents

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The findings in Figure 2 show that 62.5 of the Head teachers and 52.2% of the teachers were female, while 47.8% of the teachers and 37.5% of the head teachers were male. This implied in the study there were more female participants than male participants. It is also an indication that there are more female teachers than male in Nakuru Sub-County Public Primary Schools. However, the study is able to capture useful information from both gender represented in the study.

4.2.4 Respondents' Highest Level of Education

The response in respect to the respondents' highest level of education was as provided in Table

Table 4. 3: Respondents' Highest Level of Education

Response	Teachers		Head Teachers	
	Frequency	Percentage	Frequency	Percentage
P1	7	30.4	0	0
Diploma	7	30.1	1	12.5
Degree	8	34.2	2	25
Masters	1	5	5	62.5
Total	23	100	100	100

Source: Author (2016)

The findings in Table 4.3, 62.5% of the head teachers and 5% of the teachers indicated that their highest attained level of education was Masters Degree level, 25% of the head teachers and 34.2% of the teachers that their highest attained level of education was Degree level. The rest of the respondents were S1 level and below. The representation cut across all the cadres and thus a representative view of teachers and school head teachers was properly captured.

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4.2.5 Length of Service in Current School

The respondents were asked to indicate how long they had served in the current school and in their current capacity, and the findings were as provided in Figure

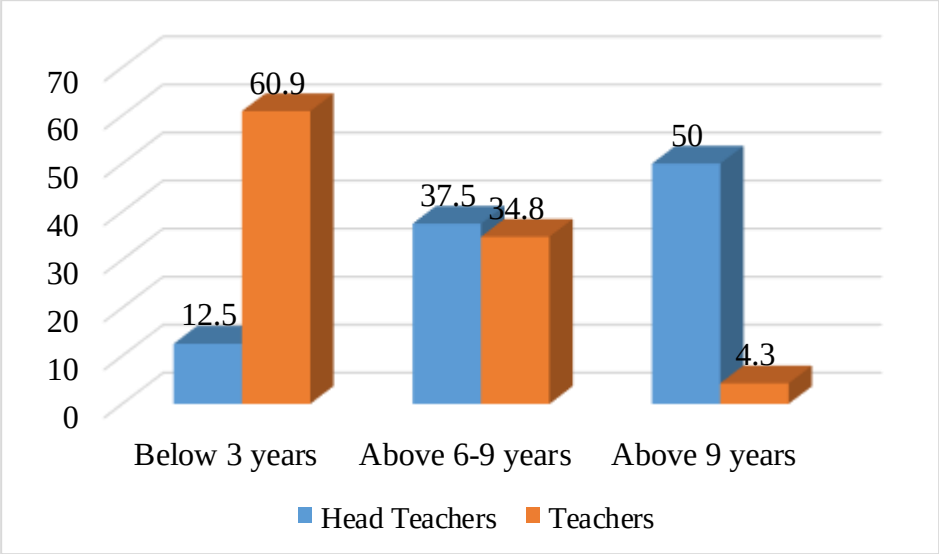


Figure 3: Length of Service in Current School

Source: Author (2016)

The findings in Figure 3 show that 60.9% of the teachers and 12.5% of the head teachers indicated that they had had served in the current school and in their current capacity for a period below 3 years, 37.5% of the teachers and 34.8% of the head teachers indicated a period of between 6 and 9 years, while 50% of the teachers and 4.3% of the head teachers had been in their current school for a period above 9 years. This implied that the head teachers, counselors and other teachers had been in their current schools for varied periods thus giving the researcher of obtaining data from respondents with varied experience. The findings in respect to the length of time the teachers had been a primary school teacher in their teaching career was as presented in Figure 4.

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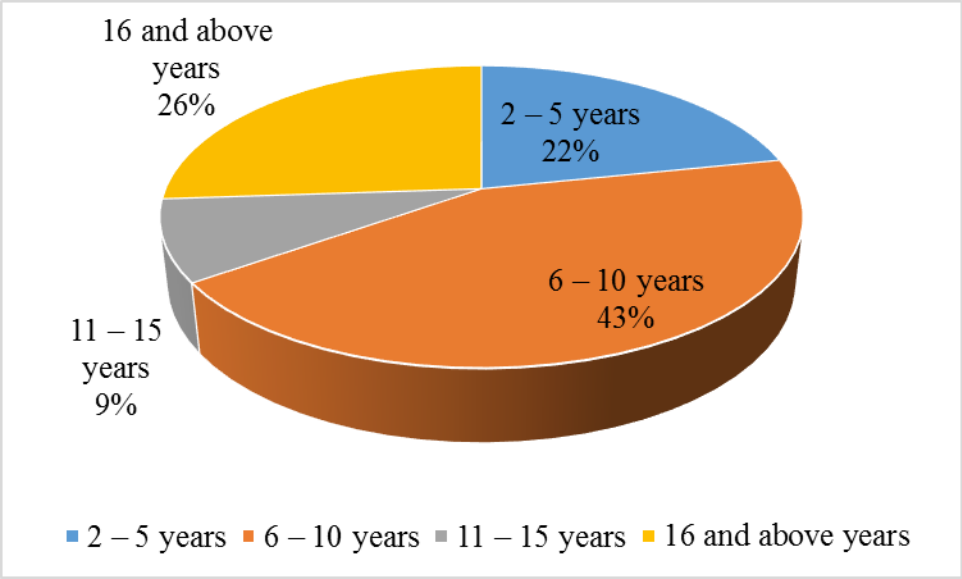


Figure 4: Length of time the teachers had been a primary school teachers

Source: Author (2016)

The findings show that 43% of the teachers had served for a period between 6 and 10 years, 26% had served for a period of 16 and above years, whereas 22% had served for a period between 2 and 5 years, while 9% had served for a period between 11 and 15 years. The findings show that most of the teachers had served for periods long enough and this experience was necessary when determining the relationship between parents' characteristics and child's academic performance.

4.2.6 Schools Mean Score

The school head teachers were asked to indicate the mean scores attained by their schools during the last KCPE examinations. Means score were computed and the results were as provided in Table 4.4.

Table 4. 4: Schools Mean Score

	N	Minimum	Maximum	Mean	Std. Deviation
School Mean Score - Girls	8	203.20	296.51	237.9346	32.75444
School Mean Score - Boys	8	182	285	230.31	34.517
Valid N (listwise)	8				

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According to the findings in table 4.4 the average school mean score were as follows. Girls' school mean score for 2015 KCPE was 237.9346, while Boys school mean score was 230.31. This implied that in the year 2015, girls performed better than boys in the Sub County. These findings were slightly different from the national results where boys appeared to have performed better than girls in the KCPE examinations.

4.3 Relationship between Parents' Educational Level and Academic Performance of Male and Female Pupils in Public Primary Schools

This section presents the findings in respect to objective one which sought to establish the relationship between parents' educational level and academic performance of male and female pupils in public primary schools.

4.3.1 Parents' Educational Attainment and Performance of Pupils Genderwise

Select statements were used to solicit information on the respondents' view on the relationship between parents' educational attainment and performance of girls or boys. Means were computed on the basis of a Likert scale of 1-5 and the results (Descriptive Statistics) are presented in Table 4.5.

Table 4. 5: Head Teachers' View Parents' Educational Attainment and Performance of Girls

	N	Min	Max	Mean	Std. Deviation
Educational attainment of the mother has a greater influence on pupils' academic performance compared to the fathers'	8	1	4	2.75	.886
Parental involvement in education is dependent on their level of education	8	2	4	3.00	.756
Fathers' education affects the academic performance of boys than it does for girls	8	1	3	2.25	.707
Mothers' education affects the academic performance of boys that it does for girls	8	1	3	2.00	.756
Valid N (listwise)	8				

Source: Author (2016)

The findings in Table 4.5 show that the statements recorded the following mean scores. The statement that read "Educational attainment of the mother has a greater influence on pupils' academic performance compared to the fathers" recorded a mean score of 2.75. The statement that read "Fathers' education affects the academic performance of boys that it does for girls" recorded a mean score of 2.25, while that purporting that mothers' education affects the academic performance of boys that it does for girls recorded a mean score of 2.00. These mean scores were slightly lower than the mid mean score of 3.0, thus implying that the education of both parents (father and mother) greatly influenced the performance of pupils. The understanding here both the education of both parents was important to the child's academic performance. In fact, a study by Parveen and Alam (2008) revealed a significant effect of mother's education on the academic achievement and some personality factors of students.

It was also established that parental involvement in the education of their children is dependent on their level of education. This assertion recorded a mean score of 3.0. Educated parents understood their children's homework and thus could give some support. Battin-Pearson *et al.,* (2000) noted that childten tended to inherit education attainment capabilities from their parents, such that highly academically capable parents were likely to pass these qualities to their children. That means just by looking at the parent keenly, one would easily predict their performance of children. Osinde (2011) in Kayunga, Uganda established that close activities monitoring and regulation by parents, parents' provision of emotional support, parents' encouragement of child's independent decision making and involvement of child's schooling minimized the likelihood of children drop out from schools. Educated parents can effectively do this, considering the fact that they had earlier gone through the process.

4.3.2 Teachers' View on Parents' Educational Attainment and Performance of Pupils Genderwise

In addressing this objective, select statements were used to solicit information on the respondents' view on the relationship between parents' educational attainment and performance of girls or boys. Means were computed on the basis of a Likert scale of 1-5 and the results (Descriptive Statistics) are presented in Table 4.6.

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Table 4. 6: Teachers' View on Parents' Educational Attainment and Performance of Pupils Genderwise

	N	Min	Max	Mean	Std. Deviation
Uneducated Parents tendency to ignore the girl-child	23	1.00	5.00	3.9565	1.26053
Parents with little formal education affect performance of their children	23	1.00	5.00	3.7391	1.21421
Most mothers have no education so fail to support their children with school work	23	1.00	5.00	3.1739	1.33662
Children under the care of illiterate mothers miss school most often	23	1.00	5.00	3.2174	1.20441
Low levels of family income affecting family capacity to provide supportive educational resources.	23	1.00	5.00	2.6087	1.37309
Valid N (listwise)	23				

Source: Author (2016)

The findings in Table 4.6 show that the tested statements recorded the following mean scores. Uneducated Parents tendency to ignore the girl-child (3.9565); Parents with little formal education affect performance of their children (3.7391); Most mothers have no education so fail to support their children with school work (3.1739); Children under the

care of illiterate mothers' miss school most often (3.2174). All these statements recorded mean scores above the mid mean mark of 3.0. This implied that according to most teachers, parents' education was a very important factor determining pupils' academic performance. It emerges from this study too, that mother's education enhances their ability their children with school work. This finding is in agreement with a study by UNICEF (2005) which observed that mothers' education had a great influence on the retention in school and academic performance of children. The study revealed that there was twice a likelihood of drop out from school for children whose mothers had no education compared to those with educated or somehow educated mothers. This is because such mothers are able to encourage and support their children with school work and ensure that their children perform well in school.

The study however, established that to a lesser extent, Low levels of family income affecting family capacity to provide supportive educational resources as indicated by a mean score of 2.6087. This mean score was below the 3.0 mid mean score. Note that the mid mean score is the moderate score. This shows family income only influenced a child's academic performance to a small extent.

4.3.3 Relationship between Parents' level of Education and Gender Parity in Pupils' Academic Performance

In order to establish the relationship between parents' level of education and gender parity in pupils' academic performance, a Pearson Moment Correlation was computed, and the results were as provided in Table 4.7

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Table 4. 7: Relationship between Parents' level of Education and Gender Parity in Pupils' Academic Performance

		Parents' level of Education	School Mean Score - Boys	School Mean Score - Girls
Parental involvement in education is dependent on their level of education	Pearson Correlation	1	.045	.369
	Sig. (2-tailed)		.916	.368
	N	8	8	8
School Mean Score - Boys	Pearson Correlation	.045	1	.849**
	Sig. (2-tailed)	.916		.008
	N	8	8	8
School Mean Score - Girls	Pearson Correlation	.369	.849**	1
	Sig. (2-tailed)	.368	.008	
	N	8	8	8

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

Source: Author (2016)

The findings in Table 4.7 show that there was a positive Pearson moment correlation between parents' level of education and gender parity in pupils' academic performance as follows. A positive Pearson correlation between parents' level of education and boys' school mean score at 0.045, and that a positive correlation between parents' level of education and girls school mean score at 0.369. This level was higher than the test significance level of 0.05. This implied that there was a relationship between parents' level of education and gender parity in pupils' academic performance. However, it is important to note that correlation of parents' level of education and boys' school mean score at 0.045 was lower than the test significance level at 0.05. This shows that even though the correlation was positive, it was not as statistically significant as that of the girls. It therefore can be interpreted that parents' level of education did influence girls' academic performance than it did for boys. However, it is important also to appreciate that education of parents influenced the performance of both the girl and the boy. The findings are in agreement with a study by Lokshin and Swada (2001) who reported a

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positive and significant coefficient of father's and mother's education and pupils' educational attainment.

4.4 How Parents' Occupation affects Academic Performance of Male and Female Pupils in Public Primary Schools

This section presents the findings in respect to objective two which sought to establish how parents' occupation affects academic performance of male and female pupils in public primary schools.

4.4.1 Teachers' View on Parents' Occupation and Performance of Male and Female Pupils

In addressing this objective, select statements were used to solicit information on the respondents' view on the relationship between parents' occupation and academic performance of girls or boys. Means were computed on the basis of a Likert scale of 1-5 and the results (Descriptive Statistics) are presented in Table 4.8.

Table 4. 8: Teachers' View on Parents' Occupation and Performance of Pupils

	N	Min	Max	Mean	Std. Deviation
Negative effect of school attendance of siblings at secondary level impacted on families in terms of economic strain	23	1.00	5.00	3.3478	1.11227
Poverty of unemployed parents weighs more heavily on girls than boys	23	1.00	5.00	3.8261	1.30217
Pupils' school attendance rates tend to be higher for financially stable households	23	1.00	5.00	4.4348	1.19947
Economic wellbeing of parents has a positive influence on the pupils academic performance	23	1.00	5.00	4.0000	1.44600
Valid N (listwise)	23				

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The findings in Table 4.8 show that the statements tested to determine the relationship between parents' occupation and academic performance of girls or boys in public primary schools recorded the following mean scores. The statement reading "Negative effect of school attendance of siblings at secondary level impacted on families in terms of economic strain recorded a mean of 3.3478. This was a response from 16 teachers and 7 school counselors. This implied that most parents with children in secondary schools experienced challenges supporting those in primary schools due to high fee requirement at secondary school, note that this depended to a great extent on family income, which is a function parents' income. McCulloch (2014) noted that pupils with parents who worked in either routine or semi-routine occupations were more likely to have dropped out than those with parents who worked in professional and managerial occupations.

The findings also show that that the statement that read "poverty resulting from the unemployment status of parents weighs more heavily on girls than boys" recorded a mean score of 3.8261, while that purporting Economic wellbeing of parents has a positive influence on the pupils' academic performance (4.0000). These mean scores were above the 3.0 mid mean sores thus implying that the assertions were true. This shows that in most schools' employment status of parents greatly influenced the academic performance of girls. Unemployed parents seemed to pay special attention to boys than girls. In fact, in some instances, girls are ignored. This finding is in agreement with a study by Nkuene (2012) in Laare Division, Meru County, Kenya found that rewards, economic wellbeing of parents and women role models had positive influence on academic performance of girls.

The findings in Table 4.8 also revealed that the statement purporting that pupils' school attendance rates tend to be higher for financially stable households recorded a mean score of 4.4348. This was a high mean score, thus implying that to a large extent that low family income contributed to pupils' nonattendance to school. This result was similar to study by Atieno (2011) in Kanduyi Division, Bungoma County which established that the boys nonattendance to school or dropout was accelerated by low income levels among the households. More boys were failing to attend school as a result of allure to income generating activities which were provided by the community, particularly the provision of

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motorcycles and bicycles (boda boda) which enhanced the urge to quick money generation.

4.4.2 Parents' Main Occupations according to Pupils

Pupils in standard seven and eight were asked to indicate their parents' main occupation. The individual parents' occupations were classified in 4 levels (Level 0 to Level 3). The categorization was done so as to convert the data in quantitative for purposes of inferential statics and the response was as contained in Table 4.9 and Table 4.10.

Table 4. 9: Parents' Main Occupations according to Pupils

Levels	Occupation	Frequency	Percentage
Level 0	Unemployed	2	3.1
Level 1	Tailor	4	6.3
	Carpenter	2	3.1
	Farmer	4	6.3
	Bodaboda Rider / business	5	7.8
	Shop Keeper	2	3.1
	Fishmonger	1	1.6
Level 2	Business	15	23.4
	Messenger	1	1.6
	Fundi	1	1.6
	Cobbler	1	1.6
	Driver	1	1.6
	Clerk	1	1.6
	Mechanic	1	1.6
	Mason	1	1.6
Level 3	Nurse	3	4.7
	Teacher	12	18.8
	Bursar	1	1.6
	Doctor	3	4.7
	Salesman	1	1.6
	Lecturer	1	1.6
	Librarian	1	1.6
	Total	64	100.0

The findings in Table 4.9 show that pupils' parents belonged to varied occupations. Coincidentally 23.4% of the parents were business persons, 18.8% were teachers, 7.8% Bodaboda Rider / business, farmers and tailors each 6.3%. The rest were spread to other occupations. This made it useful when trying understand the relationship between parents' occupation and pupils' academic performance.

4.4.3 Relationship between Parents' Occupation and individual Pupils' Academic Performance in Class

A Pearson moment correlation was computed to determine the relationship between parents' occupation and individual pupils' academic performance in class. Using the defined levels in Table 4.9 correlation was made possible and meaningful. The result was as provided in Table 4.10.

Table 4. 10: Relationship between Parents' Occupation and individual Pupils' Academic Performance in Class

		Marks Attained Last Term	Parents' Occupation
Marks attained last term	Pearson Correlation	1	-.089
	Sig. (2-tailed)		.492
	N	64	62
Occupation Levels	Pearson Correlation	-.089	1
	Sig. (2-tailed)	.492	
	N	62	62

Source: Author (2016)

The findings in Table 4.10 show that there was a negative Pearson moment correlation between parents' occupation and individual pupils' academic performance in class at (-0.089). This level was less than the test significance level of 0.05. This implied that there was no relationship between parents' occupation and individual pupils' academic performance. This factor though important was not a critical factor influencing pupils'

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academic performance in Nakuru Sub County. There were cases where pupils from poor families performed very well in class.

4.5 How Parenting Styles' affect the Academic Performance of Male and Female Pupils in Public Primary Schools in Nakuru Sub County

This section presents the findings in respect to objective three which sought to establish how parenting styles' affected the academic performance of male and female pupils in Nakuru Sub County.

4.5.1 Effect of Parenting Style on Child's Cognitive Development

The head teachers were asked to indicate whether or not they agreed that the balanced or positive and attitude adopted by most parents had a positive effect on cognitive development of child. The result was as provided in Figure 5.

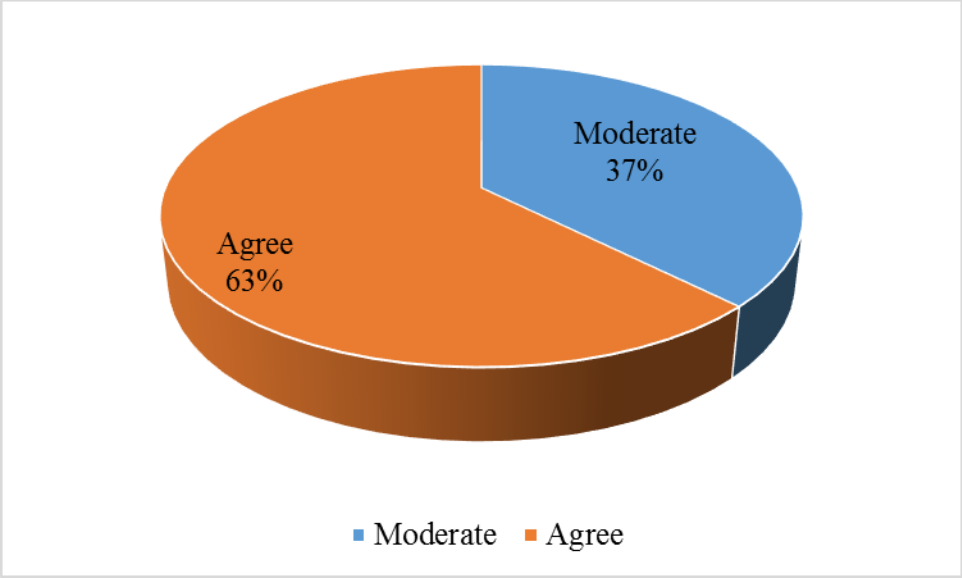


Figure 5: Effect of Parenting Style on Child's Cognitive Development

Source: Author (2016)

The findings in Figure 5 show that 63% of the respondents agreed that the balanced attitude adopted by most parents had a positive effect on cognitive development of child

at their school, while 37% moderately agreed. The findings demonstrate the effectiveness of attitude adopted by most parents on cognitive development of child, which is a direct determinant of child's academic performance. In order to achieve the best possible results, it is imperative that parents draw a line between maturity and disciplinary demands and work towards ensuring they timely respond to necessary needs linked to child's education and academic success. The need to strike a good balance on attitude. This finding is in agreement with a study by Yasmin, Kiani and Chaudhry (2014) which established that parents who exercised a balanced attitude were found to be effective in steering high academic achievement for their children, and thus such an attitude would be recommended.

4.5.2 Maternal Authoritarian Parenting Style is negative predictor of Children's Academic Performance

The response from the head teachers as to whether or not they agreed that Maternal Authoritarian Parenting Style is negative predictor of Children's Academic Performance, was as provided in Table 4.11.

Table 4. 11: Maternal Authoritarian Parenting Style, a negative predictor of Children's Academic Performance

Response	Frequency	Percentage
Disagree	2	25
Moderate	3	37.5
Agree	3	37.5
Total	8	100

Source: Author (2016)

The findings in Table 4.11 show that 37.5% of the head teachers agreed that maternal authoritarian parenting style is negative predictor of children's academic performance, 37.5% moderately agreed, while 25% disagreed. This implied that most of the school head teachers had noted the harm caused by authoritarian parenting style on pupils' academic performance. The demandingness and low responsiveness nature of authoritarian parents was seen to positively influence the academic performance of boys

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and girls. They expect them to accept adult's requests without any inquiries and have little intercommunication with the children. Besharata, Azizia, and Poursharifi (2011) established that authoritarian parenting style was more associated with lower academic grades. This, thus, suggest that parents, rather than being too absolute in their set standards, they should encourage independence, individuality, open communication, and recognize the rights of their children.

4.5.3 Maternal Permissive Parenting Style and Children's Academic Performance.

The head teachers were asked to indicate whether or not maternal permissive parenting style was a negative predictor of children's academic performance. The response was as provided in Table 4.12.

Table 4. 12: Maternal Permissive Parenting Style and Children's Academic Performance

Response	Frequency	Percentage
Disagree	1	12.5
Moderate	4	50
Agree	3	37.5
Total	8	100

Source: Author (2016)

The findings in Table 4.11 show that 37.5% of the head teachers agreed that permissive parenting style is negative predictor of children's academic performance, 50% moderately agreed, while 12.5% disagreed. This implied that most of the school head teachers believed that permissive parenting style negativelyaffected pupils' academic performance. In the primary schools of this county is suffices that permissive parenting styles had a negative influence on performance. Milevsky, et al. (2007) noted that children of permissive mothers tend to have high social confidence and self-esteem but lower academic achievement and school involvement. Of significance to note, children of this style have been shown to improve academic performance provided that their school climate is authoritative.

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4.5.4 Paternal Parenting Styles and their Effect on the Academic Performance of Male and Female Pupils in Public Primary Schools

Select statements were used to solicit information on the respondents' view on paternal parenting styles and their effect on the academic performance of male and female pupils in public primary schools. Means were computed on the basis of a Likert scale of 1-5 and the results (Descriptive Statistics) are presented in Table 4.13.

Table 4. 13: Paternal Parenting Styles and their Effect on the Academic Performance of Male and Female Pupils in Public Primary Schools

	N	Min	Max	Mean	Std. Deviation
Paternal Authoritative Parenting Style influenced Children's Academic Performance.	8	1.00	4.00	2.7500	1.16496
influenced Children's Academic Performance.	8	1.00	5.00	2.8750	1.24642
Paternal Permissive Parenting Style influenced Children's Academic Performance.	8	1.00	4.00	3.2500	1.03510
Valid N (listwise)	8				

Source: Author (2016)

The findings in Table 4.13 show that the statements recorded the following mean scores. The statement that read "paternal authoritative parenting style is positive predictor of children's academic performance recorded a mean score of 2.7500. This score was lower than the 3.0 mean score, that is the moderately agree response. This implied that paternal authoritative parenting style was not positive predictor of children's academic performance. In other words, authoritative parenting style adopted by fathers was not a good approach in ensuring good academic performance. Standard seven and eight pupils are mostly in the early adolescence stage. They need responsiveness and demandingness. The findings are contrary to a studies by Simons and Conger (2007) and Ling Pong *et al.*

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(2009) which found that authoritative parenting style promote school achievement. Thus, adolescents who had parent with authoritative style were more successful in school.

The statement purporting that paternal authoritarian parenting style is negative predictor of children's academic performance recorded a mean score of 2.8750. This mean score was lower than the 3.0 mean score, that is the moderately agree response. This implied that paternal authoritarian parenting style was positive predictor of children's academic performance. A study by Abesha (2012) found that students who described their parents as authoritarian had perceived lack of control over their academic lives.

The study findings in Table 4.13 show that the statement implying that paternal permissive parenting style is negative predictor of children's academic performance recorded a mean score of 3.2500. This mean score was higher than the 3.0 mean score, that is the moderately agree response. This implied that paternal permissive parenting style was negative predictor of children's academic performance. It can thus be argued that permissiveness by parents spoils the child. This findings are in agreement with a study by Olige (2008) who found that permissive parenting styles negatively affected the performance of both male and female students most of whom were adolescents. The playful nature of the father, was however found to contribute positively to their child's wellbeing.

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4.5.5 Relationship between Parenting Styles and Performance of Boys and Girls in Primary Schools

A Pearson moment correlation was computed to determine the relationship between trust relationship arising from parenting styles and individual pupils' academic performance in class. The result was as provided in Table 4.14.

Table 4. 14: Relationship between Parenting Styles and Performance of Boys and Girls in Primary Schools

Sex			Marks Attained Last Term	I trust my parents /guardians to help me out, if I have any kind of problems.
Male	Marks Attained Last Term	Pearson Correlation	1	**-.307**
		Sig. (2-tailed)		.072
		N	35	35
	I trust my parents /guardians to help me out, if I have any kind of problems.	Pearson Correlation	-.307	1
		Sig. (2-tailed)	.072	
		N	35	35
Female	Marks Attained Last Term	Pearson Correlation	1	**.225**
		Sig. (2-tailed)		.240
		N	29	29
	I trust my parents /guardians to help me out, if I have any kind of problems.	Pearson Correlation	.225	1
		Sig. (2-tailed)	.240	
		N	29	29

Source: Author (2016)

The findings in Table 4.14 show that there was a negative Pearson correlation between Parental trust emanating from parenting style and boys performance in class (Marks

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Attained Last Term) at (-307). This is much lower than the test significance level at 0.05. This implied that trust between the boy child and the parent did not affect performance. The findings also show that there was a positive Pearson correlation between parental trust emanating from parenting style and girls performance in class (marks attained last term) at (0.225). This value was higher than the test significance value at 0.05. According to Latif and Maunganidze (2001), the dominant parent is probably the worst type of parenting. This is the parent who easily qualifies as generally and non-verbally hostile to children and majors in controlling them. He or she is fond of lecturing the family and is very high on rules. He or she enjoys making the children feel small and therefore lowers their self-esteem. He or she is usually low in experiencing and expressing love and affection. This type of parent usually makes promises but does not keep them. This makes the children distrust them, which is a serious failure on the part of a parent. Combined with the attributes of the dominant parent, this parent can be more damaging to children. From this study it appears the most affected child is the girl child.

4.5.6 Parents' Persistent Help to their Children

The pupils were asked to indicate whether or not they agreed with the statement purporting that their parents or guardians keep pushing or helping them to do their best in what they did. The response was as provided in Table 4.15.

Table 4. 15: Parents' Persistent Help to their Children

Sex	Response	Frequency	Percentage
Male	Moderately Agree	2	5.7
	Agree	8	22.9
	Strongly Agree	25	71.4
	Total	**35**	**100**
Female	Agree	3	10.3
	Strongly Agree	26	89.7
	Total	**29**	**100**

Source: Author (2016)

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The findings in Table 4.15 show that 71.4% of the male pupils and 89.7% of the female pupils strongly agreed that their parents or guardians keep pushing or helping them to do their best in what they did, 22.9% of the male pupils and 89.7% of the female pupils agreed and 10.3% agreed, while 5.7% of the male pupils agreed. This implied that most parents of both male and male pupils wanted their children to perform well and thus, kept on encouraging them to work hard. The findings also show that girls were mostly encouraged, and most likely it was due to their vulnerability to school dropout and changing perceptions about the girl child. Turner and Heffer (2005) reported that pupils from a family displaying more involvement and encouragement of more autonomy, (that is, the characteristics of authoritative parents) were more academically successful.

4.5.7 Care, Attention and Support by Parents

The pupils were asked to indicate whether or not they agreed that their parents/guardians give them a lot of care, attention and support, and the response was as provided in Table 4.16.

Table 4. 16: Care, Attention and Support by Parents

Sex	Response	Frequency	Percentage
Male	Moderately Agree	3	8.6
	Agree	14	40
	Strongly Agree	18	51.4
	Total	35	100
Female	Moderately Agree	1	3.4
	Agree	10	34.5
	Strongly Agree	18	62.1
	Total	29	100

Source: Author (2016)

The findings in Table 4.16 show that 51.4% of the male pupils and 62.1% of the female pupils strongly agreed that their parents/guardians give them a lot of care, attention and support, 40% of the male pupils and 34.5% of the female pupils agreed while 8.6% of the male pupils and 3.4% of the female pupils moderately agreed. This implied that most

parents were keen on caring and supporting their children, in an attempt to boost their academic performance. This was greatly noted and appreciated by the girl child compared to the boy child.

4.5.8 Relationship between Parents and Children

The pupils were asked to indicate whether or not they agreed that their parents/guardians enjoyed staying home with them more than going out with friends, and the response was as provided in Table 4.17.

Table 4. 17: Relationship between Parents and Children – Parents joy in staying at Home

Sex	Response	Frequency	Percentage
Male	Disagree	1	2.9
	Moderately Agree	4	11.5
	Agree	9	25.7
	Strongly Agree	21	60
	Total	35	100
Female	Moderately Agree	4	13.8
	Agree	7	24.1
	Strongly Agree	18	62.1
	Total	29	100

Source: Author (2016)

According to the findings in Table 4.17 show that 60% of the male pupils and 62.1% of the female pupils strongly agreed that their parents/guardians enjoyed staying home with them more than going out with friends, 25.7% of the male pupils and 24.1% of the female pupils agreed whereas 11.5% of the male pupils and 13.8% of the female pupils moderately agreed, while 2.9% of the male pupils disagreed. This implied that most parents had a good relationship with their children, that is, they enjoyed staying with their children, and assisted them with school work and revision in an attempt to boost their academic performance. This was greatly noted and appreciated by the girl child compared to the boy child.

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4.5.9 Relationship between Parental Encouragement and Performance of Boys and Girls in Primary Schools

A Pearson moment correlation was computed to determine the relationship between parental encouragement and individual pupils' academic performance in class. The result was as provided in Table 4.18.

Table 4. 18: Relationship between Parental Encouragement and Performance of Boys and Girls in Primary Schools

Sex			Marks Attained Last Term	When I get poor grades in school, my parents/ guardians encourage me to work harder.
Male	Marks Attained Last Term	Pearson Correlation	1	.065
		Sig. (2-tailed)		.710
		N	35	35
	When I get poor grades in school, my parents/ guardians encourage me to work harder.	Pearson Correlation	.065	1
		Sig. (2-tailed)	.710	
		N	35	35
Female	marks attained last term	Pearson Correlation	1	.350
		Sig. (2-tailed)		.063
		N	29	29
	When I get poor grades in school, my parents/ guardians encourage me to work harder.	Pearson Correlation	.350	1
		Sig. (2-tailed)	.063	
		N	29	29

Source: Author (2016)

The findings in Table 4.10 show established there was a positive Pearson moment correlation between parental encouragement and performance of boys and girls in primary schools in class at 0.065 and 0.350 respectively. Both values are above the test

significance level at 0.05. This shows that indeed parental encouragement had an influence on performance of boys and girls in the primary schools. It is also be noted that the influence appears to be higher for the girl child compared to the boy child.

4.6.0 Pupils' View on Parenting Styles

Select statements were used to solicit information on the pupils' views on the relationship between parenting styles and academic performance of girls or boys. Means were computed on the basis of a Likert scale of 1-5 and the results (Descriptive Statistics) are presented in Table 4.19.

Table 4. 19: Pupils' View on Parenting Styles

	N	Minimum	Maximum	Mean	Std. Deviation
My parents/guardians allow me to tell them if I think my ideas are better than theirs.	64	2.00	5.00	4.4375	.88864
My parents/guardians always speak to me with a warm and friendly voice (manner).	64	2.00	5.00	4.6250	.60422
When my parents/guardians want me to do something, they explain why.	64	2.00	5.00	4.3281	.83675
When I get good grades in school, my parents/ guardians praise me.	64	3.00	5.00	4.3906	.76878
My parents/guardians are interested in what I am learning at school.	64	1.00	33.00	4.5000	3.74166
My parents/guardians know who my friends are.	64	1.00	5.00	2.5938	1.30589
My parents/guardians spend time talking with me when there is an issue (a case) of interest.	64	3.00	55.00	4.2813	6.34577
Valid N (listwise)	64				

Source: Author (2016)

The findings in Table 4.19 show that the statements tested to determine the relationship between parenting styles and academic performance of girls or boys in public primary schools recorded the following mean scores. The statement that read "My parents/guardians allow me to tell them if I think my ideas are better than theirs recorded a mean score of 4.4375. The statement purporting parents/guardians always speak to children with a warm and friendly voice (manner) recorded a mean score of 4.6250. Other mean scores were as follows. When my parents/guardians want me to do something, they explain why (4.3281); When I get good grades in school, my parents/ guardians praise me (4.3906); My parents/guardians are interested in what I am learning at school (4.5000) and My parents/guardians spend time talking with me when there is an issue (a case) of interest (4.2813). All these statements recorded a mean score above 3.0 mean score, thus implying that the statements held some truth. Most parents of children in public primary schools in the county appear to be keen in fostering good relationship with their children. However, the findings also show that not many parents or guardians knew who my friends were as shown as by a mean score of 2.5938. Parents thus are important in a child's life since they influence the way they handle issues.

A study by Turner, Chandler, and Heffer (2009) established that parenting styles did play a significant role of influencing students' academic performance. A similar study by Roche *et al., (*2007) brought to light how permissive parenting style negatively affected the performance of students through what can be referred to as a carefree style leading to academic strain.

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CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of research findings, conclusions, and recommendations drawn from conclusions. The purpose of this study was to find out the parental factors affecting academic performance of male and female pupils in public primary schools in Nakuru Sub County. In this study, data was collected using questionnaires and interview schedules. Analysis of data was conducted with the aid of the Statistical Package for Social Sciences (SPSS) version 21.0 for windows. The analysis entailed computation of descriptive statistics (frequencies, means and percentages) and Pearson Moment Correlations.

5.2 Summary of the Findings

i. The study sought to establish the relationship between parents' educational level and academic performance of male and female pupils in public primary schools. The findings show that parents' education was a very important factor determining pupils' academic performance. It emerges from this study, that mother's education enables them to assist their children with school work. The findings also revealed that parents with little formal education negatively affected the performance of their children. Mothers who have no education are unable to support their children with school work.

ii. The study sought to establish how parents' occupation affects academic performance of male and female pupils in public primary schools. The findings show that according to the teachers, parents' occupation affected academic performance of male and female pupils in public primary schools. However, findings most pupils revealed occupation of parents status did not affect their academic performance pupils. The findings also show that most unemployed parents seemed to pay special attention to boys than girls.

iii. The study sought to establish how parenting styles' affected the academic performance of male and female pupils in Nakuru Sub County. Authoritative

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styles and authoritarian styles were seen to somehow positively affect pupils 'academic performance. On the hand permissive parenting style was seen to negatively affect pupils 'academic performance. The findings revealed that a balanced attitude adopted by parents have positive effect on cognitive development of child. In the study it emerged that authoritarian parenting style was more associated with lower academic grades. Another finding was that children of permissive mothers tend to have high social confidence and self-esteem but lower academic achievement and school involvement. Paternal authoritative parenting style was found to be a positive predictor of children's academic performance. Paternal permissive parenting style was negative predictor of children's academic performance. Most parents of both male and male pupils wanted their children to perform well and thus, kept on encouraging them to work hard. Most parents had a good relationship with their children, that is, they enjoyed staying with their children, in an attempt to boost their academic performance.

5.3 Conclusions of the Study

From the study findings the study recommends as follows.

The findings of the present study implied that parents play a significant role in determining the level of academic achievement among pupils. Parents' educational level significantly affected the academic performance of male and female pupils in public primary schools. Educated parents appreciated the need of supporting their children, either male or female through school. They were able to support their children with homework. Educated parents understood their children's homework and thus could give some support. The education of both parents (father and mother) greatly influenced the performance of pupils. This is because in the absence of one, the other could supplement. It can be argued thus, that parents' provision of emotional support, parents' encouragement of child's independent decision making and involvement of child's schooling minimized the likelihood of children drop out from schools.

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The study findings show that parents' occupation affects academic performance of male and female pupils in public primary schools. The economic wellbeing of parents had a positive influence on the pupils' academic performance. The type of occupation determines the economic wellbeing of the parents. Occupation status of parents, determined the ability of parents to provide for their children's educational needs. Well remunerated are able to provide good shelter, food and health. Residential areas are carefully selected so that children's educational environment is not compromised. The findings also show that most unemployed parents seemed to pay special attention to boys than girls. Educated parents value the education of girls. On the other hand unemployed parents or those low income prefer to educate boys, and instead involve girls in domestic chores. In some cases girls are sent off to go and work as maids so as to help supplement family income.

The study established that authoritative styles and authoritarian styles were seen to somehow positively affect pupils' academic performance. On the hand permissive parenting style was seen negatively affect pupils 'academic performance. Authoritative fathers and mothers were both found to positively influence pupils' academic achievement. Optimum balance of responsiveness and demandingness by parents was found to be useful in yielding higher academic performance. The girl child needs to be appreciated and encouragement and recognized. The permissive parent tends to use a softer approach when dealing with their child. They cherish liberty, independence and celebrating the child's individuality and therefore lack the strong boundaries authoritarian parents set for their children. They believe imposing authority is wrong and that children should have the freedom to express their own opinion and to follow their own direction. Thus, it can be concluded that the most effective parenting style in steering good academic performance was authoritative parenting style.

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5.4 Recommendations

i. The government needs to consider putting down structures to ensure more jobs are created, so as to cut down on unemployment or underemployment among the parents, so as ensure that parents are able to cater for their children's educational needs. This is because parents' occupation has some negative influence on pupils' academic performance.

ii. The school management to consider regularly share pupils' concerns with parents during parents meetings, using hero parents approach, whereby parents exchange views and best parenting styles and their effect on children's performance.

iii. The school management should consider ensuring that parents should be educated on the need to create a conducive home environment for their children. Any academic performance is related to the Childs home environment in addition to that of the school.

iv. The Ministry of Education should consider mobilizing resources for parents training. In other words,. Parents training courses should be introduced by government to make them familiarize with positive discipline styles. It is suggested to manage seminars and workshops on parenting styles' awareness.

5.5 Suggestion for Further Studies.

i. This study did not cover schools in a rural setting and thus a similar study should be conducted, that is, on Parental factors affecting male and female pupils' academic performance.

ii. The study did not focus on private primary schools in Nakuru County. The study thus recommends that a similar study be carried out in private primary schools. That is "parental factors affecting private primary school pupils' academic performance: a case of Nakuru Sub-County, Kenya

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APPENDICES

Appendix 1: Head Teachers' Questionnaire

Kindly provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please tick where appropriate.

Part A: Personal Information:-

1. Age

   18 - 25 years ( ) 46 – 55 years ( )

   26 - 35 years ( ) 56 – 60 years ( )

   36 – 45 years ( )

2. Gender

   Male ( ) Female ( )

3. Highest level of education attained

   Certificate level ( ) Masters ( )

   Diploma level ( ) Other ( )

   Degree level ( )

4. How long have you served in the current schools as a head teacher?

   0 -3 years ( )

   Above 3-6 years ( )

   Above 6-9 years ( )

   Above 9 years ( )

5. What was the school mean score in the last KCPE examinations? (*Please Indicate for Girls and for Boys separately)*

   Girls……

   Boys ……

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Part B: Relationship between Parents' Educational Level and Academic Performance of Male and Female Pupils

Please read each of the following statements carefully and for each item, think about your best describes the situation in your school, and rate them using the scale below by ticking below the number that indicates the alternative which you believe best describes your response

1) Strongly Disagree (2) Disagree (3) Moderate (4) Agree (5) Strongly Agree

	1	2	3	4	5
Educational attainment of the mother has a greater influence on pupils' academic performance compared to the fathers'					
Parental involvement in education is dependent on their level of education					
Fathers' education affects the academic performance of boys that it does for girls					
Mothers' education affects the academic performance of boys that it does for girls					

Section C: Parents' Occupation affects Academic Performance of Male and Female Pupils

Please read each of the following statements carefully and for each item, think about your best describes the situation in your school, and rate them using the scale below by ticking below the number that indicates the alternative which you believe best describes your response

(1) Strongly Disagree (2) Disagree (3) Moderate (4) Agree (5) Strongly Agree

	1	2	3	4	5
Parents have better occupation score high marks than those respondents whose parents have list occupation					
Parents from formal occupation had better position and assurance of helping students at home than those from informal occupation.					
Only parents 'occupation have the ability to buy books and stationery for their children					

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Parents with the informal occupation (self-employed people), have no guarantee of turnover cannot afford to spend much on their children					
Parents with formal education perform well than the students from parents with informal education.					

Section D: How Parenting Styles' affect the Academic Performance of Male and Female Pupils

Please read each of the following statements carefully and for each item, think about your best describes the situation in your school, and rate them using the scale below by ticking below the number that indicates the alternative which you believe best describes your response

(1) Strongly Disagree (2) Disagree (3) Moderate (3) Agree (4) Strongly Agree

	1	**2**	**3**	**4**	**5**
Most parents adopt balanced attitude adopted by parents have positive effect on cognitive development of child.					
Maternal Authoritarian Parenting Style is negative predictor of Children's Academic Performance.					
Maternal Permissive Parenting Style is negative predictor of Children's Academic Performance.					
Paternal Authoritative Parenting Style is positive predictor of Children's Academic Performance.					
Paternal Authoritarian Parenting Style is negative predictor of Children's Academic Performance.					
Paternal Permissive Parenting Style is negative predictor of Children's Academic Performance.					

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Appendix 2: Teachers' Questionnaire

Kindly provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please tick where appropriate.

1. Please indicate the age in years.

   18 – 27 years [ ] 38 – 47 years [ ]

   28 – 37 years [ ] 48 years or above [ ]

2. Gender

   Male [ ] Female [ ]

3. Please indicate the length of time you have been a primary school teacher in your teaching career.

   Below one year [ ] 11 – 15 years [ ]

   2 – 5 years [ ] 16 and above years [ ]

   6 – 10 years [ ]

4. What is the category of your school?

   Boys alone [ ] Mixed boys and Girls [ ]

   Girls alone [ ]

5. Indicate your current academic qualification

   P1 ( ) ATS IV ( ) Diploma ( ) S1 ( )

   BED ( ) Masters ( )

   Any other [specify] ……

6. How long have you served as a teacher in your current school?

   Below one year [ ]

   2 – 5 years [ ]

   6 – 10 years [ ]

   Above 10 years [ ]

7. What was the school mean score in the last KCPE examinations? (*Please Indicate for Girls and for Boys separately)*

   Girls……

   Boys ……

Part B: Relationship between Parents' Educational Level and Academic Performance of Male and Female Pupils

Parents' Educational Level	**5**	**4**	**3**	**2**	**1**
Uneducated Parents tendency to ignore the girl-child					
Parents with little formal education affect performance of their children					
Most mothers have no education so fail to support their children with school work					
Children under the care of illiterate mothers miss school most often					
Low levels of family income affecting family capacity to provide supportive educational resources.					
Occupation					
Negative effect of school attendance of siblings at secondary level impacted on families in terms of economic strain					
Poverty of unemployed parents weighs more heavily on girls than boys					
Pupils' school attendance rates tend to be higher for financially stable households					
Economic wellbeing of parents has a positive influence on the pupils academic performance					

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Appendix 3: Pupils' Interview Guide

This questionnaire is intended to collect crucial information in relation to the parental factors affecting academic performance of male and female pupils in public primary schools in Nakuru Sub County. It is therefore not meant to be a test.

1. Please indicate your age ……
2. Indicate your Class …….
3. Sex ……
4. Do you think boys and girls should perform the same in class? *Give reasons for your answer.*
5. Parents Occupation ……..
6. Last Terms' Position in class ……
7. Total marks attained last term ……..

Parenting Styles

Please read each of the following statements carefully and for each item, think about your parents'/guardians' attitudes and behaviors in raising you, and rate them using the scale below by ticking below the number that indicates the alternative which you believe best describes your response.

(1) Strongly Disagree (2) Disagree (3) Moderate (3) Agree (4) Strongly Agree

	1	**2**	**3**	**4**	**5**
I trust my parents /guardians to help me out, if I have any kind of problems.					
My parents/guardians keep pushing (helping) me to do my best in what I do.					
My parents/guardians allow me to tell them if I think my ideas are better than theirs.					
My parents/guardians always speak to me with a warm and friendly voice (manner).					
When my parents/guardians want me to do something, they explain why.					

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When I get good grades in school/university, my parents/ guardians praise me.					
When I get poor grades in school, my parents/ guardians encourage me to work harder.					
My parents/guardians are interested in what I am learning at school/university.					
My parents/guardians know who my friends are.					
My parents/guardians spend time taking with me when there is an issue (a case) of interest.					
My parents/guardians enjoy staying home with me more than going out with friends.					
My parents/guardians give me a lot of care, attention, and support.					

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Appendix 4: Introduction Letter from the University

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Private Bag 00217 LIMURU, KENYA
Email: bps@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254(0) 20-2020505/10
Mobile: +254(0) 728- 669000
(0) 728- 062420
(0) 736- 424440

BOARD OF POSTGRADUATE STUDIES

4th May 2016

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

Re: Recommendation for Wanyama John Ivan to conduct a Masters of Development Studies (MDS) research.

This letter confirms the above named person is a second (final) year student of the MDS Programme at St. Paul's University.

The final year consists of a major research work leading to a dissertation comprising 20,000 words. The student's selected topic is "*Parental factors affecting academic performance of male and female pupils: (The case of Nakuru Sub-County public primary schools)*",

The research will take place in Nakuru County from April 2016 to May 2016.

Kindly grant this student the required permit.

Yours Faithfully,

BOARD OF POSTGRADUATE STUDIES ST. PAUL'S UNIVERSITY 04 MAY 2016 KENYA P.O. PRIVATE BAG - 00217, LIMURU

Prof. D.C. Chemorion
Director, Postgraduate Studies

Appendix 5: Research Authorization Letter from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/45302/11179**

Date: **31st May, 2016**

John Ivan Wanyama
St. Paul's University
P.O. Private Bag-00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Parental factors affecting academic performance of male and female pupils,"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **30th May, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru 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.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

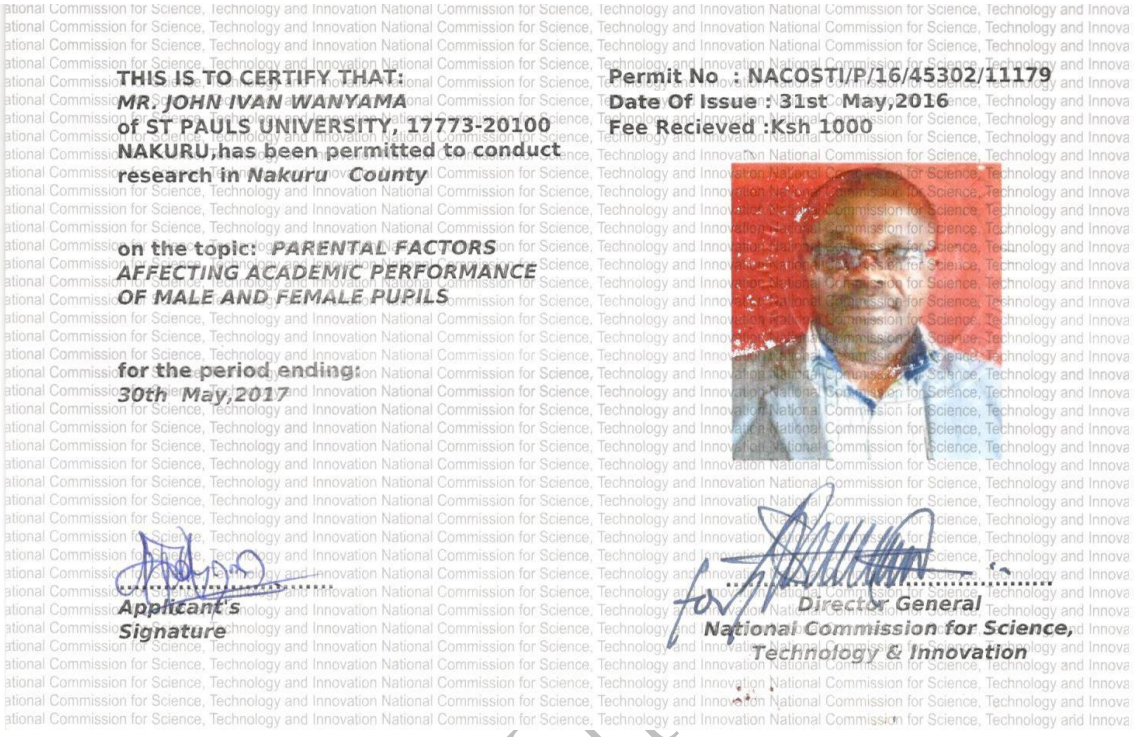
Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix 6: Research Permit



THIS IS TO CERTIFY THAT:
MR. JOHN IVAN WANYAMA
of ST PAULS UNIVERSITY, 17773-20100
NAKURU,has been permitted to conduct
research in *Nakuru County*
on the topic: *PARENTAL FACTORS AFFECTING ACADEMIC PERFORMANCE OF MALE AND FEMALE PUPILS*
for the period ending:
30th May,2017

Permit No : NACOSTI/P/16/45302/11179
Date Of Issue : 31st May,2016
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

ST. PAUL'S UNIVERSITY

Appendix 7: Research Authorization Letter by the Sub County Director of Education

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "LEARNING"
Telephone: 2216529/2216563
When replying please quote

SUB COUNTY EDUCATION OFFICE
NAKURU SUB COUNTY
P.O. BOX 1028 – 20100,
NAKURU

REF: NKR/ED/122/VOL.II/203 **2ND JUNE 2016**

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – JOHN IVAN WANYAMA

The above named student of St. Paul's University is hereby authorized to conduct research on "***Parental factors affecting academic performance of male and female pupils***" in Nakuru Sub-County for a period ending 30th May 2017

Any assistance accorded to the student will be highly appreciated.

JANE THUO
FOR SUB-COUNTY DIRECTOR OF EDUCATION
NAKURU SUB-COUNTY

Appendix 8: Research Authorization Letter from the Deputy County Commissioner, Nakuru Sub County

OFFICE OF THE PRESIDENT
Ministry of Interior and Coordination of National Government

Telegram: "DISTRICTER" Nakuru
Telephone: Nakuru 051-2212515
When replying please quote

DEPUTY COUNTY COMMISSIONER
NAKURU SUB COUNTY
P.O. BOX 81
NAKURU

Ref No ED.12/10 VOL.V/23

8th June 2016

TO WHOM IT MAY CONCERN

RE:- RESEARCH AUTHORIZATION
JOHN IVAN WANYAMA

The above named student from St. Paul University has been authorized to carry out research on "**parental factors affecting academic performance of male and female pupils**" in Nakuru Municipality Nakuru Sub County for a period ending 30th May 2017.

Please accord him all the necessary support to facilitate the success of his research.

C. W. NJOROGE
FOR DEPUTY COUNTY COMMISSIONER
NAKURU SUB COUNTY