

**PARENTAL INFLUENCE ON ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS
IN ABIM DISTRICT.**

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**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATION IN
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DECLARATION

This project is my original work and has not been presented for any other award in any other university.

APPROVAL

This report has been submitted with our approval as university supervisor.

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MR OWOR MICHAEL OPIR
(SUPERVISOR)

DATE

DEDICATION

This report is dedicated to my dear brother Rev Fr Patrick Achedu, my immediate family members for their support during my research period.

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ACRONYMS AND ABBREVIATIONS

A.G.M : Annual General Meeting

D.E.O : District Education Officer

D.N : Daily Nation

EFA : Education for All

FGM : Female Genital Mutilation

FPE : Free Primary Education

K.C.P.E : Kenya Certificate of primary Education

M.O.E : Ministry of Education

MOEST : Ministry Of Education Science and Technology

NACOSTI : National Commission for Science, Technology and Innovation

P.T.A : Parents Teachers Association

QASO : Quality Assurance and Standards Officer

SMC : School Management Committee

SPSS : Statistical Package for Social Science

TSC : Teachers Service Commission

UK : United Kingdom

UNICEF : United Nations International Children's Emergency Fund

USA : United States of America

ABSTRACT

Education is a key factor to the development of any nation in the world. It has been the intension of the government that all PLE candidates join secondary schools. Since 2003, the government has been providing funds to all public primary schools to promote access and education standards in all parts of the country. However, quite a number of public primary schools have been performing poorly in PLE. In Abim District, the average PLE performance in 2011 was 222.5 marks. The problem is that parents seem to have a lot of influence in pupils' academic performance in public primary schools. The study was guided by the general system theory which is based on the work of a biologist Ludwing van Bartalanify and social system theory. The purpose of the study was to investigate the parental influence on academic performance in public primary schools in Abim District. The objectives of the study were therefore to establish parental roles, parental economic factors, cultural practices and parental background influencing academic performance in public primary schools in Abim District. A descriptive survey was used in the study. The target population was 40 public primary schools. There were 8 public primary schools headed by female teachers and 32 public primary schools headed by male teachers. The 25% used to select both female and male head teachers would match with that used to determine the sample size. The two primary schools headed by female teachers and the eight primary schools headed by male teachers were selected among 8 and 32 primary schools respectively by systematic (or interval) sampling. The district had 800 teachers with an average of 20 teachers per school. There were 2960 standard 8 pupils with an average of 74 pupils per school. Purposive sampling was used to select the head teacher in each sampled primary school. The researcher selected 20% of both teachers (4) and standard 8 pupils (14). Different questionnaires were administered to the head teachers, teachers and standard 8 pupils. The researcher administered the questionnaires personally after piloting. The instruments were piloted in two primary schools to test degree of their reliability using test re-test method. The two primary schools used in the piloting were not included in the actual study. After the quantitative data was collected, it was analysed using descriptive statistics and presented in tables. The following were the findings of the study: There are parental roles which affect the academic performance of pupils. Also, economic factors and cultural practices among parents adversely affect academic performance. Parental back ground also affects pupils' academic performance. In conclusion, parental roles like meeting attendance, disciplining pupils, control of absenteeism, cultivation of respect for teachers and parents being role models have not been played well by parents. These affect academic performance of pupils. Economic factors like ability to pay fees, ability to supplement reading materials by parents, presence of child labour at home and provision of basic needs to pupils affect academic

performance. Cultural practices like Funeral Rites, early marriages and attitude towards education also affect academic performance. The back ground of parents also affects the academic performance. The following recommendations were made: Parents should always discourage absenteeism of pupils from school, respect for teachers should be cultivated by parents to enhance learning, parents should be educated on the need to create a conducive home environment for their children and pupils should not be abused at home to promote learning.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Education is very important for the economic development of any nation in the world. According to UNICEF (2007), an educated population is an asset to the future development of a country. The basis of an educated population is the performance at the primary school level. The academic performance of any primary school is highly influenced by its parents. It is the role of parents to motivate pupils from home in order to perform well at school. It is the role of parents to avoid divorce and other irresponsible behaviours which create stress to pupils. In addition, parents have other roles to play in order to promote academic achievements of their children. They have to ensure that children are not overworked with domestic work at the expense of school work. Children have to attend school regularly and at the right time when schools open. As parents, they need to ensure that they participate in school activities e.g. attending meetings (AGM, Academic days, fundraising etc). When children are encouraged and supported in learning by parents, they do well in schools. It is the responsibility of parents too to avoid local traditions and customs such as early marriage and Funerals that hinder children from going to school. According to Gorton (1976), some parents in USA are indifferent about schools unless when a controversial issue occurs. Parents do not attend meetings and this discourages school management.

In South African societies, it has been noted that absence of a parent from home creates tension and motivational problems hindering academic progress of the pupils (Booth, 1996). According to Mostart and Kasanda (2006), to promote academic success of their children in school, parents need to communicate valuable information about their children to teachers. This is because they know their likes and dislikes in addition to their strengths and weaknesses. When their weaknesses are known by teachers, appropriate plans are made to cater for their needs in good time. Most parents in Namibia however, do not communicate the weaknesses of their children to teachers especially medical details. Parents have a great impact on a school and its operations. If parents do not support school programmes, learning will be adversely affected (Baraza&Nyongesa, 2007).

Parents need to discuss with their children the acceptable and non-acceptable behaviours to avoid indiscipline cases in schools. This is rarely done in most homesteads in Kenya leading to low academic performance (Ngwiri, 2008). In some instances, parents have supported early marriages of their daughters. A girl aged 16 years was rescued by children's department in Nyahururu,

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