

**THE INFLUENCE OF PARENTING AND ACADEMIC PERFORMANCE OF
LEARNERS: A CASE STUDY OF SELECTED SCHOOLS OF
CHEPKORIO ZONE, IN KEIYO
SOUTH DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
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REQUIREMENT FOR THE AWARD OF DEGREE BACHELOR OF
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NOVEMBER, 2009

DECLARATION

I, declare that the material in this book has been done entirely by my effort and has not been presented else where for any academic qualification.

SIGNED

.....AKID.....

ANITER J. KIBET

DATE

.....17TH AUGUST 2009.....

APPROVAL

This report entitled the influence of parenting and academic performance of learners in Kenya was conducted under my supervision with my approval; it is now ready for submission to the academic board for the award of a bachelor degree in early childhood and primary education of Kampala International University

Signed



SUPERVISOR TALIGOOOLA DEBORAH NABUSETA

DATE... 17/08/09

DEDICATION

This book is dedicated to my beloved Mother Emmy Kibet, my sisters Loma, Cynthia, Brothers Victor and Kevin, my children Coem, Clein, Brian and Rodney for their patience and understanding during the period of the study.

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My gratitude first goes to God who has given me the strength and courage to undertake this research.

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

DEFINITION OF TERMS

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

Academic performance

How children living single parents participate in school whether well or bad.

Early Childhood Development (ECD) is the term used in Kenya to refer to the area of discipline that concerns the care, development and learning of young children of ages 0+-5+ years.

ECD is under the responsibility of the Ministry of Education,

Influence: the effect that parents have on the education of early childhood and primary education

Parents: the father or mother of the children in early childhood and primary education. Science and Technology, and consists of the following major services: Nursery School, Pre-Unit Class, Kindergarten, Day Nursery, Playgroup, Madrassa and Home- Based Care Centre

TABLE OF CONTENTS

NOVEMBER, 2009	1
DECLARATION	i
APPROVAL	ii
DEDICATION	iii
DEFINITION OF TERMS	v
TABLE OF CONTENTS	vi
LIST OF CHARTS	ix
ABSTRACT	x
 CHAPTER ONE	 1
INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	1
1.3 purpose of the study	2
1.5 Research questions	2
1.6 Scope of the study	2
1.7 Significance of the study	3
 CHAPTER TWO	 4
LITERATURE REVIEW	4
 CHAPTER THREE	 9
RESEARCH METHODOLOGY	9
3.0. Introduction	9
3.1. Research Design	9
3.2. Organization of the study	9
3.2.1. Study area	9
3.2.2 Study population	9
3.2.3. Sample size	9

3.2.4. Sampling technique	9
3.3. Data collection.....	10
3.3.1. Sources of data.....	10
3.3.2 Reliability of instruments.	10
3.4. Data collection procedure.....	10
3.5. Data analysis.....	10
CHAPTER FOUR	12
PRESENTATION OF DATA, ANALYSIS AND INTERPRETATIONS OF FINDINGS	
.....	12
4.1 Introduction	12
4.2 Profile of the respondents.....	12
CHAPTER FIVE	23
SUMMARY OF FINDINGS AND DISCUSSION, CONCLUSION AND	
RECOMMENDATIONS.....	23
5.0. Introduction	23
5.1. Summary of findings and discussions	23
5.2. CONCLUSION.	24
5.3. Recommendations	25
Suggestions for further research	25
REFERENCES	26
QUESTIONNAIRE TO THE TEACHERS	28
FOCUS GROUP DISCUSSIONS FOR PARENTS	31
TIME SCHEDULE.....	32
BUDGET	33

LIST OF TABLES

Table1. Profile of the respondents

Table 2: parents are encouraged to participate in their children's schooling

Table 3. parents response

Table.4 effect of parental involvement

Table 5 how parental involvement has affected the children.

Table 6 parental involvement has improved academic performance of pupils

Table 7 parents provide all the necessary requirements for their children.

Table 8 parents monitor their children's progress

Table 9 parents volunteer at school

LIST OF CHARTS

Chart 1. Parents are encouraged to participate in their children's schooling

Chart 2. Effect of parental involvement

Chart 3 parental involvement has improved academic performance of pupils

ABSTRACT

The purpose of the study was to investigate parenthood and academic performance of primary pupils. The specific objectives of the study were To determine Parents influence on the academic performance of early childhood education in regards to, Academic oriented practices, School participation practice, Determine the importance of parental involvement in their children's schooling, Investigate the Parenting Styles that affect children The methods used for data collection were questionnaires to the teachers and focus group discussions with the parents. The findings revealed that parental involvement in their children's schooling is very important. The study recommended that the government should make sure that parents are included in educational plans and that the curriculum should be designed so as teachers and schools include parents in the studies. Parents and teachers should encourage parents to take part in school activities and their children's school learning.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

A healthy home environment offers emotional security to children (Holdaway, 1979, 1984). Schools cannot simply provide a continuation of the home environment (Wells, 1987), but they play an inestimably important role in laying the foundation for children to learn to read (Rasinski & Fredericks, 1988). Rasinski & Fredericks (1988) stated that in the literacy development of children, parents play a crucial role. In *Becoming a Nation of Readers*, the Commission on Reading (cited by Rasinski & Fredericks, 1988) concluded that parents play an invaluable role in laying the foundation for (their children) learning to read, and that parents cannot shirk responsibility for supporting their children's continued growth as readers. People recognized the importance of parental involvement and guidance in the development of their children's reading behavior. The value of daily activities, such as reading aloud, is significant; bedtime stories are another good example (Rasinski & Fredericks, 1988).

When children are surrounded by caring, capable parents, and are able to enjoy nurturing and moderately competitive kinship relationships, a foundation for literacy is built with no difficulty. Such people provide children with the security they will need for desirable learning. It also helps children develop positive associations with the flow of story language and with the physical characteristics of books (Holdaway, 1979, 1984).

However in this demanding world parents do not have time for their children and more especially getting involved in their school activities which has negatively affected them and hence need for the study.

1.2 Statement of the problem.

It is important that parents and careers are aware of the significant contribution they can make to their children's learning by providing a stimulating environment around

language, reading and writing as well as supporting at home the school's literacy agenda, both during the early years as well as the primary and secondary years of schooling.

Therefore the study is intended to determine the role of parents towards the academic performance of pupils

1.3 purpose of the study

The purpose of the study was to investigate the influence of parenthood on academic performance of learners in primary pupils.

1.3.2 Specific objectives

Specifically this study sought to;

1. To determine whether parents involve themselves in schooling of their children
2. Identify the benefits of parental involvement in their children's schooling.
3. Identify those parenting skills that affect children.

1.5 Research questions

1. Do parents get involved in their children's schooling?
2. What are the benefits of parental involvement in the schooling of children?
3. What parenting skills affect children?

1.6 Scope of the study

The study was carried in the selected primary schools of Keiyo South district Kenya. The study will investigate parenthood practices and academic performance of pupils. The study was parents' involvement in their children's schooling, advantages of parents involvement in schooling and parenting skills affecting children and it will be carried out from April 2009 to August 2009

1.7 Significance of the study

The study will benefit policy makers to make policies that favor children relationship with parents in the learning process of children.

Head teachers, teachers and parents will be sensitized on how to participate in the learning process of the children.

Children will benefit from the study since their teaching techniques which include the parents are advocated for.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses the literature related to the study. It is guided by the outlined objectives in chapter one.

Parent's involvement in the schooling of their children

Children can be taught to read at home (Binkley, 1988; Smethurst, 1975). The home environment is very friendly and compliant to the individual needs of the child. Parents offer guidance to teach their children to develop reading habits before they go to school.

Children who begin to read at home do at least as well, and in many instances better, in the first grade (Binkley, 1988; Smethurst, 1975). Contrary to popular opinion, learning reading does not begin in school. Learning to read begins at home (Binkley, 1988). Parents naturally become their children's first teacher and usually can help them to develop reading habits before they set foot inside a school (Binkley, 1988; Rasinski & Fredericks, 1988).

Binkley (1988) and Rasinski and Fredericks (1988) stated that children naturally learn to talk by following examples. Reading experience was acquired by learning and instruction, often from one's parents. If a stimulating environment, encouragement, and a calm parental attitude can be provided, reading and writing can develop in the same natural way as spoken language (Carrasquillo & London, 1993; Cohn, 1981). Holdaway (1979) and Rasinski and Fredericks (1988) stated that young children learn naturally when their parents read to them and let them handle books at home. By handling books, children gain direct information about the printed word, and learn the language and conventions of print. They learn that the language of books can be as meaningful as the oral language of their daily lives (Cohn, 1981).

Parents who participate in their children's school activities encourage them to achieve higher. School participation include attending school meetings, inspecting the child's school progress and also providing for the materials and all that is needed for the school. For example school books. (David miller, Myra Pollack Sadker 2000))

Parenting and the effects it has on children

Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. Although specific parenting behaviors, such as spanking or reading aloud, may influence child development, looking at any specific behavior in isolation may be misleading.

Many writers have noted that specific parenting practices are less important in predicting child well-being than is the broad pattern of parenting. Most researchers who attempt to describe this broad parental phenomenon rely on Diana Baumrind's concept of parenting style. The parenting style is used to capture normal variations in parents' attempts to control and socialize their children (Baumrind, 1991).

Two points are critical in understanding this definition. First, parenting style is meant to describe *normal* variations in parenting. In other words, the parenting style typology Baumrind developed should not be understood to include deviant parenting, such as might be observed in abusive or neglectful homes. Second, Baumrind assumes that normal parenting revolves around issues of *control*. Although parents may differ in how they try to control or socialize their children and the extent to which they do so, it is assumed that the primary role of all parents is to influence, teach, and control their children.

Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness (Maccoby & Martin, 1983). Parental responsiveness (also referred to as parental warmth or supportiveness) refers to "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind, 1991,

p. 62). Parental demandingness (also referred to as behavioral control) refers to "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind, 1991).

Indulgent parents (also referred to as "permissive" or "nondirective") "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (Baumrind, 1991, p. 62). Indulgent parents may be further divided into two types: democratic parents, who, though lenient, are more conscientious, engaged, and committed to the child, and nondirective parents.

Authoritarian parents are highly demanding and directive, but not responsive. "They are obedience- and status-oriented, and expect their orders to be obeyed without explanation" (Baumrind, 1991, p. 62). These parents provide well-ordered and structured environments with clearly stated rules. Authoritarian parents can be divided into two types: nonauthoritarian-directive, who are directive, but not intrusive or autocratic in their use of power, and authoritarian-directive, who are highly intrusive.

Authoritative parents are both demanding and responsive. "They monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (Baumrind, 1991)

Uninvolved parents are low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass both rejecting-neglecting and neglectful parents, although most parents of this fall within the normal range.

The advantages of Parental Involvement in children's schooling

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

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

Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills (Gest, Freeman, Domitrovich, & Welsh, 2004), but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom (Rowe, 1991).

Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri & Buchanan, 2004).

Research also shows that the earlier parents become involved in their child's literacy practices, the more profound the results and the longer-lasting the effects (Mullis, Mullis, Cornille et al., 2004). Additionally, of all school subjects, reading has been found to be most sensitive to parental influences (Senechal & LeFevre, 2002). In turn, success in reading is a gateway to success in other academic areas as well (Jordan, Snow & Porsche, 2000).

Although parental involvement has the greatest effect in the early years, its importance to children's educational and literacy outcomes continues into the teenage and even adult years (Desforges & Abouchar, 2003). For example, Feinstein and Symons (1999) found that parental interest in their child's education was the single most powerful predictor of achievement at age 16.

The benefits of parental involvement extend beyond the realm of literacy and educational achievement. Studies show that children whose parents are involved show greater social and emotional development (Allen & Daly, 2002), including more resilience to stress, greater life satisfaction, greater self-direction and self-control, greater social adjustment, greater mental health, more supportive relationships, greater social competence, more positive peer relations, more tolerance, more successful marriages, and less delinquent behaviors (Desforges & Abouchar, 2003).

In conclusion a lot of literature has been written on the subject and the researcher intends to add more.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter discusses the methods the researcher will use to collect data. It focuses on the Research design, organization of the study, data collection, and data collection procedure and data analysis.

3.1. Research Design

The design that was used consists of both quantitative and qualitative method. Field work was undertaken and this will comprise of direct observations and interview Guides for the respondents.

3.2. Organization of the study

3.2.1. Study area

The research was carried out in Chepkorio Zone, Keiyo South District District, Kenya. The place was convenient for transport purposes.

3.2.2 Study population.

This study involved teachers, parents and pupils. Teachers are fit for the study because they spend most of their time with the pupils and therefore are able to understand their relationship with their parents.

3.2.3. Sample size

15 schools were selected randomly to participate in the study and 20 teachers and 10 pupils from each school were expected to participate in the study. The researcher hopes to interview 30 parents.

3.2.4. Sampling technique

The teachers were selected using random and in turn the teachers helped select the pupils who participated in the study and who they think were representative enough. The parents were selected purposively with the help of the local leaders.

3.3. Data collection.

3.3.1. Sources of data

Instrumentation

Questionnaires were distributed to teachers and focus group discussions held with the pupils. Observation were also done on the state of the children.

3.3.2 Reliability of instruments.

Interviews were convenient because they helped the researcher get relevant information by facing the parents. Since the teachers are many questionnaires are convenient because they got information in a short period of time and focus group discussions helped get first hand information from the pupils on how feeding programs affect them.

3.4. Data collection procedure

A letter of introduction from the institute of continuing education were sent to facilitate in the data collection exercise. The letter was handed to the head teachers before focus group discussions were carried on with the pupils and questionnaires distributed to the teachers. The letter was also handed to the local leaders in the areas where interviews were going to be carried with the parents. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.5. Data analysis

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

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents

Observed

Qualitative analysis; Data from questionnaires were standardized hence requiring categorization.

CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS AND INTERPRETATIONS OF FINDINGS

4.1 Introduction

This chapter is a presentation; interpretation and discussion of the findings. The general objective of the study was to investigate the influence of parenthood on academic performance of learners .The specific objectives were to determine whether parents involve themselves in schooling of their children, identify the benefits of parental involvement in their children's schooling and to identify the parenting skills that affect children. The results are presented in form of tables and frequency counts and percentage. It focuses on the influence of parents on the academic performance of early childhood primary education.

4.2 Profile of the respondents

Table 4.2: Shows the profile of the respondents.

Respondents	Frequency	Percentage
Sex		
Male	7	47
Female	8	53
Total	15	100
Age		
19-24	3	20
25-30	7	47
31 and above	5	33
Total	15	100
Academic level		
Certificate	4	27
College	8	53
University	3	20
Total	15	100

Source field data 2009

Eighteen 18 questionnaires were distributed to the teachers and 15 were filled and returned .This therefore represents 83 % of the total number of questionnaires that were distributed.

The study covered 15 randomly selected pupils of whom 7 (47%) were male and 8 (53%) were female

The age category of the respondents was divided in three groups that is 19- 24 were 3 which was 20%, 25-30 yrs were 7 (47%) and 31 and above were 5 representing (33%) of the respondents.

The academic level of the respondents was divided in three categories that is certificate, college and university. 4 (27%) of the respondents had certificate, 8(53%) were of college level and 3 (20%) were in standard eight.

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

The researcher expected to interview 20 parents but got only 15. of whom 8(53%) were male and 7(47%) were female

4.2. Parents Involvement In their Children's Schooling

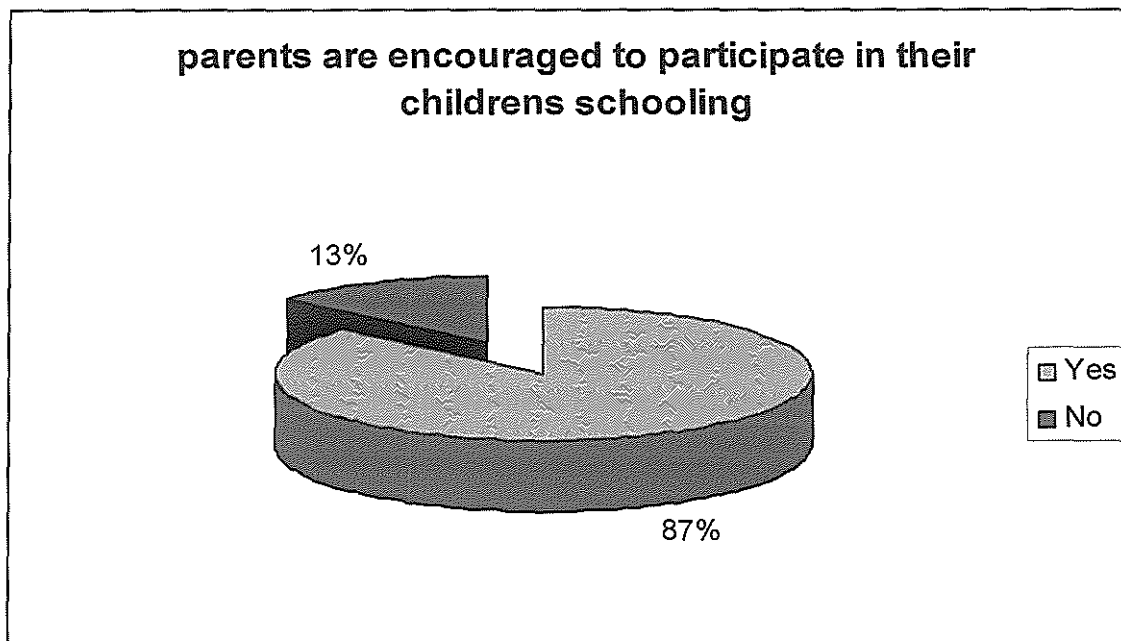
The respondents were asked whether they encouraged parents to participate their children's schooling and this was the response

Table 2: Teachers views as to whether parents involved in their children's schooling

Response	Frequency	percentage
Yes	13	87
No	2	13
Total	15	100

Source field data 2009

Chart 1



Source field data 2009

The chart shows that 13(87%) of the respondents agreed that they are encouraged to participate in their children's schooling and 2(12%) disagreed.

The parents revealed that the teachers of their children's school always encourage them to participate in their children's schooling as strategy to improve their academic performances. Some parents also revealed that they always taught their children how to read at home and therefore the children did not find it hard at school.

The teachers revealed that parents are called for meetings at home and therefore while in the meeting they are encouraged to participate in their children's academic progress. They also revealed that they organize an academic show in which all pupils have to participate and parents are invited to come and see what their children are presenting. for

example a child gets his/her best topic and then discusses and explains it to the parents present.

The teachers revealed that the other way they encouraged parents to participate in their children's schooling was through drama. Competitions are organized for each class and every child is encouraged to participate then their parents are invited to come for the show. Parents are also invited to go with their children on school trips. According to the teachers this kind of participating in school activities is effective and gives the children security.

4.2.1 Parents attitude towards the boy involvement in schooling.

The respondents were asked how parents have responded to the schools calling to participate in their children's schooling and this was the response.

Table 3. Parent's response

Response	Frequency	Percentage
Responded	7	47
Not responded	8	53
Total	15	100

Source field data 2009

7(47%) of the respondents said that parents have responded to the school calling to participate in their children's schooling and 8(53%) said that they have not responded.

in the focus group discussion with the parents some revealed that they participate in their children's schooling while others said that they did not have time to participate in their children's schooling because they had to go and work. Most of the parents who did not have time for their children's schooling were single working mothers.

".....am a poor widow who has to work and therefore do have the time to engage in my child's school activities and academics....." (Parent focus group participant)

4.3 Benefits of involving parents in their children's schooling

Early reading experiences with their parents prepare their children for the benefits of formal literacy instruction. Indeed, parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy (Bus, van Ijzendoorn & Pellegrini, 1995)

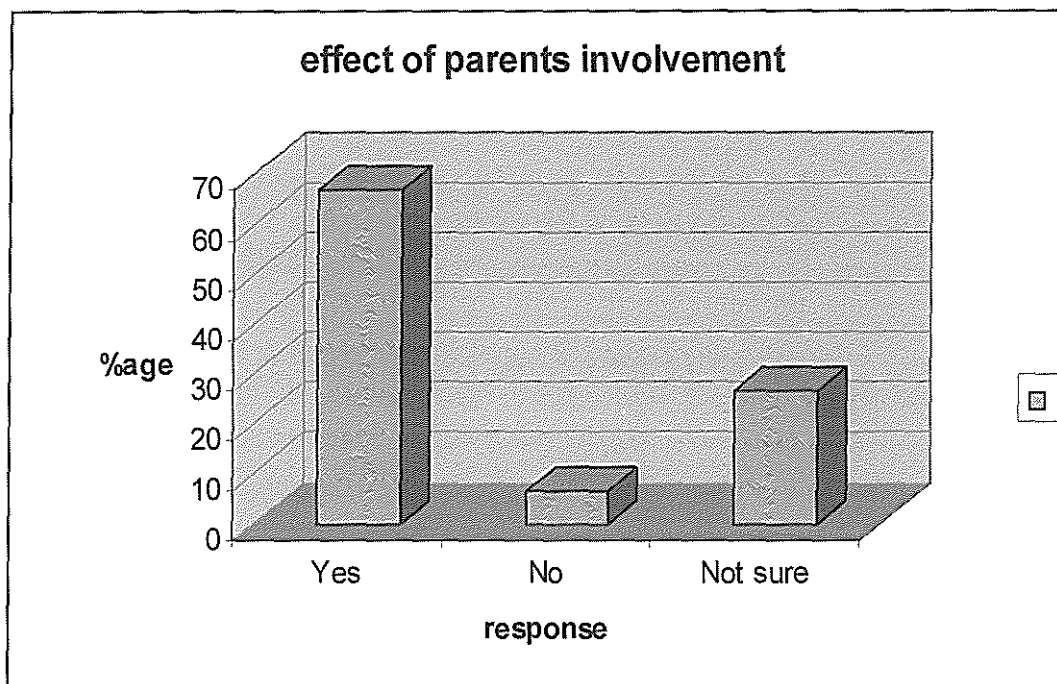
The respondents were asked whether parental involvement in the school has affected the children in school and this was the response.

Table.4 Teachers' views to whether it is of any benefit to involve parents in children's schooling

Response	Frequency	Percentage
Yes	10	67
No	1	7
Not sure	4	26
Total	15	100

Source field data 2009

Chart 2



The chart shows that 10(67%) of the respondents agreed that parental involvement in the school has affected the children while 1(7%) disagreed and 4(26%) were not sure.

The parents who participated in their children's schooling revealed that since they started engaging in their children's schooling their has been a remarkable change.

4.3.1 The actual benefit of involving parents in children's schooling

Parents who introduce their babies to books give them a head start in school and an advantage over their peers throughout primary school (Wade & Moore, 2000).

The respondents were asked how parental involvement has affected the children and this was the response

Table 5 how parental involvement has affected the children

Response	Frequency	Percentage
Has affected them positively	10	67
Has negatively affected them	-	-
Not sure	5	33
Total	15	100

Source field data 2009

10(67%) of the respondents said that parental involvement has positively affected the children while 5(33%) were not sure.

The parents revealed that parental involvement in children's schooling yields positive results. The parents who actively participated in their children's schooling said that their children are interested in going to school and also interested in studying because they want to reward the parent who is supporting them and therefore perform well in class. The parents also revealed that their children are now healthy and well development.

The respondents were asked what parental practices affected children and according to them the way a parent brings up his/her child affects him/her negatively or positively. They revealed that parents who are too hard on their children and always beat them with any slight mistake make their children wild and therefore these children always have indiscipline cases at school.

According to the teachers a parent who is warm to his child and always advises the child with any slight mistake with a little spanking always creates a conducive environment for the child and the child is active and social at school.

They also revealed that warm parents who are uninvolved in their children's schooling create a conducive environment at home however destroys the child's future at school.

The parents revealed that they brought up their children in a manner that they saw befitting and believed that the outcome would be good.

4.3.2 The role of parental involvement in improving academic performance of children

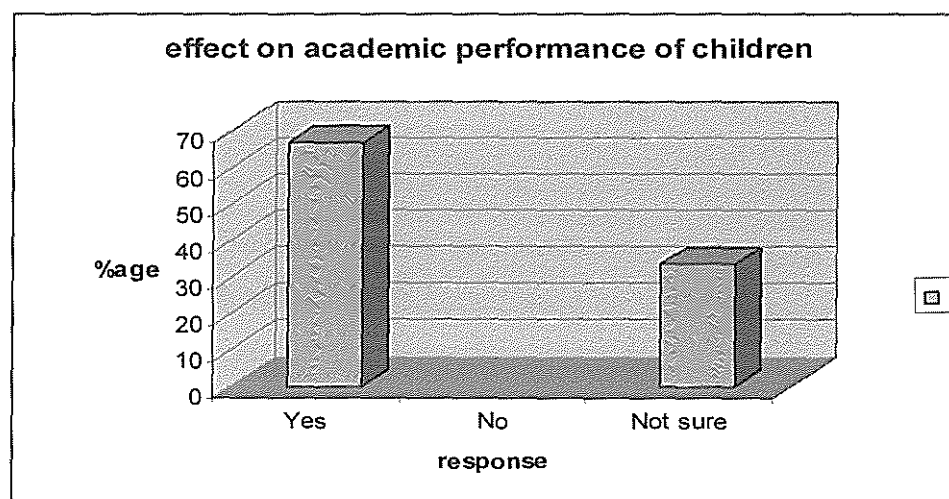
The respondents were asked whether parental involvement has improved the academic performance of the children and this was the response.

Table 6 parental involvement has improved academic performance of pupils

Response	Frequency	Percentage
Yes	10	67
No	-	
Not sure	5	33
Total	15	100

Source field data 2009

Chart 3



The table shows that parental involvement has improved the academic performance of the children while 5(33%) were not sure whether parental involvement has improved children's academics.

According to the parents their has been an improvement in their children's performance and this is because they are engaged in their children's schooling. The parents who were not engaged revealed that their children's performance was not that good.

".....since I started engaging in my child's school activities and academics the performance has greatly improved....."(Parent focus group participant)

4.4.3 Parents ability to provide necessary requirements for their children

The respondents were asked whether parents provided or their children's school necessities and this was the response

Table 7 parents provide all the necessary requirements for their children.

Response	Frequency	Percentage
Yes	6	40
No	4	27
Not sure	5	33
Total	15	100

Source field data 2009

6(40%) of the respondents agreed that parents provide all the necessary requirement to their children while 4(27%) disagreed and 5(33%) were not sure.

Some parents revealed that they did not have enough money to provide for all the necessary requirements for their children and therefore there children did not perform well in school.

4.4 Parenting skills

Research also shows that the earlier parents become involved in their child's literacy practices, the more profound the results and the longer-lasting the effects (Mullis, Mullis, Cornille et al., 2004). Additionally, of all school subjects, reading has been found to be most sensitive to parental influences (Senechal & LeFevre, 2002).

4.4.1 Parents ability to monitor their children's progress

The respondents were asked whether parents monitor their children's school progress and this was the response

Table 8 parents monitor their children's progress

Response	Frequency	Percentage
Yes	10	67
No	5	33
Total	15	100

Source field data 2009

According to the table, 10(67%) of the respondents agreed that parents monitor their children's progress and 5(33%) were not sure

Some parents agreed that they monitored their children's progress while others said they did not have time to do that because they were working hard.

4.4.2 Parents ability to volunteer at school

The respondents were asked whether parents volunteer at school and this was the response.

Table 9 parents volunteer at school

Response	Frequency	Percentage
Yes	7	47
No	8	53
Total	15	100

The table shows that 7(47%) of the respondents agreed that parents volunteer at school and 8(53%) disagreed.

Few parents revealed that they volunteer at school. According to the teachers those who volunteer help the school by organizing meetings cleaning the school and sometimes cooking.

The respondents were asked how the parents reacted when their performed poorly and according to the teachers most parents do not react at all and just hope that next time it will better but some come to school and ask what went wrong and then devise means on how to solve the problem.

CHAPTER FIVE

SUMMARY OF FINDINGS AND DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The major purpose of the study was to determine parents influence on the academic performance of children. This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1. Summary of findings and discussions

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

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

The research also found out that when parents get involved in their children's school activities they improve their performance.

According to David miller, Myra Pollack Sadker (2000) Parents who participate in their children's school activities encourage them to achieve higher. School participation

include attending school meetings, inspecting the child's school progress and also providing for the materials and all that is needed for the school. For example school books.

The second research objective was to determine the importance of parental involvement in their children's schooling. the study revealed that when parents get involved in their children's learning they improve in all aspects of life and this is supported by Fan & Chen (2001) that parental involvement in their children's 's learning positively affects the child's academic performance in both primary and secondary schools (Feinstein & Symons, 1999), leading to higher education achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Melhuish, Sylva, Sammons et al., 2001

The third research objective was to determine parenting styles and how they affect children. According to the respondents the way parents bring up their children determines how they behave in society and towards people and how they relate at school.

According to Baumrind, (1991) Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. Although specific parenting behaviors, such as spanking or reading aloud, may influence child development, looking at any specific behavior in isolation may be misleading.

5.2. CONCLUSION.

The main purpose of the study was to determine parents influence on the academic performance of children.

It was also established that when parents participate in their children's learning process both at home and school they help them achieve higher as they progress.

The study established that it is important for parents to get involved in their children's learning process to produce better out come.

The study also revealed that the way parents bring up their children determines how they relate at school behave in society and how they cope with the school environment.

5.3. Recommendations

The government should make sure that parents are included in educational plans and that the curriculum should be designed so as teachers and schools include parents in the studies.

Teachers should encourage parents to take part in school activities and their children's school learning.

Parents should be taught and encouraged to take part in their children's education process as a way to improve their academic performance.

More workshops on parents' involvement in school activities should be set by the ministry of education.

Suggestions for further research

More research should be done on the topic of parents influence on their children's learning and how parents can be encouraged to participate.

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QUESTIONNAIRE TO THE TEACHERS

Dear respondent the purpose of the study is to investigate the influence of parents on the academic performance of early childhood primary education 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 you encourage parents to participate in their children's schooling

Yes []

No []

2. How do encourage you them

.....
.....

.....
.....

3. how has the response of the parents been

Responded []

Have not responded []

4. Has parental involvement affected the children at school

Yes []

No []

Not sure []

5. If yes how has it affected them

Has affected them negatively []

Has affected them positively []

6. what parental practices affect children

.....
.....
.....
.....

7. Has parental involvement improved the academic performance of pupils?

Yes []

No []

8. Do parents provide all the necessary academic resources for the children?

Yes []

No []

Not sure []

9. Do parents monitor their children's school progress?

Yes []

No []

10 Do parents volunteer at school?

YES []

NO []

11. If yes how

.....
.....
.....

12. How do parents react when their children perform poorly in tests and examinations?

.....
.....
.....

FOCUS GROUP DISCUSSIONS FOR PARENTS

1. Do teachers encourage you to participate in school activities?
2. How do they encourage you
3. What has been your response
4. How has your response been
5. HOW has parental involvement affected the children at school
6. what parental practices affect children
7. Do you provide all the necessary academic resources for the children?
8. Do you monitor their children's school progress?
9. Do you volunteer at school?
10. How do you react when they children perform poorly in tests and examinations?

TIME SCHEDULE

Date	Activity
20 th Dec-29 th January 2008	Looking for funds to buy all the necessary items for the study.
1 st Feb-15 March 2008	Carrying out the research
March 16 th -March 30 th ,2008	Compiling of findings while checking with my supervisor for corrections.
April 1 st 10 th ,2008	Submit in my dissertation to my supervisor for approval.

BUDGET

Items	Cost (Ug shs)	Costs (K shs)
Stationary		
Pens and pencils	5,000/=	208/=
Ream of paper	10,000/=	416/=
Transport costs	35,000/=	1458/=
Miscellaneous expenses	100,000/=	4166/=
Typing and printing charges	150,000/=	6250/=
Total	300,000/=	12500/=



KEYIO SOUTH DISTRICT