FAMILY STATUS AND GIRLS ACADEMIC PERFORMANCE IN

SELECTED SHOOLS IN MATINYANI ZONE,

MATINYANI DIVISION, KITUI WEST DISTRICT,

KENYA

BY

MUTHIO MUKAI

BED/20018/72/DF

A RESEARCH PROJECT PRESENTED TO THE INSTITUTE OF OPEN
AND DISTANCE LEARNING IN PARTIAL FULFILMENT OF
THE REQUIREMENT FOR THE AWARD OF A DEGREE OF
BACHELOR OF EDUCATION IN EARLY CHILDHOOD
AND PRIMARY EDUCATION OFKAMPALA
INTERNATIONAL
UNIVERSITY

APRIL, 2010

DECLARATION

I declare that this project is my original work and has never been presented for any academic award. I solemnly bear and stand to correct any inconsistence.

Signature

MUTHIO MUKAI

DATE :

15|4|10

ACKNOWLEDGEMENT

My gratitude goes to my supervisor for providing advice, guidance and useful references in improving the quality of this project.

TABLE OF CONTENTS

DEFINITION OF TERMS

The following terms have been defined in the context of this research;

Adolescence: The period when girls develop from childhood to adulthood more especially when they start menstruating.

Drug abuse: the improper use of drugs or alcohol to the degree that the consequences are detrimental to the user in society.

Enrolment: When a school admits a new student or when a student joins a new school.

Sexualities: The differentiation between sexes.

School drop out: the number of pupils who enroll in a school during a year but leave the school before the end of the year. It does not include girls who transfer from one school to another.

ABSTRACT

The study sought to investigate the relationship between family status and girls' academic performance. In the review of related literature, all relevant information related to the study was made of use and this helped the researcher to get a clear picture as well as guidelines concerning the problem under study. A descriptive design was employed since the whole study was about giving an explanation about a scenario.

Questionnaires and interview guides were used in the collection of data. The findings of the study revealed among others: the confirmation that teaching learning aids were impacting on the learning environment. Recommendations were made and these called for government continuation to invest heavily and sustain FPE in order to provide an all inclusive education and training to all Kenyans irrespective of their region of origin, income status, gender, religion and any other disparities.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study sought to investigate the relationship between family status and girls academic performance. It will be guided by the objectives of the study in 1.3.2 later on in chapter one.

1.1 Background to the study

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

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

School success is defined primarily by students grades point average and standardized achievement test scores (baker and Stevenson, 1986, bright, 1992; Clark, 1993; Glasgow et al, 1997; Grolnick and Ryan

1989). School success is also defined by cognitive and academic competence, orientation towards school, and engagement.

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

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

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

1.2. Statement of the problem

All over the world, the female gender faces a lot of challenges. In Africa for instance, girls are subjected to various domestic chaos which hinders them from high demand of education. Among the Maasai in Kenya, some girls are forced to marry at a very tender age. Biologically girls are

affected by the psychological of the age which to some extent leads to stigmatization making them less competent like their male counter parts.

There is no sufficient data to show the cause of school drop out on girls

1.3 objectives of Study

1.3.1 General Objective

The general objective of the study was to determine the relationship between family status and girls academic performance in Matinyani Zone, Kitui west district, Kenya and come up with possible strategies to solve the problem.

1.3 2 Specific Objectives

i). To assess the relationship between family status and girls academic performance.

ii). To examine the relationship between parents attitudes and drop out of girls.

iii). Analyze the relationship between traditional practices and drop out of girls.

1.4 Research Questions

1. What is the relationship between family status and girls academic performance?
2. What is the relationship between parents' attitudes and drop out of girls?
3. What is the relationship between traditional practices and drop out of girls?

1.5 Scope of the Study

The study was carried out in Matinyani zone, Kitui west district, Kenya. The study was limited to the objectives in the study.

1.6 Significance of the Study

The study will help education planners to study the root cause of poor academic performance of girls in Kenya. It is relevant in that girls have the right to be educated. They therefore regularly engage in drafting policies that will benefit pupil's education.

Head teachers, teachers and parents will be sensitized in identifying the problem of school drop out and finding ways to solve the problem and also have particular interest in girl's especially adolescent girls.

The study will become an instrument of change in the ways in which people and communities think about the education of the girl-child and their capabilities. With changed attitudes, an appropriate, relevant, affordable and effective education within the communities, the discrimination girls face for just being girls in the society could be countered.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of low enrollment of students more specially girls. It is guided by the objectives of the study outlined in chapter one.

2.1.1. Poverty and academic performance of girls in school

For parents who are aware of the importance of and concerned about the education of girls, enrollment levels are still low and drop out high due to their inability to meet the costs of education World Bank (2000). The high cost of education coupled with the deteriorating economy, which has reduced the disposable income available to the families, has made it difficult to provide an education for all the children regardless of sex. In Kenya education is financed through cost sharing, with the parents bearing the bigger share of the burden.

Another issue that further aggravates this situation is the fact that, especially in the rural areas, families tend to have a fairly large number of children. The cumulative effect of the finances required for education often proves to be too much for many families, in communities where girls' education is not valued, the issue of poverty further aggravates the situation of girls' lack of access to education because in such areas parents when faced with scarce resources choose to educate boys rather than girls.

Low economic status promotes gender discrimination of the girl child in education It creates a sense of dependence as always poor people seek for acceptance and recognition in a community through observing culture so as to be helped in social activities (funeral, wedding, FGM,etc).

Earthman, Glen I. (November 1998) It ignores girls' education to avoid costs. Parents seek simple alternatives for increasing their income by marrying off young girls. Some well off people take this advantage by deceiving pupils from poor families and engage them in sex with promises of material things and hence violate children's rights to education.

2.2 Parents Attitudes on academic performance of girls

Parents' perceptions and society expectation, part of gendered sex role socialization affect how girls and boys participate in education. From tender age, the young children are socialized into "sex roles." UNESCO (2003) Thus learning "sex appropriate" behaviors and traits in childhood is one of the prerequisites for smooth functioning in society (common in rural areas).

In general most children, and girls in particular, especially those in rural areas, fail to enroll in or to complete primary schooling because their parents do not value education. In most cases because the parents themselves are uneducated or illiterate.

There is also a 'myth' among most illiterate parents that "boys are generally clever and hard working in school. Their minds are always in school but girls like playing and when they mature they are difficult to deal with and they get pregnant" Joy C. Kwesiga (1990). The implication

is that they should not be given the opportunity to go to school. Such 'messages' demotivating to girls, who internalize them and in return end up believing that school, is not for them.

Many parents also have the attitude that educating girls is a waste of time and money, because they will eventually be married off and their education would therefore only benefit their husbands and the families they marry into. Money spent on the girls education would thus be considered lost to the girls' family. Girls are also considered a risk to educate because they were likely to get pregnant or married and drop out of school and any money spent on their education would therefore be wasted. FAWE (2000)

Girls on the other hand drop out of school because of low status reasons. They may be made to remain at home doing some chores. Ministry of Education Science and technology (2001)

2.3 School Environment academic performance of girls.

The school is a very child unfriendly environment for girls in a way that they are abused and sexually harassed by male teachers and boys Girls are often abused, beaten and humiliated in class. (Gupta N and M. Mahy, 2000) Because of this girls hate the school environment and therefore drop out of school. They also become pregnant and therefore have no choice that to drop out of school. (Eloundou-Enyegue,Parfait M.2000)

If Education For All (EPA) is to be achieved, then an empowering learning environment characterized by " physical, emotional intellectual and sexual safety of girls" has to be created through an evolving process, an

environment "in which girls are not merely protected and sheltered from danger of man kind, and their physical, emotional and intellectual growth is encouraged and nurtured, but also one in which they are supplied with the tools of knowledge, self confidence and assertiveness that will provide some measures of defense against abuse." UNICEF (2000) Most of the schools in rural areas have classrooms that are dilapidated, with floors that are not cemented and thus dusty.

There are windows and doors with no shutters. Such classrooms have few desks for pupils and some of them seat on makeshift forms and/or stones. But the most worrying issue is the lack and/or poor state of toilet and sanitary facilities. Joy C. Kwesiga (1990)

Sanitation provision can have a detrimental effect that can further contribute to low attendance and retention rates for girls. (Beusang 2004) Female students often missed classes during menstruation, or because cultural restrictions combined with poor hygiene and lack of privacy prevent them from using the school latrines at all. Studies show that girls' performance, attendance and retention rates are lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with. (UNICEF 2005)

2.4 Traditional Practices and academic performance of girls.

According to Ngugi Wa Thiong'o (1996) "harmful traditional practices like female genital mutilation and other initiations rituals practice in some African societies are brutal and inhuman.

Cultural practices lead to despair in schools attendances on girls both in preparations and healing processes which some times lead to death. Gachiri, E. W. (2000). The ultimate lead to despair in school attendance

8

and the performance ends up to girls with drawing from school (Okwach, 1997)

Many communities favor marrying off girls while still fairly young. In most cases, these girls drop out of school once they are married to start families. In some communities, especially in the Muslim communities, there is the practice of betrothing girls at a very young age, sometimes at birth and marrying them off in late adolescence. The practice of early marriage often therefore leads to the end of a girls' formal education. The Daily Nation. (2003)

In Ghana, girls and women cross over into neighboring countries to carry out trading which is often a lucrative activity. Their success has been found to lure other school girls to try this business, leading to school drop out.

In some areas of rural Tanzania, on reaching puberty (from upper primary), girls are expected to participate in initiation ceremonies aimed at preparing them for womanhood and marriage. Mbilinyi,M and Mascarenhas, O (1983): These ceremonies are often held during the school term and result in girls missing a considerable amount of school time. Participation in these ceremonies affect girls' participation in education in general in two particular ways. Mabala R. et al (1995): One is that the time spent at these ceremonies is at the expense of precious school time. When these girls eventually return to school, teachers find it difficult to find the time to give them the individual attention required to help them catch up with the others. Another effect of these ceremonies is that the girls who are initiated regard themselves as adults and ready for marriage and no longer see the need to concentrate on their school work as they feel that it would be of little use to them in their future roles as mothers and wives. Manlove, Jennifer. (1998).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter reviews the methods to be used in the study. It looks at the study design, the environment where the study will take place, the people who will participate in the study, the instruments of data collection, and the procedure to follow while carrying out the research, the statistical treatment of data and the limitations of the study.

3.1 Design

This study used a descriptive cross sectional survey. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.2. Environment

This study was conducted in Matinyani zone, Kitui west district, Kenya.

3.3. Instruments of data collection

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

3.4. Data collection procedure

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

3.5. Statistical treatment of data

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

Formula;

Percentage (%) = $\underline{F}$ x 100

              Total number of respondents

Where F = number of respondents

         Observed

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

3.6 Limitations of the study

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

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

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

CHAPTER FOUR

DATA PRESENTATION, ANALYISIS AND INTERPRETATION

4.0 Introduction

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

TABLE IV

TYPES/ FAMILY	POSITIVE	%	NEGATIVE	%	TOTAL
i. Those who go for bursaries	12	40	18	60	30
ii. Those with two or most children who did not complete school	18	60	12	40	30
iii. Those who have problems in fees payment	25	83.3	5	16.7	30
iv. Everybody lives below poverty line	30	100	0	0.0	30

v. Those who agreed their problems results from poverty	28	93.3	2	6.7	30

Source; Field survey 2009

As per the results in average

$$\frac{12+18+25+30+28}{5} = \frac{113}{5} = 22.6$$

This is approximately equal to 23 parents out of 30 who filled the questionnaires. These 23 parents agreed in general that poverty is widespread in the community.

In percentage 23/30*100 =76.67%

And so 77% of the community members agreed that poverty is widespread in Nairutia ward.

Table iv shows that only around 40% people get the bursaries. This is very little number because most of the population is poor. This number is very low if we compare the number of parents who have two or more children who did not complete their education due to lack of fees. The table further reveals that more than 25 parents had problems in fees payments but they (pupils) did not drop out of school.

13

The table further shows that most of the community members live below the poverty line (income of one dollar a day)

Finally the table shows that about 93.3% of the community members agreed the main causes of their problems in poverty. This clearly shows how poverty is widespread in the area. So we can conclude that poverty is a threat to daily activities in Nairutia ward.

TABLE V Relationship between poverty and enrolment

CAUSES OF LOW ENROLMENT	POSITIVE	PERCENTAGE	NEGATIVE	PERCENTAGE	TOTAL
i. Poverty	67	94.37	4	5.63	71
ii High Education cost	64	90.14	7	9.36	71
iii. Lack of facilities	57	80.28	14	19.72	71
iv. Drop out	57	80.28	14	19.72	71
v. Teachers	27	32.03	14	61.97	71

Table V clearly shows that poverty is the major cause of low enrolment in S.D.S.S. It accounts for about 94% because all the first four items of table 4.2 (ie poverty, high education lost, lack of facilities and drop out rate) all poverty related or poverty originated problems)

As per this results therefore, poverty contributes significantly to the low school enrolment than high lost or education which is related to poverty since if the community members are rich, then cost of education would not be a factor. Drop out from school and lacks of facilities are other factors that affect enrolment. Here, the main contributing factor is poverty (which is widespread in the community), drug abuse, peer influence, unwanted pregnancies, lack of better school financial management which would support school development projects. Such as laboratories, libraries and workshops.

The teachers affect school enrolment to a very little or minute extent. The investigator noted that laxity of teachers, time wastage and their genera conduct towards pupils may result to inadequate or minimal coverage of the syllabus and this might in the long run affect school enrolment.

If poverty and drop out rates are reduced, facilities put up and the cost of education subsidized the enrolment can be improved.

4.4 On the main causes of poverty.

From the questionnaires fill in by both the parent and the pupils the following results were obtained

TABLE VI

CAUSES OF POVERTY	POSITIVE	PERCENTAGE	NEGATIVE	PERCENTAGE	TOTAL
i. Weather conditions	51	72.93	19	27.07	70
ii. Lack of resources	46	65.78	24	34.22	70
iii. Lack of government Aid	43	61.49	27	38.51	70
iv. Social problems	34	48.62	36	51.38	70
v. Lack of education	26	37.18	44	62.82	70

Table VI Clearly shows the above major cause of poverty.

a. Lack of government assistance in provision of water, infrastructure, lack of market of their farm produce (milk, potatoes and maize) and lack of a cash crop. This makes the community to believe that the only way out of poverty in through government assistance, through provision of water, food an all weather roads and ready market for their little farm produce.

b. Weather condition is the other main cause of poverty. The area often has a very long dry spell of drought and unpredictable weather that cause mass drop failure and by extension and death of their livestock.

c. Lack of resources, the includes lack of capital, loan facilities and even knowledge that would help the community members initiate and maintain income generating activities.

d. Social problems like lack of priorities, lack of knowledge on factors causing and means of overcoming those problems in another cause of poverty. Some community members also in antisocial behaviours eg drinking of alcohol, crime and other unconomical activities and other minor causes of poverty.

e. Lack of education contributes to some extent on causing poverty. Though the investigator believe that this is the main cause of poverty, but the community members don't want to admit their low literacy level contribute to poverty.

4.5 Ways of alleviating poverty

Data presentation and analysis on ways of alleviating poverty, the researcher obtained the following results

EANS OF FIGHTING)VERTY	POSITIVE	PERCENTAGE	NEGATIVE	PERCENTAGE	TOTAL
By education of uth and_ mmunity	59	84.37	11	15.63	70
Employment of hool leavers	52	74.36 .	18 ,	25.64	70
Improvement of rastructure, water ɔply_etc	47	67.21	23	32.79	70
Improved ·ticipation ν.G.O'sto	38	54.34	32	45.66	70

ommunity					
Improvement of :curity	3	4.29	67	95.71	70
Government ıproving e_morale_of farmers	8	11.44	62	88.56	70

he research found out that poverty can be fought in the following ways in Nairutia Ward.

By education of the youth and community members such that they can get enough means of fighting poverty. If the youth and community members can be educated, they would enhance their chances of being employed and hence increase their income and hence reduce their incidence of poverty.

Secondly if the school leaves are employed, their incomes would rise and their incidence would reduce. This is a good way of fighting poverty

Thirdly, if the infrastructure and water supply were improved then the community members would Be able to improve their food drop harvest and accessibility to market this produce. In the long run this would reduce their incidence of poverty.

Fourthly, on participation by NGO's to the community, this would enable the N GO's to understand to community's problems. The NGO's are believed to provide or assist the community with money or funds which would enable them to initiate income generating projects which would reduce poverty.

Finally, if the government improves the morale of farmers that could be by subsides or farm inputs and provision of ready market, this would encourage farmers to realize high yield's and so achievements would be more. This leads to reduced poverty.

4.6 Effects of poverty to the society and the Nation at larger.

The researcher received the following result pertaining to the effect of poverty in

achievement of National goals and societal goals.

Then will be increased social evils like violent robberies, prostitution, drug abuse to escape From the reality, mugging and collapse of the society coherence.

Rise in illiteracy levels which leads to unachievement of societal goals and finally national goals eg industrialization and provision for tapped water for all.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations there to.

5.1 Discussion and conclusions

One of the main outcomes of the study is the confirmation it has provided that teaching learning aids were impacting on the learning environment. These findings correspond with the findings of Kimuyu, P., Wagacha M., and Okwach, O. (2004) that the learning environment had dramatically changed on introduction of free primary education.

Another finding has been to the effect that other factors like socio-economic factors were contributing to the learning environment in general. One of these factors adversely affecting school attendance of children is poverty. Poverty may be due to low wages, unemployment, large family or the loss of family breadwinner. There are many ways in which extreme poverty might be expected to exert an influence on school attendance.

According to Kinyanjui, (2003), malnutrition and poor living conditions are bound to have an influence on the health of the child, and so directly or indirectly affect his ability to learn. Pre-natal damage may occur in the child as a result of inadequate pre- natal care limited incomes among lower class families have been found to restrict the provision of school

21

books, building funds, and other necessary materials to ensure good performance and attendance at school.

On the other hand lower class families have been found to have lower aspiration for their children than upper class families due to opportunity cost of the child according to Michael Todaro (1977). Some of the studies have concluded that, the intellectual stimulation that reinforces the schooling experience is less likely to be present in lower income families; and that socio-economic background contributes to absenteeism and dropout rates

Rural studies in United States of America provided valuable insight that appeared to provide a most important factor governing the school attendance. Melntire, 1918 in effects of Agricultural Employment upon school attendance; and Folks (1920) reported a strong influence of seasonal farm demands on pupils' attendance.

From the findings of the study, the roles of boys and girls before and after school during harvests do influence their attendance at schools. Over 80% of the people in Kenya live in the rural areas, and derive their income from farming. It has therefore been observed by Raju B (1973). that poor families who cannot afford to employ casual labourers during land preparations, ploughing and harvesting draw their children from school to work on the family farm or look after cattle.

Studies in Tanzania by Mbilunji (1999) and others on the school community and class found that regional and locational effects are less important than the set up of the child's family background, traditional social structure, and stratification among peasant and traders in rural areas.

Sharma and Sapra (1971) in their Indian study, found dropouts and non dropouts to differ in their attendance rates. Pupils with less than 60% attendance rate were seen to be potential dropouts. Jamison and Mc Nally (1975) found attendance to fluctuate with the farming calendar in rural areas.

According to researches done by Dentler (1965) the attributes that are considered as a disadvantage leading to dropout a re only aspects of a general pattern of stratification but are circular statements of what is involved in school withdrawal. They pointed out that socio- economic disadvantage is the equivalent of an educational disadvantage which in turn is productive of poor school performance , repetition, disinterest and even withdrawal.

The concept of social class is useful because it refers to more than just the effect of parental education, occupation, incomes or any of a number of correlated variables that are used to measure socio- economic status.

Kohu, Melum, 1963 in his contribution on "Social class and Parental-child Relationship has pointed out that, "members of different social classes, by virtue of enjoying (or suffering) different conditions of life, come to see the world differently and to develop different conceptions of social reality, different aspirations, hopes and fears and different conceptions of the desirable".

The definition of social reality and its concomitant aspirations may be the root to explaining the barriers which operate to reduce educational participation of children from lower class origins relative to those from higher ones. Levin, H.M., 1976 concluded that there are those barriers that are within the school structure. Levin pointed out that the external barriers may include family expectation, limited incomes.

From the responses obtained, most of the teachers interviewed felt that FPE was a good idea, as it has given a chance to many pupils who would, otherwise, have been out of school. It has also allowed some adults who did not have a chance at their young age to go to school to be enrolled.

5.2 Recommendations

The implementation of Free Primary Education is critical to the achievement of EFA, which is a key objective under the Millennium Development Goals (MDGs).

The government must therefore continue to invest heavily and sustain FPE in order to provide an all inclusive education and training to all Kenyans irrespective of their region of origin, income status, gender, religion and any other disparities. It must invest in people by expanding access to schooling, targeting the neediest and providing safety nets for the working poor, those unable to work and special vulnerable and marginalized groups.

The government must therefore continue to invest heavily and sustain FPE in order to provide an all inclusive education and training to all Kenyans irrespective of their region of origin, income status, gender, religion and any other disparities, acoording to Araujo Caridad, Francisco Ferreira, and Norbert Schady (2004),it must invest in people by expanding access to schooling, targeting the neediest and providing safety nets for the working poor, those unable to work and special vulnerable and marginalized groups.

5.3 Areas of further research

Further research on the impact of socio-economic factors on academic performance needs to be carried out. A research on the impact of free

primary education on teachers performance would certainly highlight the quality of education offered.

REFERENCES

Adunyarittigun D (1997). *Effects of the parent volunteer program upon students' self-perception as a reader.* College Park, MD: University of Maryland.

Ames C et al (1993). *Parent involvement: the relationship between school-to-home communication and parents' perceptions and beliefs.* Washington DC: Center on families, communities, schools and children's learning; Illinois University Urbana College of Education.

Stevenson D L (1986). *Mothers' strategies for children's achievement:* Managing the transition to high school. Sociology of Education, 59,156-166.

Baumrid D (1991). *The influence of parenting style on adolescent competence and substance use.* Journal of Early Adolescence.

Carey N and Farris E (1996). *Parents and schools: Partners in student learning.* Statistic in brief. Scientific American.

Chao R (1994). *Beyond parental control and authoritarian parenting style:* Understanding Chinese parenting through the cultural notion and training. Child Development.

Connell J P and Wellborn J G (1991). *Competence, autonomy and relatedness:* A motivational analysis of self process and Development, Hillsdale, NJ: Lawrence Erlbaum Associates.

26

Davis Kennedy P (1996). *The effectiveness of parental involvement on reading achievement.* Chicago, Illinois: Chicago public Schools.

Dornbusch S et al (1987). *The relation of parenting style to adolescent performance, Child Development.*

Glasgow K et al (1997). *Parenting styles, adolescents' contributions, and educational outcomes in nine heterogeneous schools. Child Development.*

Publication manual of the American Psychological Association (1994).Washington DC: American Psychological Association

Reynolds, A.J., Weissberg, R.P., & Kasprow, W.J. (1992). Prediction of early social and academic adjustment of children from the inner city.

Rosenzweig, C. (2000*). A meta-analysis of parenting and school success:* The role of parents in promoting students academic performance. Unpublished doctoral dissertation, Hofstra University, Long Island, New York.

Rothstein, H., Borensterin, M., & Sutton, A.J. (2005). *Publication bias in meta-analysis: Prevention, assessment, and adjustments.* New York: John Wiley & Sons.

Rothstein, H., Turner, H., & Lavenberg, J (2004). The Campbell *Collaboration's Information Retrieval Methods Group policy brief.* An unpublished policy brief submitted to The Campbell Collaboration Steering Group for approval for publication.

Ryan, E.M. (1964). *A comparative study of the reading achievement of*

  second grade pupils in programs characterized by a contrasting degree of parent participation. Unpublished doctoral dissertation, Indiana University, Bloomington, IN.

Sheldon, S. (2003). *Linking school–family–community partnerships in urban elementary schools to student achievement on state tests.*

Tizard, J., Schofield, W.N., & Hewison, J. (1982). *Collaboration between teachers and parents in assisting children's reading. British Journal of Educational Psychology.*

Trovato, J., & Bucher, B. (1980). *Peer tutoring with or without home-based reinforcement, for reading remediation.* Journal of Applied Behavior Analysis, 13, 129-141.

Walberg, H., Bole, R., & Waxman, H. (1980). *School-based family socialization and reading achievement in the inner city.* Psychology in the Schools.

APPENDICES

APPENDIX A:

QUESTIONNAIRE TO THE TEACHERS

Dear respondent,

The purpose of the study is to determine family status and girls academic performance and you have been chosen in the study you are requested to tick where appropriately and fill in the gaps. I would like to bring to your attention that the information will be treated with utmost confidentiality.

NB. Do not write your name anywhere on this paper

Personal information

Age

19-24yrs [ ]

25-30yrs [ ]

31 and above [ ]

Sex

Female [ ]   Male [ ]

Educational level

Certificate [ ]

College [ ]

University [ ]

1. Do parents get involved in school activities

    Yes [ ]

    No [ ]

2. If yes what activities do they do

....

....

....

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

Yes [ ]

No [ ]

Not sure [ ]

4. How has parental involvement helped girls academic performance

Improved [ ]

Not improved [ ]

5. How has parental involvement contributed to girls academic performance

Greatly improved [ ]

Slightly improved [ ]

Not improved [ ]

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

....

....

....

7. Do parents provide all the necessary academic requirements for the girl's.

    Yes [ ]

    No [ ]

    Not sure [ ]

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

....

....

....

9. How do the girls behave at school

    Well behaved [ ]

    Badly behaved [ ]

10 For any answer does it reflect the parenting skills?

Yes [ ]

No [ ]

Not sure [ ]

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

Yes [ ]

No [ ]

Not sure [ ]

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

Yes [ ]

No [ ]

Not sure [ ]

FOCUS GROUP DISCUSSION WITH THE PARENTS

1. Do you get involved in your children's school activities

2. If yes what activities do you do?

3. Do you supervise your children's progress at school?

4. How has your involvement helped the school?

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

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

7. Do you provide all the necessary academic requirements for your children?

8. How has providing necessary school requirements affected the performance of the children?

9. How do your children behave at school

10. How do you bring up your children?

11. Do you pay your children's school dues in time?

12. Do you teach your children how to read?

APPENDIX B: WORK PLAN

Activity	Time In Months			
	1	2	3	4
Proposal writing	▨			
Data collection		▨		
Data analysis			▨	
Submission				▨

APPENDIX C:

BUDGET

Item	Amount ($)
Stationery – Papers - Pens	50$
Transport	100$
Researcher assistants	200$
Typing and printing	50$
Miscellaneous	200$
Total	600$