

**PARENTAL CHARACTERISTICS INFLUENCING STUDENTS'
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
ISINYA DISTRICT, KENYA**

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the Degree of Master of Education in Educational Administration**

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DECLARATION

This research report is my original work and has not been submitted for the award of credit in any other University.

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DEDICATION

I dedicate this work to my daughter Mercy Naishorua.

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Special thanks to God for his love and care, for so far I have seen his faithfulness. I also want to thank my family for their moral support and also allowing me time to study.

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LIST OF ABBREVIATION

ELS	Educational Longitudinal Study
KCSE	Kenya Certificate of Secondary Education
PTA	Parents Teacher Association
SEL	Social Emotional Learning
SES	Socio Economic Status
SPSS	Statistical Package of Social Sciences
SRL	Self Regulated Learning
UNESCO	United Nation Educational, Scientific and Cultural Organization
USA	United State of America
UK	United Kingdom

ABSTRACT

The main purpose of this study was to investigate the parental characteristics influencing students' academic performance in public secondary schools in Isinya District, Kenya. The study was further guided by the following research objectives: to determine how the education level of parents influences the academic performance of students in public secondary schools, to examine the influence of parent's attitude to education on the academic performance of students in public secondary schools, to determine how parents' economic status affects the performance of students in public secondary and to establish the extent to which family type affect the academic performance of the students in public secondary schools in Isinya District, Kajiado County. A descriptive survey research design was adopted in this study. The sample of this study included; 42 PTA members, 150 students and 4 principals in public secondary schools in Isinya District. In total, the sample size was 189. Questionnaires and interview guides were used as the main instruments of data collection. The data was analyzed using both qualitative and quantitative approaches. Quantitative data analysis was used to analyze the data collected from the questionnaires, which were coded into the computer with the help of the Statistical Package for Social Sciences (SPSS). Data was presented in tables and graphs. Qualitative approach was used to analyze the data retrieved from the interview guides. From the analysis the following key findings were made: positive attitude encourages as well as enables the students to know the role of education in their future. Additionally, parental attitude encouraged students to love their studies and perform well in school. Slightly less than a third of the students indicated that parental level of education affected their academic performance to some extent. The educational level of parents encourages the students to work harder and achieve their goals whereas others indicated that it helped the students to aim higher in their educational circles. Parents who were economically stable were in a position to provide resources and materials and enroll students to the schools of their choice. However, this was not the case among most of the parents who were not economically stable. Family structure did affect the academic performance of students either to some extent or to a greater extent. The following recommendation was given: The Ministry of Education, school administrators and the local authorities need to come up with frequent community based forums that are specifically structured towards enhancing parental participation in their children's education. During these forums, the parents may be highlighted on the importance of education not only in the child development but also community growth. There is also need for policy formulation and implementation that encourage parents who have never attained any formal education to get the opportunity. These policies need to be introduced in the rural areas such as Isinya District and parents encouraged to enroll.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The role that parents play in the upbringing of a child is very important. Children look up-to their parents for guidance, protection and motivation to live a great life. One of the best ways to achieve wholesome qualities of education is the partnership of parents and teachers in injecting valuable skills, conduct, and knowledge to the students (Dautscher & Ibe, 2003). All over the world parents play a vital role in the education of their child, whatever child's age. If parents pay attention to their children, they make more scholastic achievements than those who are ignored.

The characteristics portrayed by parents play a vital role in influencing their children's learning as well as shaping their improvement in the academic attainment and achievements and their overall behavior and attendance. Some of the characteristics such as a parent's attitudes, aspirations and behavior are all important, as is their ability to: understand their child's day-to-day progress, undertake family learning together, and talk regularly with their child about their learning (Carbonel, Banggawan and Agbisit, 2013).

There are various parental characteristics which have been a major challenge especially in the United States. This is especially evident in the Latino race. The educational plight of Latino students in the United States is an increasing concern given the low achievement and attainment status of this population (Kuperminc, Darnell and Alvarez-Jimenez, 2008). Although many risk factors associated with underachievement are difficult to alter, participation of parents in education has been shown to positively impact learning outcomes. Furthermore Latino parents have higher educational aspirations for their children but are less involved at home and school than non-Latino white parents (Kuperminc, Darnell and Alvarez-Jimenez, 2008).

The characteristics of parents are conceptualized as to affect the academic performance of their children. One of the characteristics such as family backgrounds can contribute to either shaping or destroying their performance. According to an observation made by Pinantoan (2013), students with two parents operating in supportive roles are 52 percent more likely to enjoy school and get good marks than students whose parents are disengaged with what's going on at school. This is especially the case during the earliest years of schooling, in Kindergarten through the 5th grade, when students with active parents are almost twice as likely to succeed. Once students enter middle school, the effect diminishes slightly possibly because they are maturing during this time but there is still a 22 percent difference.

In Africa, education achievement is one of the most important aspects of the society. This is because in the developing nations academic achievement is one of the keys to development and growth of both the individual and the society. Thus, the characteristics portrayed by parents in the education of their children is important in ensuring that the students focus on their studies and are able to have good academic performance. In Ghana for instance, the characteristics of parents or guardians towards learning of children is associated positively with students' performance in school (Chowa, Ansong and Osei-Akoto, 2012).

According to Amukowa and Karue (2013) among the key causes of poor performance in education, characteristics such as parental involvement and the family background have a major impact on student's academic achievement. Most research has dwelled on poor facilities and finances as among the key causes of poor academic performance among many students in public secondary schools in Kenya. In Kenya the characteristics of parents in the learning process of their children has generally been limited to financial support. Once the fee is paid most parents don't feel obliged to take any further actions in terms of their children's education. Rather they live the burden to the teachers who they believe they pay enough to take care of their children. Therefore with the numerous advantages that accrue from the involvement of parents in the education, it is imperative that this study be carried out on the characteristics of parents in improving academic performance of students in public secondary schools.

It can also be recognized that there are various parental characteristics which influence greatly how children get to interact with their friends in the outside world. One of the key characteristics as observed by Khasakhala et. al., (2013) include the parenting behavior. The parenting characteristic has been observed as to largely influence the prevalence of depression among youths attending general health facilities and those in secondary schools (Weissman, Wickramaratne, Nomura, Warner, Verdeli, Pilowsky, Grillon and Bruder, 2005). It has also been observed that wrong parenting characteristics have contributed to the prevalence of clinically depressive symptoms in Kenya at about 43.7% among youths in public schools in Nairobi province (Ndeti, Khasakhala, Mutiso and Mbwayo, 2009). This is an indication that indeed parental characteristics need to be effectively looked into and how it affects the academic performance of students.

1.2 Statement of problem

Parents in Isinya District are not that different as compared to the parents in any other region in the country. Their impact on children's growth can not be underrated. Being an arid area and the main economic activity being pastoralist, parents are characterized by unstable activities such as shifting from one region to the other in search of pasture for animals, polygamy and illiteracy. All these may pose a critical challenge on the overall education of students in the region. Moreover, it can be noted that in the district, the performance of students in schools is not that up-to-standards. This is whereby only a few of the students from this area receive the opportunity to further their education in the higher

institutions of learning (Nungari, 2005). Moreover, there are a number of more recent studies (Kashu, 2014; Magoma, 2014) which have indicated that the performance of students in the region have not been that impressive. For instance, Kashu indicated that school facilities affected the performance of students whereas that by Magoma noted that there were certain leadership issues which contributed to the negative performance among students in region. However, none has been able to investigate on how exactly the parental characteristics affect the performance of students.

On the other hand, there are quite a number of studies (Vukovic & Roberts, 2013; Sun and Li, 2011; Akomolafe and Olorunfemi-Olabisi, 2011; Bakker, 2007; Smits & Gündüz-Hogör, 2006; Shim, Felner and Shim, 2000) which have been reviewed in the areas of parental characteristics affecting students' performance. However, most of these studies have had their own limitations. This is whereby some have been carried out in other countries outside Kenya. Moreover, most of them were wider in scope and thus the information provided may be too general. However, no adequate studies have been carried out to investigate the influence of parental characteristics on the academic performance of students in Kenya and with specific reference to Isinya District, Kajiado County. Hence, there was need for this study to be carried out to investigate on the parental characteristics influencing students' academic performance in public secondary schools in Isinya District, Kajiado County.

1.3 Purpose of the study

The purpose of this study was to find out how parental characteristics influence students academic performance in public secondary schools in Isinya District, Kajiado County Kenya.

1.4 Objectives of the study

The study was guided by the following research objectives:

1. To determine how the education level of parents influences the academic performance of students in public secondary schools in Isinya District, Kajiado County.
2. To examine the influence of parents' attitude to education on the academic performance of students in public secondary schools in Isinya District, Kajiado County.
3. To determine how parents' economic status affects the performance of students in public secondary schools in Isinya District, Kajiado County.
4. To establish the extent to which family type affect the academic performance of the students in public secondary schools in Isinya District, Kajiado County.

1.5 Research questions

The study was guided by the following research questions:

1. How does the education level of parents influence the academic performance of students in public secondary schools in Isinya District, Kajiado County?
2. How does parent's attitude to education influence the academic performance of students in public secondary schools in Isinya District, Kajiado County?
3. What is the effect of parents' economic status in the performance of students in public secondary schools in Isinya District, Kajiado County?
4. To what extent does the family type affect academic performance of students in public secondary schools in Isinya District, Kajiado County?

1.6 Significance of the study

The study would be of significance in the following ways;

The school management teams are the key beneficiaries of this study as they may have an understanding of parental characteristics which may affect the overall academic performance of their students.

The students would benefit from this study as parents may be guided to help them improve on their academic achievement. Additionally, the policy makers may be in a position to identify the key critical areas which need review so as to encourage parents in improving the academic performance of their students.

Through the findings of this study, parents would gain an insight on the various characteristics they possess which may influence the performance of their children in the region. Moreover, the recommendations given would also help them in best actualizing their various characteristics for maximum promotion of their children's academic performance. The study would contribute to the growing mass of knowledge on the areas of parental characteristics and its influence on the academic performance of students in schools. It would contribute knowledge on how the educational level, economic background, attitude and family structure influence the performance of students in schools.

1.7 Limitation of the study

One of the limitations that was encountered in this study was lack of cooperation among the respondents. Some of the respondents feared to disclose some critical information concerning the performance of their schools and especially those which were not doing well. As such, to counter this limitation, the researcher explained to the respondents that the research was mainly for academic purpose and that their names or those of their schools would remain anonymous.

1.8 Delimitation of the study

This study generally focused on the parental characteristics influencing students' academic performance in public secondary schools. Moreover, the study generally revolved around the following parental characteristics: educational level, attitude, economic status and family structure. The target population for this study

consisted of principals, PTA members and students. These respondents were considered as to being in a position in providing adequate and relevant information concerning the area under study. Geographically, this study was delimited to public secondary schools in Isinya District, Kajiado County.

1.9 Assumptions of the study

This study was based on the assumptions that:

1. The participants were willing to participate in the study. Their cooperation to the study made it much easier for the research to obtain not only adequate but also quality data that helped in realizing the key objective of this study which was to find out the characteristics of the parents in improving the academic performance of students in secondary schools.

1.10 Definition of significant terms

Attitude is the way a person think and feels about something. It is normally shown in the way a person behaves.

Economic status refers to the financial position or level of wealth among the parents.

Educational level is the level of formal knowledge acquired by the parents

Family type refers to the structure or composition of families.

Influence refers to the power to make other people agree with your opinions or do what you want.

Parental Characteristic refers to the attributes within the parents' circle that affect the learning of students. These characteristics as investigated in this study include family type, educational level, attitude and economic status.

Performance is a way of success and is shown by how well somebody do something

Public schools refers to those institutions maintained or assisted using public funds of the government and local authority

Secondary school refers to the post primary level of education and normally covers a duration of four years that is from Form One to Form Four.

1.11 Organization of the study

Chapter one of this study contains the background to the problem, statement of the problem, objective of the study, research questions, significance of the study, limitations of the study, delimitations of the study, definition of significant terms, and organization of the study. Chapter two covers the literature review of the related areas under study. The chapter is presented based on the following sections: influence of family type on students' academic performance, effect of parental economic status on the performance of students, the influence of parental attitude to education on the academic performance of students, influence of parents' education level on academic performance of students, theoretical, conceptual framework and summary of literature review. Chapter three contains the research methodology. It comprises of research design, target population, sample size and sampling procedures, description of instruments, validity and

reliability of research instruments, data collection and data analysis procedures. Chapter four comprises data analysis, presentation and discussion of the findings. The chapter is presented based on the following subsections: introduction, background information of the respondents, influence of parental level of education on students academic performance, influence of parent's attitude to education on performance of students in schools, influence of parents' economic status on performance of students in schools and the extent to which family type affect academic performance of the students. Chapter five which is the last chapter in this study presents the summary of the study, conclusions and recommendations of this study and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a theoretical and empirical review of related literature on the characteristics of parents in improving the students' academic performance in public secondary schools. It present the following subsections: influence of family type on students academic performance, effect of parental economic status on the performance of students, the influence of parental attitude on the academic performance of students, influence of parents education level on academic performance of students, theoretical, conceptual framework and summary of literature review.

2.2 Influence of parents education level on academic performance of students

There are several reasons why the education level of parents may be related to the amount of involvement they have in their child's academics. According to Bakker (2007), students with lower academic performance generally have parents with lower education levels. As a result, these families may have fewer resources to help their child academically. These parents may not have the same capabilities to offer their child, such as tutors or computers (Sandefur, 2005). However, there are several ways that parents may become involved in their child's academics so that even parents with less educational level can participate. Parental involvement

takes various forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance (Desforges & Abouchar, 2003).

A characteristic that may affect the amount of parental involvement in an individual's academics is parental education level. Parental education may influence the willingness or ability for parents to become involved. In accordance with that, a parent's socioeconomic status plays an important role in providing these educational resources and it appears to impose the greatest impact on the child's educational outcomes (Vellymalay, 2012a). Vukovic & Roberts (2013) carried out a study to examine whether children's mathematics anxiety serves as an underlying pathway between parental involvement and children's mathematics achievement. Participants included 78 low-income, ethnic minority parents and their children residing in a large urban center in the northeastern United States. Parents completed a short survey tapping several domains of parental involvement, and children were assessed on mathematics anxiety, whole number arithmetic, word problems, and algebraic reasoning. The results indicated that

parents influence children's mathematics achievement by reducing mathematics anxiety, particularly for more difficult kinds of mathematics.

Mathematics anxiety did not mediate the relationship between home support and expectations and whole number arithmetic. This study concentrated on parental involvement and children's mathematics achievement. In addition, the study participants included 78 low-income, ethnic minority parents and their children residing in a large urban center in the northeastern United States. There is need for a similar study to be done locally. Thus, the current study examines the characteristics of parents in improving the students' academic performance in public secondary schools with reference Isinya District, Kajiado County. The findings of the current study are consistent with the finding of (Midrag & Midraj, 2011), in regards of the affect of parental occupation on their involvement strategies at home.

Researchers have concluded that economic hardships that arise in families and which eventually either motivates or derail the learning attitudes of children have their roots in the SES of parents (Jeynes, 2002; Eamon, 2005). In each of the literature cited their conclusions point to the fact that SES of parents does influence the total development of their wards to a large extent. That the effects of the SES of parents predisposes the pupils to conditions that may either enhance or derail their learning and schooling attitudes. Although study habits, attitudes, and

behavior patterns may be set by a student's senior year, an adolescent's success is influenced by his or her family even through the last year of high school.

The occupation status of parents is highly connected with the monthly income of the family. Family with high income can provide the necessary skills, knowledge, tools, and instruments that are needed by the children. The findings of the current study are consistent with the finding of (Midrag & Midraj, 2011), in regards of the effect of parental occupation on their involvement strategies at home. Thus, the current study sought to examine the characteristics of parents in improving the students' academic performance in public secondary schools in Isinya District, Kajiado County.

2.3 The influence of parental attitude on the academic performance of students

Parental attitude is a measure or an index of parental involvement. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. Therefore, the family shapes the social integration of the child more than a formal school. Turnbull (1983) has identified four basic parental roles- parents as educational decision makers; parents as parents; parents as teachers and parents as advocates. Since the parent's attitude is so important, it is essential that the home and school work are closely together, especially for children with disabilities.

According to Filho (2008), parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Parent's attitude towards their children's education is affected adversely by low socio-economic status and since the tribal constitute the disadvantaged population, it is expected that the attitude of parents of tribal children will be unfavorable towards education.

Ho and Willms (1995) carried out a study on the effects of parental involvement on eighth grade achievement identified four dimensions of parental involvement and assessed the relationship of each dimension with parental background and academic achievement for a large representative sample of U.S. middle school students. The findings provided little support for the conjecture that parents with low socio-economic status are less involved in their children's schooling than are parents with higher socioeconomic status. The current study however used primary data from students, principals and PTA members collected by questionnaires and interview methods. Thus it was able to solicit concrete data regarding the role of parents in improving the students' academic performance in public secondary schools in Isinya District, Kajiado County.

2.4 Effect of parental economic status on the performance of students

Both in developed and developing countries, children from families with more socio-economic resources are more often enrolled in school. For wealthier families, the direct costs associated with education, such as fees, books and

uniforms are less likely to be an obstacle. There is ample evidence that children from better educated parents more often go to school and tend to drop out less (UNESCO, 2010). For educational enrolment of girls, education of the mother might be especially important (Shu, 2004). Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too (Smits & Gündüz-Hogör, 2006).

In addition, Anderson (2000) observed that parental involvement decreases the likelihood that students will be placed in special education, repeat a grade, and or drop out. Other studies have found that parental involvement increases student motivation (Gonzales-Haas, Willems & Doan Holbein, 2005) and decreases instances of behavioral problems (Domina, 2005).

Asikhia (2010) noted that family educational background and socio-economic status influence the academic performance of students; that these two are lumped together because they are related. The current study seeks to examine the characteristics of parents in improving the students' academic performance in public secondary schools in Isinya District, Kajiado County.

2.5 Influence of family type on students academic performance

Today children are growing up in families with different structures. It can be observed that more than ever, there have been increased number of divorces, remarriage, cohabitation and other such events which have refashioned home life. This has on the other hand affected the general learning progress and academic development of students. For instance, there was an earlier study carried out by Sun and Li (2011) on the *effects of Family Structure Type and Stability on Children's Academic Performance Trajectories*. The study examined data from more than 8,000 children to compare academic growth from kindergarten to fifth grade among three types of traditional families and three alternative forms. There are a number of factors which were evaluated in the study. These included structure, transitions, family financial and social resources, and child outcomes. The study found that children in non-disrupted single-parent and disrupted two-biological-parent families saw slower academic growth relative to both non-disrupted two-biological-parent and non-disrupted stepfamilies.

Moreover, the issue of family type has been discussed by a number of researchers. Jeynes (2001) in investigating the Impact of Parental Remarriage on Children indicates that having a step-parent even creates a more negative impact on education when compared to children who have a widowed parent, as a result of the other parent dying. Additionally, Wojtkiewicz and Mellisa (2011) in supporting the arguments raised by Jeynes indicated that students living in step-

parent families are least likely to graduate from college when compared to peers from intact and single-parent families. However, Shaff et al (2008) had a different perception regarding how single moms and the academic growth of their children. They argued out that having a single mom who remarries can actually be most beneficial to a student when compared to other non-intact families. From these discussions, it may be noted that different scholars have different views concerning how the family type affects the academic performance of the students. As such, these reviews form a basis of this study while it investigates on the extent to which the family type affects the academic performance of students.

A study was carried out by Shim, Felner and Shim (2000) to investigate on the Effects of Family Structures on Academic Achievement. The study further examined relevant factors that would explain the differences in student grades among students from intact two-parent families, step-families, and single-parent families. Data came from a statewide survey of students in grades 6 through 12 in Rhode Island. The predictors used were demographic characteristics (family structures, participation in free/reduced lunch program, minority status, mother's education, after-school supervision, and grade levels), parental academic expectation, family learning environment, and daily stresses. The achieved sample contained 25,511 students from 2-parent families, 4,831 students from step-families, and 8,929 students from single-parent families. The results of the study showed that a larger portion of the students from step- or single-parent families

tended to have very low expectations. They also tended to experience more stresses at school, which had negative effects on achievement. The study shows that the beliefs and attitudes of parents foster the academic success of their children.

Earlier in 2008, Uwaifo set out to examine the effects of family structure and parenthood on the academic performance of Nigerian university students. The sample of his study consisted of 240 students drawn from the six randomly selected faculties in Ambrose Alli University, Ekpoma, Edo State. The adapted form of “Guidance and Counseling Achievement Grade Form” was used for data collection and the data collected were subjected to statistical analysis using the t-test statistical method. The three null hypotheses formulated were tested at 0.05 level of significance. The results showed that significant differences existed between the academic performance of students from single-parent family and those from two-parent family structures. The results also indicated significant differences in academic performance of male and female students compared on two types of family structures. On the basis of these findings, it was recommended that school counsellors should be employed in all schools and that they should provide necessary assistance to students especially those from single-parent family to enable them overcome their emotional concerns.

Akomolafe and Olorunfemi-Olabisi (2011) carried out a study which was set to examine the impact of family type on secondary school students' academic performance. Three hundred (Male = 156; Female = 144) senior secondary school students were randomly chosen as the sample of the study. Proportionate stratified random sampling technique was adopted. The demographic questionnaire was used to collect respondents' bio -data while their promotion examination results were used as a measure of academic performance. The results showed that family type significantly influenced academic performance of secondary school students. On the bases of the findings, it was suggested that parents should be given adequate training on how best they can assist their children to attain maximum success irrespective of their family type. This study contributes greatly to current study especially in understanding the family types and how they affect learning. The only limitation is that it was carried out Nigeria and hence there is need for this study to be carried out to check whether the same applies in the Kenyan context.

2.6 Theoretical framework

This section presents a theoretical review that is related to the characteristics of parents in improving the students' academic performance in schools. In this case, the Walberg's theory of educational productivity is deemed important in this study. Walberg's (1981) theory of educational productivity is one of the few empirically tested theories of school learning based on an extensive review and integration of over 3,000 studies (DiPerna, Volpe & Stephen, 2002). Using a

variety of methods, Walbaerg identified 28 categories of learning influence. Of the 11 most influential domains of variables, 8 involved social-emotional influences: classroom management, parental support, student- teacher interactions, social- behavioral attributes, motivational- effective attributes, the peer group, school culture, and classroom climate. Distant background influences such as state, district, or school policies, organizational characteristics, curriculum, and instruction are less influential. Walberg concluded that the direct intervention in the psychological determinants of learning promise the most effective avenues for reform. Walberg in his theory demonstrated the importance of the domains of motivational orientations, self-regulated learning strategies, and social/interpersonal abilities in facilitating academic performance. He reported, based on the large-scale implementation of a Social-Emotional Learning (SEL) program, that student who became more self-aware and confident regarding their learning abilities, who were more motivated, who set learning goals, and who were organized in their approach to work (Self- Regulated Learning (SRL)) performed better in school.

This theory plays a fundamental role in its application to the current study as it tried to shed some light on various motivational factors that promote students' academic performance in schools. This is due to a fact that Walberg targeted student learning characteristics such social, behavioral, motivational, affective, cognitive, and meta-cognitive as the set of variables with the most potential for

modification that could, in turn, significantly and positively affect student outcomes. The theory further creates an avenue in this study in trying to understand the various characteristics of the parents which may influence the students' academic achievement/ performance in secondary schools. It provides a guideline on some of the aspects which the researcher may look into while checking on whether the parents meet those roles in motivating the students to learning and improve their academic performances.

2.7 Conceptual framework

The conceptual framework shows the relationship between the independent variable (parental educational level, parent's attitude, economic status and family structure) and the dependent variable (academic performance of students). Figure 2.1 shows the relationship between the variables.

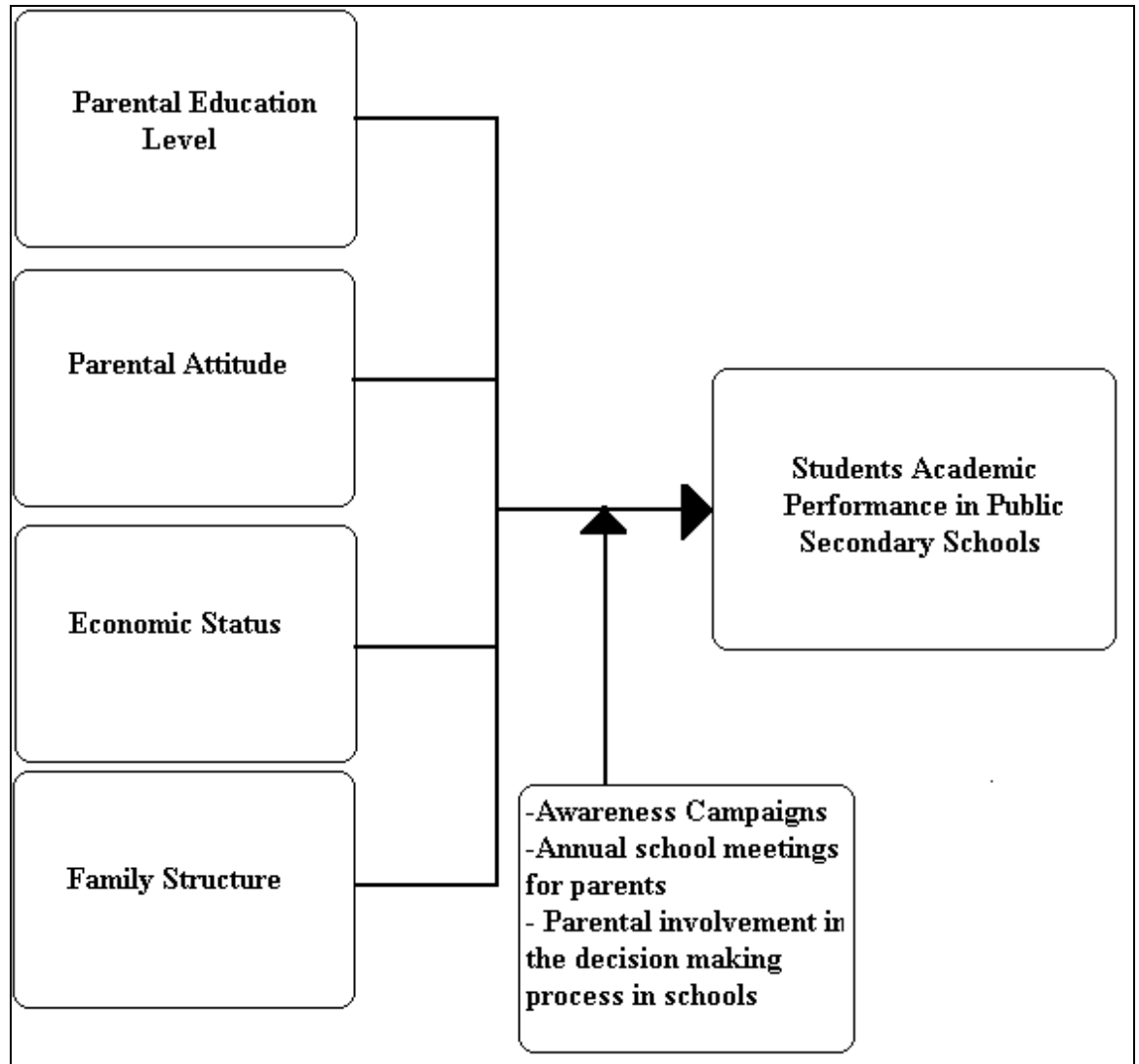


Figure 2.1: Parental characteristics affecting academic performance of students

As it has been conceptualized in this study, there are various characteristics of the parents which influence the overall academic performance of students in secondary schools. These characteristics as conceptualized by the study include their levels of education, attitude, economic status and cultural practice. Parent’s education level can affect the academic performance of a student because children

will look up to their parents for motivation in terms of education. Also parents who are educated are able to guide their children. Parent's attitude towards education can influence the path and attitude of their children towards education. Economic status mostly revolves around the ability of the parents to financially support all the academic needs of a student. Last but not least, the family structure has also been conceptualized as to affect the overall learning process of students in schools. Within the structure, aspects such as single, monogamous and polygamous may affect the academic performance of students in one way or the other.

On the other hand, the framework also conceptualizes that there are a number of intervening variables needed to be taken into consideration so as to enhance the effectiveness of parental characteristics on the academic performance of students. Some of these variables as shown in the conceptual framework include, awareness campaigns being held so as to enlighten the parents on their characteristics which are affecting the academic performance of their children. Another intervening variable include holding annual meetings in the school for parents as well as involving parental involvement in the decision making process. This helps in improving the attitude of parents towards the education of their children and thus encouraging them to be directly involved in the academic progress of their children.

2.8 Summary of literature review

Review of literature shows that there are dozens of studies that have been conducted in the field of parental factors that influence students' academic achievement. Davis-Kean (2005) in his study addressed Parent Education and Family Income factors. Although the study addressed related area of study on the impact of parental socio-economic status, it failed to address parenting factors like parental participation in school affairs.

While some other studies that were reviewed dealt with the parents' level of education as influencing the academic performance (Chevalier, Harmon and Walker, 2005, Riegle & Callahan, 2006), they failed to focus on other factors like at-school parental participation. In fact, Riegle and Callahan looked at parental educational influence on academic achievement in terms of only one subject, namely mathematics. A number of studies on the parental involvement in children's education have shown positive influence on children's academic achievement (Deutscher & Ibe, 2002, Desforges & Abouchar 2003). These studies treated various aspects of parental involvement in relation to academic achievement.

From the literature reviewed, there were a number of parental factors (income level, education level, family size, single parenting, home environment, parental involvement in children's education) that were found to directly or indirectly

influence students' performance at both elementary and high school level. Virtually all the reviewed studies were based in the US, UK and only a few in Africa. Therefore, the current study sought to examine the characteristics of parents in improving the students' academic performance in public secondary schools in Isinya District, Kajiado County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents details of the research design, target population, sample size and sampling procedures, description of research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research design

According to Borg and Gall, (1989) a research design refers to the process of creating an empirical test to support or refute claim. The researcher used a descriptive survey design which involved describing, recording, analyzing and interpreting conditions that exist. This study will employ a survey research design.

This study employ a survey research design. This design was used in this study mainly because of the following reasons: The design is useful in describing the characteristics of a large population, makes use of large samples, thus making the results statistically significant even when analyzing multiple variables, many questions can be asked about a given topic giving considerable flexibility to the analysis. The design allows use of various methods of data collection like

questionnaire and interview methods. It also makes use of standardized questions where reliability of the items is determined (Owen, 2002).

3.3 Target population

The target population for this study consisted of four public secondary schools in Isinya District which had sat for KCSE examination during the time of the study, all form three students (330), all the principals (4) and all Parent-Teacher Association members (42). In total, the target population was three hundred and seventy six.

3.4 Sample size and sampling procedures

Sample size

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda & Mugenda, 1999). This subgroup is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as subject, respondent or interviewees. The table 3.1 shows a summary of the sample size.

Table 3.1:

A summary of the sample size

Targeted Respondents	Population Size	Sample Size
Students	330	150
PTA members	42	35
Principals	4	4
Total	376	189

Sampling procedure

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study. It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. Probability and non-probability sampling procedures were used to arrive at the sample of students, Teachers, parents and the principals.

3.5 Description of the research instruments

The research instruments used in this study includes, questionnaire for students, teachers and interview schedule was used to collect data from principals and the parents.

3.5.1 Questionnaires

Questionnaires were used as the key data collection instrument. Questionnaire was used to collect quantitative data from the teachers and students. This instrument used simply because it can be used to reach a large number of respondents within a short time, it gives the respondents adequate time to respond to the items, offers a sense of security (confidentiality) to the respondents and lastly it tends to be objective since there is no bias resulting from the personal characteristics (Ogula, 1998). The questionnaire consisted of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire was subdivided into various sections: demographic information of

the respondents, the influence of parents' education level on academic performance, influence of parental attitude on academic performance, effects of parents' economic status on performance, influence of family structure on students' academic performance.

3.5.2 Interview guide

Interview guide on the other hand was used to collect qualitative data from the school principals and the PTA members. This instrument was used since it generally yields highest cooperation and lowest refusal rates, offers high response quality and takes advantage of interviewer presence and its multi-method data collection, which combines questioning, cross-examination and probing approaches (Owens, 2002).

The guide comprises of both closed and open ended questions. Further, the guide was subdivided into two main sections. These include the background information of the respondents and the parental characteristics influencing students' academic performance in public secondary schools.

3.6 Validity of research instruments

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by use of tests. The validity of instrument is the extent to which it does measure what it is supposed to measure. According to Mugenda and Mugenda (1999), Validity is the accuracy and meaningfulness of

inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study.

The researcher validated the research instruments in terms of content and face validity. The content related technique measured the degree to which the question items reflect the specific areas covered. The validation of the questionnaires and interview schedule were done through the following ways: the researcher requested research experts, professionals of education and administration to review the items on the instrument to determine whether the set of items accurately represent the variables under study. They were asked to read, judge, make recommendations and give feed back to the researcher.

Face validity concerns the extent to which the researcher judges that the instrument is appropriate. The researcher consulted the research experts to verify whether the instruments were valid. After the construction of the questionnaires and interview schedule the researcher reviewed items with the help of supervisors, lecturers and scrutiny of peers. The suggestions given were incorporated to validate the instruments.

3.7 Reliability of research instruments

Reliability is the ability of a research instrument to consistently measure characteristics of interest over time. It is the degree to which a research instrument

yields consistent results or data after repeated trials. If a researcher administers a test to a subject twice and gets the same score on the second administration as the first test, then there is reliability of the instrument (Mugenda & Mugenda, 1999).

The error may arise at the time of data collection and may be due to inaccuracy by the researcher or inaccuracy by the instrument. Reliability is concerned with consistency, dependability or stability of a test (Nachmias, 1996). The researcher measured the reliability of the instruments to determine their consistency in testing what they were intended to measure.

To establish the reliability of the research instruments, the researcher carried out a pilot test of the instruments using another similar group with the same characteristics as the one targeted in the study. The reliability of the questionnaires was computed using split half method with the help of SPSS. The value obtained was 0.7. This is in line with George and Mallery (2003) who observed that if the value found falls within the accepted levels (0.6-0.9), the questionnaires will be held reliable. As such, the questionnaires were held as reliable. Interview guides, being mainly open ended, were not tested for reliability.

3.8 Data collection procedures

Prior to the commencement of data collection, the researcher obtained all the necessary documents, including an introduction letter from the University.

Audience with the respective schools was also sought to clarify the purpose of the study. Upon getting an appointment, the researcher in person administered the questionnaire to the students. Assistance from the school administration was sought by the researcher. This was for the purpose of enhancing full cooperation and coordination among the respondents and the researcher. During the distribution of the instruments, the purpose of the research was explained. The researcher then interviewed both the selected PTA members as well as the school principal in the school.

3.9 Data analysis techniques

Data analysis is a process of summarizing the information gathered so as to give meaning to such data. The collected data will be analyzed using both quantitative and qualitative data analysis approaches. The data analysis started by editing of the information obtained from the participants. The responses in the questionnaires were assigned numerical values.

The data obtained from the questionnaires for quantitative analysis was combined into themes and then summarized into frequency tables and percentages. Data was then put in tabular forms for analysis by using Statistical Package for Social Sciences (SPSS). Descriptive statistics consisted of tabulation of frequencies and percentage distribution, measures of central tendency and standard deviations.

The qualitative analysis on the other hand was used in this study to analyze the data obtained from the interview guide. The data was categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation. The qualitative data was used to reinforce the quantitative data.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents data analysis and interpretation of the findings on the parental characteristics influencing students' academic performance in public secondary schools in Isinya District, Kenya. This chapter is presented based on the following subsections: background information, how the education level of parents influences the academic performance of students in public secondary schools, the influence of parent's attitude to education on the academic performance of students in public secondary schools, how parents' economic status affects the performance of students in public secondary schools and the extent to which family type affect the academic performance of the students in secondary schools.

4.2 Response Rate

This study sampled a number of respondents. These included the students, PTA members and principals. Data collection instruments were distributed to all these respondents and each of them. The table 4.1 shows a summary of the response rate among the respondents.

Table 4.1:

Distribution of the Response Rate among the Respondents

	Targeted Sample	Participated Sample	Percentage
Students	151	151	100%
PTA	36	36	100%
Principals	4	4	100%
Total	191	191	100%

As shown by table 4.1, the response rate among the respondents was 100 percent.

This may be due to the rapport that the researcher had created with the respondents initially before actual data collection process.

4.3 Demographic Information

The demographic information of the respondents was looked into in this study.

Each respondent indicated that their background information. These respondents included students, PTA members and school principals. Their demographic information was categorized into gender, age and type of school.

4.3.1 Gender of students

The gender of the students was categorized into either male or female. Their response is as summarized by table 4.2. This was for the purpose of checking the

gender distribution of the respondents and thus checking it against those who are mostly affected by parental characteristics.

Table 4.2:

Distribution of the Students by their Gender

	Students		PTA		Principals	
	F	%	F	%	F	%
Male	32	21.2	18	50	1	25
Female	119	78.8	18	50	3	75

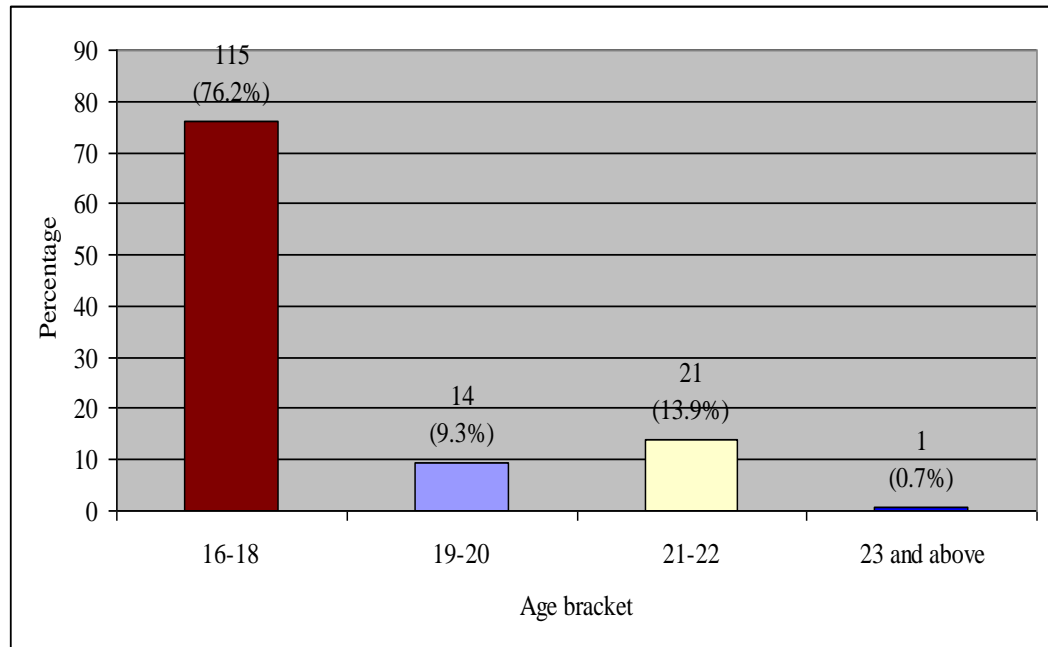
As shown by table 4.2, majority of the students (78.8%) who participated in this study were female. However, the remaining 21.2% of them were male. For the PTA members, an even distribution was obtained. This is whereby half of the respondents were female whereas the other remaining half was male. This distribution may be based on the researcher's.

A good number of the school principals (75%) who participated in this study were female. When asked to indicate their age, all of the principals indicated that they were not less than 36 years of age.

4.3.2 Age of students

The age bracket of the students was also looked into. For the students, their age bracket was categorized into 16-18 years, 19-20 years, 21-22 years and 23 years and above. Figure 4.1 shows the distribution of the students by their age bracket.

Figure 4.1: Distribution of the Students by their Age Bracket



As shown by figure 4.1, over two thirds of the students (76.2%) indicated that they were between the ages of 16-18 years. However, slightly less than a quarter of them (23.2%) indicated that they were between the ages of 19-22 years.

On the other hand, the age bracket of the PTA members was classified into 30-35 years, 36-40 years, 41-45 years, 46-50 years and 51 years and above. Figure 4.2 shows the distribution of PTA's responses on their age brackets.

Figure 4.2: Distribution of the PTA Members by their Age

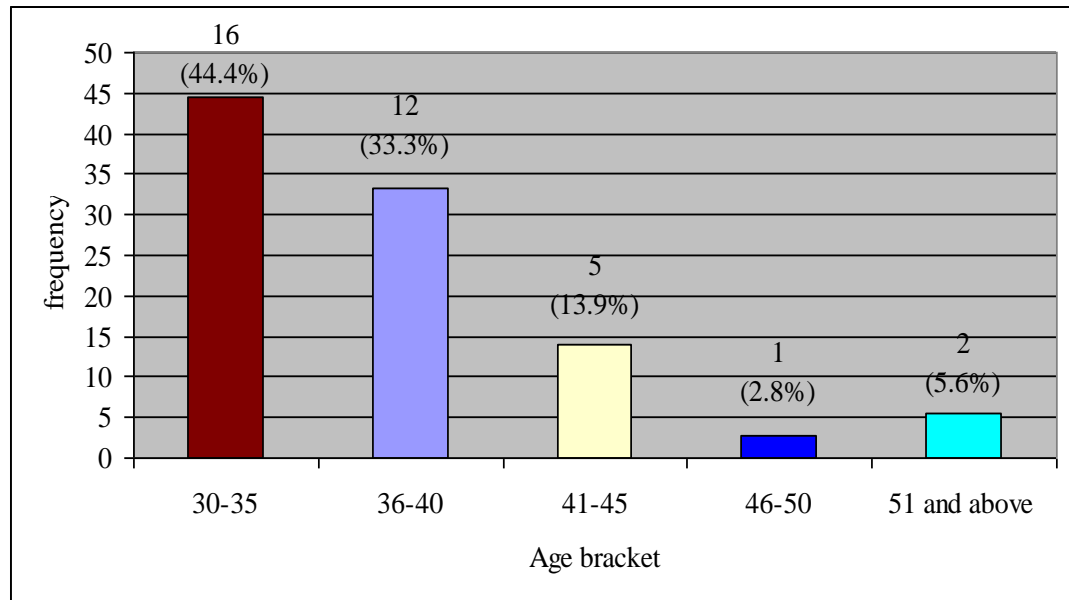


Figure 4.2 shows that slightly more than two thirds of the PTA members (77.7%) who participated in this study were between the ages of 30- 40 years. A few of them (13.9%) were between the ages of 41-45 years.

When asked to indicate their age bracket, all of the school principals who participated in this study indicated that they were not less than 36 years of age. This is an indication that they indeed have a rich experience in handling various issues within the school environment.

4.3.3 Type of school

The type of school was categorized into boys' boarding school, girls' boarding school, mixed boarding, mixed day school and others. The type of school was

looked into so that the researcher would be able to understand what category of school exactly was affected largely by the parental characteristics.

Figure 4.3: Distribution of the Students by the Type of School

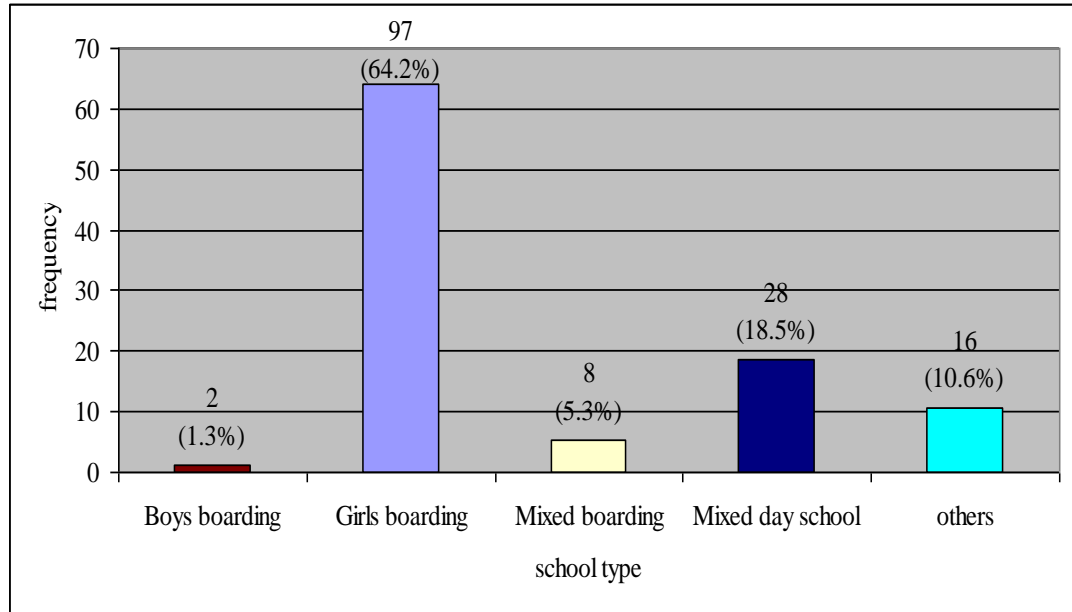


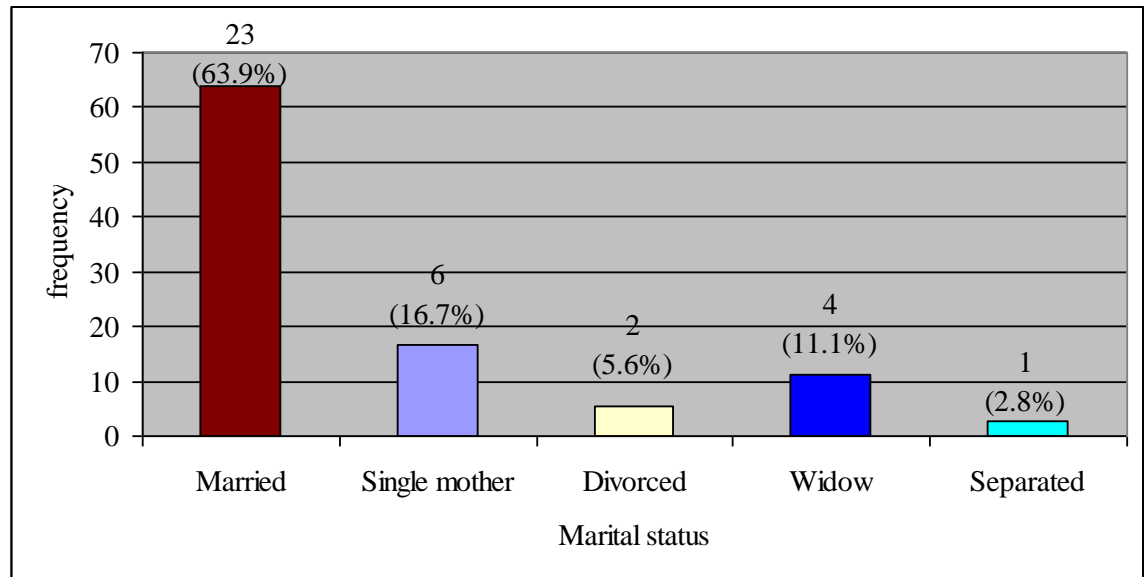
Figure 4.3 shows that majority of the students (64.2%) came from girls' boarding school. A few of them (18.5%) indicated that they came from mixed day secondary schools whereas 10.6% of them indicated that they came from other categories of schools. These schools may include the mixed day and boarding schools.

4.3.4 Marital status

The marital status of the PTA members was also looked into in this study. This was classified into either married, single mother, divorced, widow or separated.

Figure 4.4 shows the responses of the PTA members by their marital status.

Figure 4.4: Distribution of the PTA members by their Marital Status



According to figure 4.4, slightly less than two thirds of the PTA members (63.9%) indicated they were married. However, a few of them (16.7%) indicated that they were single mothers whereas 11.1 percent of the PTA members were widowed.

4.3.5 Level of Education and Working Experience

The school principals were further asked to indicate their level of education and working experience. This is as briefly summarized by table 4.3.

Table 4.3:

A Summary of the Background Information of Principals

	Frequency (F)	Percentage (%)
Level of Education		
Degree	2	50
Masters	2	50
Working Experience		
5 years and above	4	100

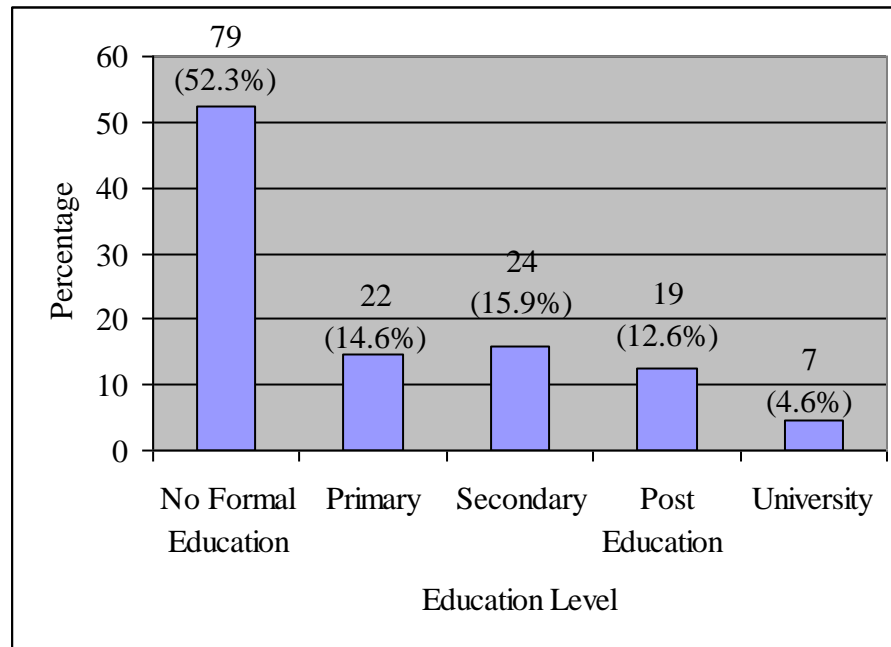
In terms of principals' level of education, table 4.3 shows the responses provided were evenly distributed. This is whereby two of the principals indicated that they a degree as their highest education qualification whereas the remaining two of them had a masters. Lastly, when asked to indicate their working experience, all of the principals indicated that they had a working experience of not less than 5 years.

4.3 Influence of Parental Education Level on Academic Performance of Students

This study was set to determine how the educational level of parents influenced the academic performance of students in public secondary schools in Isinya District, Kajiado County. To answer this objective, there are a number of items that were looked into. These are as presented in this section.

This study intended to find out the educational level of parents or guardians of the students. As such, the students were asked to indicate the educational level of their parents/guardians. The educational levels included primary, secondary, post education, university and any other.

Figure 4.5: Distribution of Students on Educational Levels of their Parents



As shown by the figure 4.5, slightly more than half of the students (52.3%) who participated in the study indicated that their parents didn't have any formal education. A few of the students however indicated that their parents had primary level of education whereas 15.9% of them indicated that their parents had only acquired a secondary certificate as their highest education qualification. This is an indication, that the most of the parents in the area under study lack basic educational exposure and this may affect the academic performance of students.

The students were further asked to indicate their extent of agreement on various statements regarding the influence that the parental level of education had on their academic performance.

Key: SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

Table 4.4:

Students' Responses on the Parental Level of Education on their Academic Performance

	SA		A		D		SD	
	F	%	F	%	F	%	F	%
I perform very well since my parents help me in doing my homework after school.	14	9.3	54	35.8	32	21.2	51	33.8
My parents never attended school, hence do not bother with my academic performance in school.	14	9.3	7	4.6	25	16.6	105	69.5
My parents/guardians check my books and homework.	46	30.5	61	40.4	18	11.9	26	17.2
My parents/guardians visit the school to monitor my academic progress.	47	31.1	57	37.7	23	15.2	24	15.9

Table 4.4 shows that slightly more than a third of the students (35.8%) agreed that they performed very well since their parents helped them in doing their homework after school. On the other hand, 33.8% of the students strongly disagreed with the statement whereas 21.2% of them disagreed. This is an indication that despite the fact that some parents may have attained education, still they do not fully engage themselves in assisting their children to do their school assignments.

Majority of the students (69.5%) strongly disagreed with the statement that their parents never attended school, hence did not bother about their academic performance in school. Additionally, a few of them (16.6%) also disagreed with the statement.

When asked to indicate whether their parents checked their books and home works, majority of the students either strongly agreed (30.5%) or agreed (40.4%). However, a few of them (29.1%) were negative to the statement by disagreeing and strongly disagreeing respectively. Slightly more than two thirds of the students were positive to the statement that their parents/guardians visit the school to monitor my academic progress by either strongly agreeing (31.1%) or agreeing (37.7%).

The students were further asked to indicate the extent to which parents' education level affects students' academic performance. Figure 4.6 shows the distribution of the students' responses.

Figure 4.6: Students Responses on the Extent to which Parental Level of Education Affects their Academic Performance

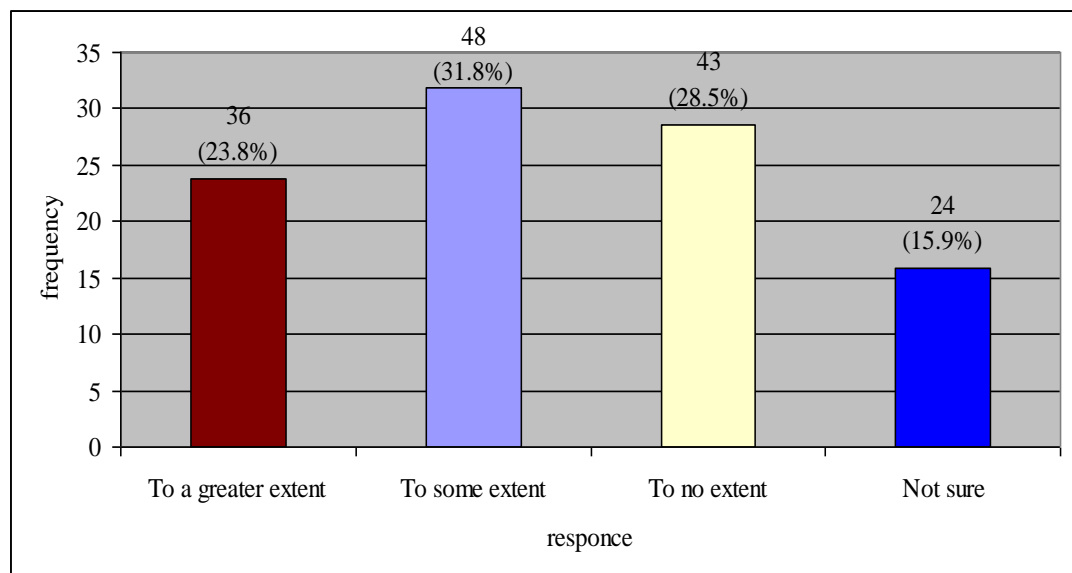


Figure 4.6 shows that slightly less than a third of the students (31.8%) indicated that parental level of education affected their academic performance to some extent. This was further supported by slightly less than a quarter of them (23.8%) who indicated that it did affect their academic performance to a greater extent. This is a reflection of the students' opinions regarding the extent to which the educational levels of their parents affect their academic performance.

The response of the PTA members was also sought after regarding the influence of parental level of education on academic performance of students. The responses provided by the PTA members are as summarized by table 4.5.

Table 4.5:

PTA Response on how Parental Education Level affect Students Academic Performance

	Frequency	Percentage
Encourages them to work hard to achieve their goals	11	30.6
Inspires them to aim high	11	30.6
Encourages them to set goals to guide them in their studies and life	8	22.2
Children will always want to outperform parents and go beyond their educational level	6	16.7
Total	36	100.0

Table 4.5 showed that a good percentage of them indicated that the educational level of parents encourage the students to work harder and achieve their goals (30.6%) whereas others indicated that it helped the students to aim higher in their educational circles (30.6%).

On the other hand, slightly less than a quarter of the PTA members (22.2%) indicated that parental level of education encouraged the students to set goals to guide them in their studies as well as life. Further, the school principals also had their response regarding the influence that the educational level of parents had on the academic performance of the students. Most of the principals reported that indeed the level of education that a parent possessed did have a positive influence on the performance of the students. In fact, one of the principals went on ahead and reported that:

The level of education possessed by a parent has a positive influence on the performance of his/her children in school. This is simply because; a parent who is highly educated is in a better position of offering mentorship to the child as well as acting as a role model in his/her educational journey. (Principal 1, 2014)

From the above presentations, it can be deducted that indeed the parental level of education is a vital characteristics that influences the performance of a child to a greater extent. It stands as a motivational aspect to child for higher performance as compared to their parents. This finding however contradicts with some earlier findings made by Shapiro (2009) on his study entitled “Parental Education Level: Academic Involvement and Success”. The study found that parental education level is not an important factor in the academic success of students.

On the other hand, the studies by Tavani & Losh (2003) and Hill, Castellino, Lansford, Nowlin, Dodge, Bates, & Pettit (2002) support the findings of this study by showing that parental education plays a significant role in the academic performance of students. The study by Tavani and Losh (2003) further showed that higher levels of education of parents and parental involvement both had positive impacts on the students' academic success.

4.4 Parent's Attitude to Education and Performance of Students in Schools

This study was set to examine the influence of parent's attitude to education on the academic performance of students in public secondary schools in Isinya District, Kajiado County. To begin with, the students were asked to indicate their extent of agreement on various statements regarding the influence of parents' attitude to education on their academic performance. Table 4.6 shows a summary of the responses on the influence of their parents' attitude towards their education.

Key: SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

Table 4.6:**Students Response on Parent's Attitude to Education**

	SA		A		D		SD	
	F	%	F	%	F	%	F	%
My parents reward and give me positive remarks about my academics	57	37.7	71	47.0	10	6.6	13	8.6
I am always free to discuss my academics with my parents since they are always approachable for intellectual assistance	63	41.7	50	33.1	23	15.2	15	9.9
My parents are quite committed and self-sacrificing in their work and encourage me to work hard in my academics	102	67.5	43	28.5	1	.7	5	3.3
My parents take an active role involving themselves to my academics requirements	87	57.6	50	33.1	8	5.3	6	4.0
Sometimes my parents assign me some school based tasks and give feedback in time	18	11.9	48	31.8	57	37.7	28	18.5
My parents show a positive attitude towards my school's teaching/learning progress	78	51.7	56	37.1	9	6.0	8	5.3
My parents are really a source of academic inspiration and motivation	83	55.0	40	26.5	21	13.9	7	4.6

Table 4.6 shows that slightly more than two thirds of the students either strongly agreed (37.7%) or agreed (47.0%) with the statements that their parents rewarded and gave the positive remarks about their academics. However, a few of them (8.6%) strongly disagreed with the statement.

Slightly less than a half of the students (41.7%) strongly agreed with the statement that they were always free to discuss their academics with their parents since they are always approachable for intellectual assistance. This was further supported by a third of them (33.1%) who agreed to the statement.

On whether parents are quite committed and self-sacrificing in their work and encourage students to work hard in their academics, majority of the students (67.5%) strongly agreed whereas 28.5% of them agreed.

Slightly more than half of the students (57.6%) strongly agreed that their parents take an active role involving themselves to their academics requirements. Additionally, a third of the students (33.1%) were also positive to the statement by agreeing.

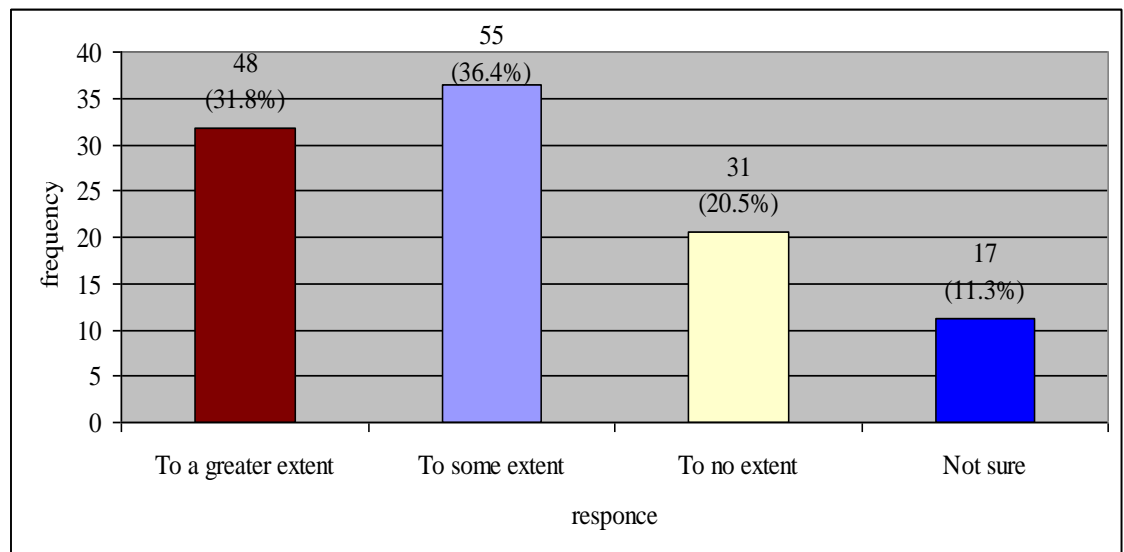
On whether parents assigned students some school based tasks and gave feed back in time, slightly more than a third of the students (37.7%) disagreed. On the other hand, 31.8% of them agreed that their parents assigned them some school based tasks and gave feedback in time.

Slightly more than half of the students (51.7%) strongly agreed with the statement that parents show a positive attitude towards their school's teaching/learning progress. This was further supported by 37.1% of them who agreed with the

statement. When asked to indicate whether their parents are a source of academic inspiration and motivation, slightly more than half of the students (55.0%) strongly agreed whereas 26.5% of them agreed with the statement. However, a few of them (13.9%) disagreed with the statement.

Further, the students were asked to indicate the extent to which the attitude of their parents on education affected their academic performance. They were asked to indicate whether to a greater extent, to some extent, not at all or they were not sure.

Figure 4.7: Students Response Extent to which Parental Attitude affects their Academic Performance



As shown by figure 4.7, slightly more than two thirds of the students were positive by indicating that the parental attitude on education affected their academic performance either to a greater extent (31.8%) or to some extent

(36.4%). A few of them (20.5%) however indicated that it affected them to no extent at all.

The PTA members also had their own opinions to provide regarding the influence that parent’s attitude on education had on the academic performance of student in secondary schools. Their responses are as summarized by table 4.7.

Table 4.7:

Distribution of PTA Members on the Influence of Parent’s Attitude to Education on Performance of Students in Schools

	Frequency	Percentage
Positive attitude encourages enables them to know the role of education to their future	14	38.9
Positive attitude encourages them to love their studies and perform well in school	11	30.6
With positive attitude, children will always emulate their parents and become eager to learn	10	27.8
With positive attitude, you regularly check their performance progress and this leaves them with no option except work hard	1	2.8
Total	36	100.0

Slightly more than a third of the PTA members (38.9%) indicated positive attitude encourages as well as enables the students to know the role of education in their future. Additionally, 30.6% of them also indicated that in have influence, parental attitude encouraged students to love their studies and perform well in school. Slightly more than a quarter of the PTA members (27.8%) also indicated that children emulated their parents with positive attitude and thus becoming eager to learn.

The responses from the school principals on the influence of parental attitude on education on the academic performance of students were also looked into. From the interview session, most of the principals reported that the attitude of parents toward education indeed had a positive influence on the academic performance of students in their respective secondary schools. One of the Principals reported that:

As a parent, the positive attitude towards education has helped me to positively encourage my children to seek for better performances. Moreover, my attitude has enabled me to understand more the role and importance of academic performance hence being on the forefront of encouraging my children to doing their best in their education. (Principal 1, 2014)

Another principal also reported that:

Positive attitude on education among parents plays a significant role in influencing the academic performance of students. It may be observed that with positive attitude, parents are able to build hope as well as give the children a chance to achieve their best in their academics. (Principal 3, 2014)

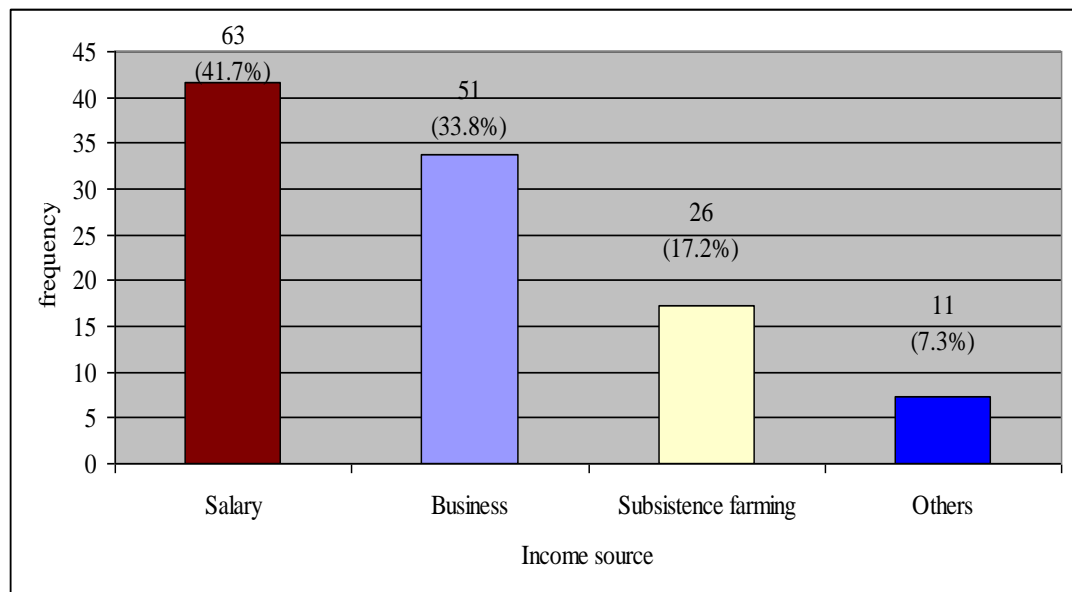
In conclusion, parental attitude was found as to have an influence on the academic performance of students. This concurs with the findings made by Porumbu and Necsoi (2013) in their study on the relationship between parents' involvement/attitude and children's school achievement. The study observed that with positive attitude parents were able to have a consistent communication with

the teachers on the progress of their children, monitor their homework as well as school assignments and create a positive learning environment at home for the children.

4.5 Influence of Parents' Economic Status on Performance of Students in Schools

This study was set to determine how parents' economic status affects the performance of students in public secondary schools in Isinya District, Kajiado County. All the respondents who participated in this study were given a number of questions. To begin with, the students were asked to indicate the source of their parents or guardians income. This included salary, businesses, and subsistence farming among others.

Figure 4.8: Distribution of Students on the Source of Parents/Guardians Income



According to figure 4.8, slightly more than a third of the students (41.7%) indicated that their parents earned their source of income from employment salary whereas 33.8% of them indicated businesses as being the main source of income to their parents/guardians.

The students were further asked to indicate their extent of agreement on various statements regarding the effects of parents economic status on their academic performance.

Table 4.8:

Students Responses on Parents Economic Status

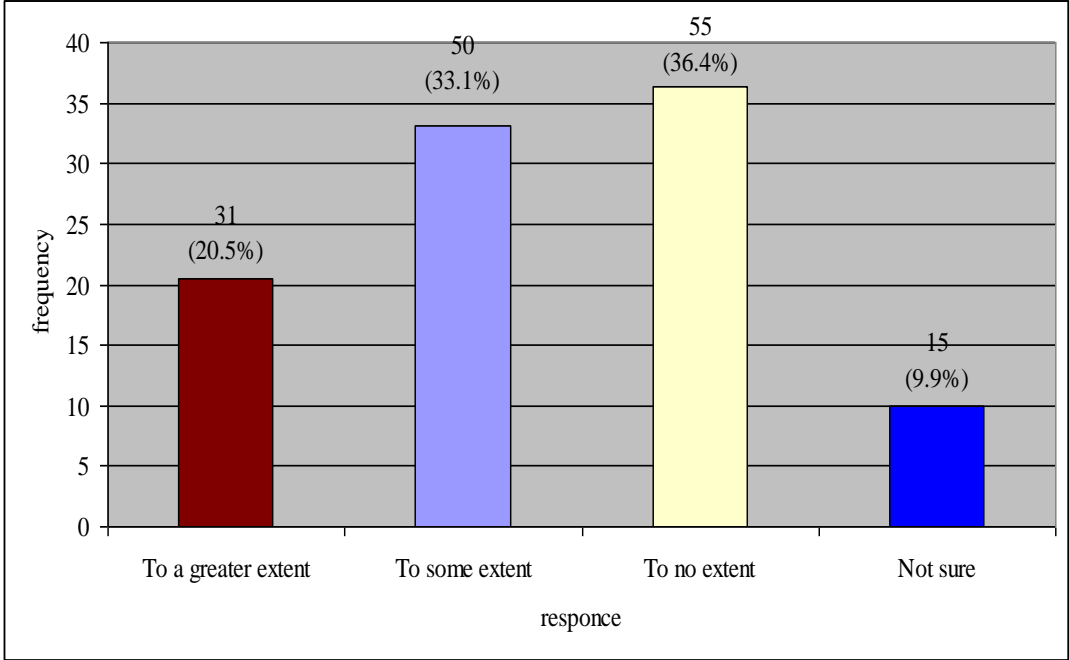
	SA		A		D		SD	
	F	%	F	%	F	%	F	%
I am often sent home for school fees and other levies	16	10.6	33	21.9	43	28.5	59	39.1
I seek external support to meet my education needs since my parents cannot afford	26	17.2	23	15.2	32	21.2	70	46.4
My parents/guardians pay for my school fees in time	54	35.8	47	31.1	29	19.2	21	13.9
My academic performance is affected because of absenteeism due to lack of school fees	19	12.6	14	9.3	27	17.9	91	60.3

On whether they were sent home for school fees and other levies, majority of the students were negative by either strongly disagreeing or disagreeing with the statement. However, slightly less than a quarter of them (21.9%) agreed with the statement that they were often sent home for school fees and other levies.

Slightly more than a third of the students (46.4%) strongly disagreed with the statement that they sought external support to meet their education needs since their parents cannot afford. This was however not the case among a few of them (32.4%) who strongly agreed and agreed that their educational needs were met through external support since their parents could not afford.

A good percentage of the students either strongly agreed (35.8%) or agreed (31.1%) that their parents/guardians paid their school fees in time. On the other hand, a third of the students (33.1%) were negative to the statement. Having an idea of the effects that the economic status of parents could have on the academic performance of students, the students were also asked to indicate the extent to which their parental economic status affected their academic performance.

Figure 4.9: Distribution of Students on the Extent to which Parents Economic Status Affect Students Academic Performance



As shown by figure 4.9, a few of the students (36.4%) indicated that the economic status of their parents affected their academic performance to no extent at all. This was however not the case among a third of them (33.1%) who indicated that parental economic status did affect their academic performance to some extent whereas 20.5% of them indicated to a greater extent.

The PTA members were asked to indicate the influence that parents economic status had on the academic performance of students in schools. Some of these effects suggested included purchasing learning materials, paying school fess and taking students to best schools.

Table 4.9:

PTAs' Responses on the Influence of Parents' Economic Status

	Frequency	Percentage
Having adequate finances, parents can be able to buy them the best learning materials and other resources for improving their performance	13	36.1
I can pay their school fees on time hence no interruption of their studies when send home for school fees and reduces time wastage	11	30.6
I can take to best school with excellent academic performance history hence they excel too	6	16.7
I can pay school fees on time and this gives them confidence and gives them peace of mind	6	16.7
Total	36	100.0

On the influence of parents' economic status on students' academic performance, the PTA members had a lot to share. Slightly more than a third of the PTA members (36.1%) indicated that having adequate finances, parents could be able to buy the students the best learning materials and other resources that could facilitate in improving their performance.

Additionally, slightly less than a third of the PTA members (30.6%) also indicated that adequacy of financial resources would enable parents to pay their school fees on time hence no interruption of the studies when send home for school fees and thus reducing time wastage.

On the influence of parents' economic status on academic performance, the principals through the interview session reported that parents who were economically stable were in a position of providing resources and materials and enrolling students to the schools of their choice. However, this was not the case among most of the parents who were not economically stable. One of the school principals reported that:

Students from poor families faced a lot of challenges especially in trying to pay for school fees or even acquire reading materials to aid in their studies. This affects their academic performance to a greater extent.
(Principal 2, 2014)

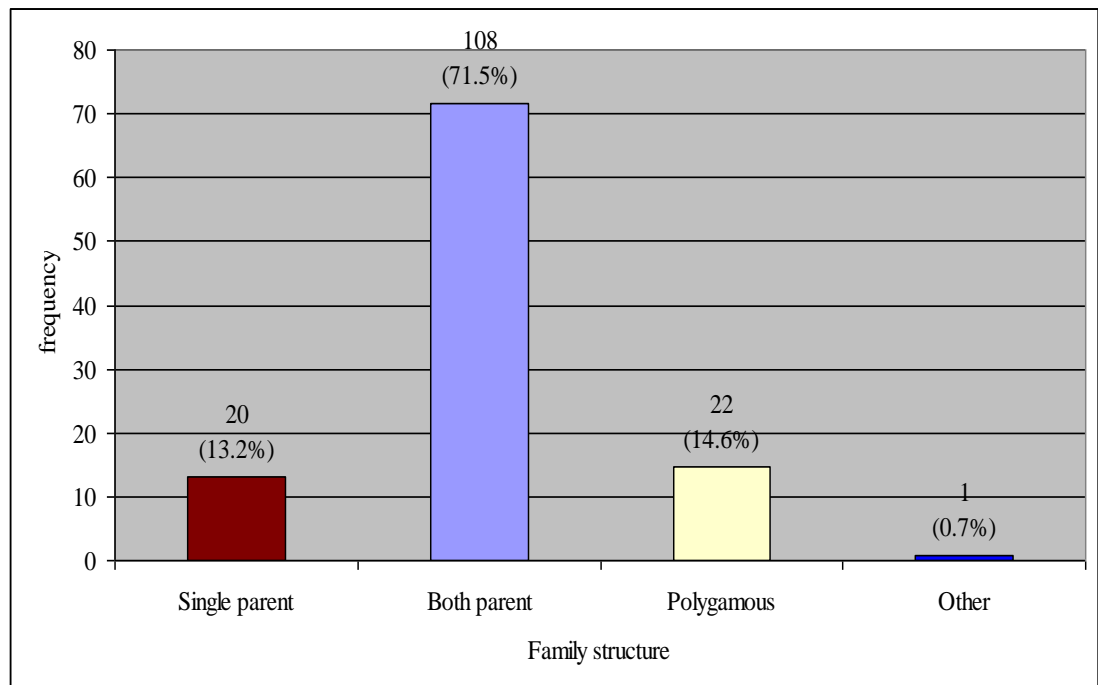
From the above presentations, it can be deduced that the economic stability of parents has a great influence on the academic performance of students in the respective secondary schools. Parents who lack financial resources may not be able to provide school fees for their children or even purchase the relevant reading materials and all this affect the overall performance of their child in the academic performance. These findings concur with a number of studies done in the same area. The study by Morgan, Farkas, Hillemier, & Maczuga (2009) indicated that students who came from families with low income developed academic skills more slowly as compared to those who came from wealthy families. The study done by Teese (2003) also showed that students from low income generating

families had lower scores in their exams as compared to their fellow students who came from families with a higher income level.

4.6 Extent to Which Family Type Affect Academic Performance of the Students

The last objective of this study was to establish the extent to which family type affect the academic performance of the students in public secondary schools in Isinya District, Kajiado County. As such, the students were first asked to indicate the structure of their families. Figure 4.10 shows the distribution of their responses on their types of family structures.

Figure 4.10: Distribution of the Students by their Family Structures



Majority of the students (71.5%) indicated that they came from families which constituted of both parents. However, a few of them (14.6%) indicated that their families were polygamous in nature.

The students were further asked to indicate their extent of agreement on various statements regarding the effects of family structure on their academic performance. The responses provided are as summarized by table 4.10 below.

Table 4.10:

Students Responses on the Effects of Family Structure on their Academic Performance

Statements	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students from single parents are so stress full and this affects their academic performance	32	21.2	43	28.5	6	4.0	34	22.5	36	23.8
Students from step or single-parent families in our school tend to have very low expectations in their academic performance	26	17.2	35	23.2	11	7.3	40	26.5	39	25.8
Students from polygamous families are not able to concentrate in their studies affectively because they have divided attention	19	12.6	39	25.8	9	6.0	38	25.2	46	30.5

Slightly less than half of the students (49.7%) were positive to the statement by strongly agreeing and agreeing that students from single parents are so stress full

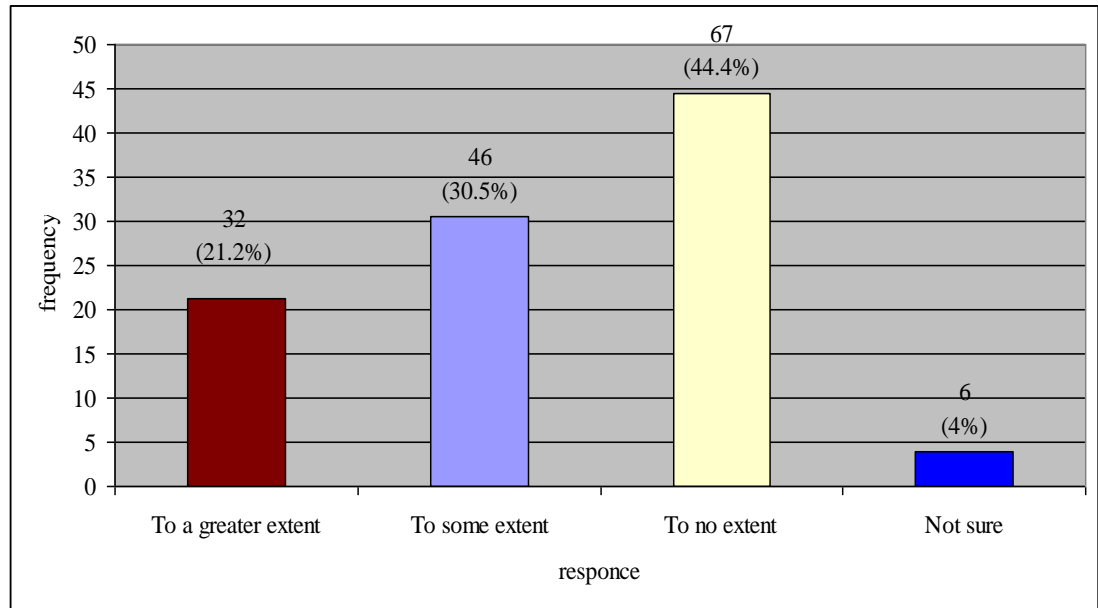
and this affects their academic performance. However, 46.3% of them were negative to the statement by strongly disagreeing and disagreeing.

Slightly more than half of the respondents either strongly disagreed (26.5%) or disagreed (25.8%) that students from step or single-parent families in their school tend to have very low expectations in their academic performance. On the other hand, slightly less than a quarter of them (23.2%) agreed with the statement.

On whether students from polygamous families are not able to concentrate in their studies affectively because they have divided attention, slightly more than a quarter of the students agreed whereas 25.2% of them disagreed. Additionally, slightly less than a third of the students (30.5%) were negative by strongly disagreeing with the statement.

The students were lastly asked to indicate the extent to which their family structure affected their academic performance. Figure 4.11 shows a distribution of their responses.

Figure 4.11: Distribution of Students on the Extent to which their Family Structure Affected their Academic Performance



According to figure 4.11, slightly less than half of the students (44.4%) indicated that their family structure affected their academic performance to no extent at all. However, 30.5% of the students indicated that their family structure did affect their academic performance to some extent whereas 21.2% of them indicated to a greater extent.

The PTA members also had their own response to provide concerning the effects that the family structure had on the academic performance of students. Their responses are as summarized by table 4.11.

Table 4.11:

Distribution of PTA Members on the Influence of Family Type on the Academic Performance of the Students

	Frequency	Percentage
Guidance and counseling of both parents mentors them	14	38.9
Strong bounded nuclear family ensures that children get all they want	11	30.6
Lack of time to counsel and mentor them reduces their performance because of my polygamous family	8	22.2
Stable and peaceful environment encourages them to work hard and gives them motivation	3	8.3
Total	36	100.0

According to table 4.9, slightly more than a third of the PTA members (38.9%) indicated that a family structure where both parents were available influenced positively the academic performance of the students in that the guidance and counseling of both parents mentored them. Additionally, 30.6% of the PTA members also indicated that strong bounded nuclear family ensures that children get all they want. This is an indication that the presence of both parents in the life of a child helps to improve their academic performance to some extent.

The principals also gave their own responses concerning the effect that the family type had on the academic performance of students in their respective schools. They reported that the family structure ensures that the needs of every child are met hence developing self esteem necessary for actualization and inspiration, stable family gives them a conducive learning environment and small families are

more convenient in that parents are able to provide for every child hence ensuring that they get the basic needs.

As it has been observed in this study, indeed the family structure has a great influence on the academic performance of students. This is in line with a number of studies that were earlier reviewed in chapter two. For instance, Sun and Li (2011) found that children in non-disrupted single-parent and disrupted two-biological-parent families saw slower academic growth relative to both non-disrupted two-biological-parent and non-disrupted stepfamilies.

A study was carried out by Shim, Felner and Shim (2000). The results of the study showed that a larger portion of the students from step- or single-parent families tended to have very low expectations. They also tended to experience more stresses at school, which had negative effects on achievement. The study shows that the beliefs and attitudes of parents foster the academic success of their children. This concurs with the findings made in this study whereby, a good number of students were positive that some students from single parenthood families tend to have more stress and this affects their education. It was also observed in this study that the presence of both families help in influence positively the academic performance of students to some extent. In line with this is Akomolafe and Olorunfemi-Olabisi (2011) who in their study found that family type significantly influenced academic performance of secondary school students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of this study on the parental characteristics influencing students' academic performance in public secondary schools in Isinya District, Kenya.

5.2 Summary of the study

The main purpose of this study was to investigate the parental characteristics influencing students' academic performance in public secondary schools in Isinya District, Kenya. The study was further guided by the following research objectives: to determine how the education level of parents influences the academic performance of students in public secondary schools in Isinya District, Kajiado County, to examine the influence of parent's attitude to education on the academic performance of students in public secondary schools in Isinya District, Kajiado County, to determine how parents' economic status affects the performance of students in public secondary schools in Isinya District, Kajiado County and to establish the extent to which family type affect the academic performance of the students in public secondary schools in Isinya District, Kajiado County.

A survey research design was adopted in this study. The sample of this study included forty two PTA members, one hundred and fifty students and four principals in public secondary schools in Isinya District. In total, the sample size was one hundred and eighty nine (N=189). Questionnaires and interview guides were used as the main instruments of data collection. The responses in the questionnaires were assigned numerical values. Quantitative data obtained from questionnaires for students was done by assigning numbers to responses for the items or questions in the questionnaire that will be closed-ended. On the other hand items or questions in the questionnaires and interview schedules that were open-ended were categorized according to the themes that emerged from the research questions and all the responses were analyzed in a narrative form.

The data was analyzed using both qualitative and quantitative approaches. Quantitative data analysis was used to analyze the data collected from the questionnaires, which were be coded into the computer with the help of the Statistical Package for Social Sciences (SPSS). From this the data was represented in tables and graphs. On the other hand qualitative approach was used to analyze the data retrieved from the interview guides. This data was used to reinforce the quantitative data from the questionnaire. From the analysis the following key findings were made:

Slightly more than a third of the students agreed that they performed very well since their parents helped them in doing their homework after school. Majority of the students strongly disagreed with the statement that their parents never attended school, hence did not bother about their academic performance in school. When asked to indicate whether their parents checked their books and home works, majority of the students either strongly agreed or agreed. However, a few of them were negative to the statement by disagreeing and strongly disagreeing respectively.

Slightly less than a third of the students indicated that parental level of education affected their academic performance to some extent whereas 23.8 percent of them indicated to a greater extent. A good percentage of them indicated that the educational level of parents encourage the students to work harder and achieve their goals whereas others indicated that it helped the students to aim higher in their educational circles.

Slightly more than two thirds of the students either strongly agreed or agreed with the statements that their parents rewarded and gave the positive remarks about their academics. Slightly more than half of the students strongly agreed that their parents take an active role involving themselves to their academics requirements.

Slightly more than half of the students strongly agreed with the statement that parents show a positive attitude towards their school's teaching/learning progress. When asked to indicate whether their parents are a source of academic inspiration and motivation, slightly more than half of the students strongly agreed whereas 26.5 percent of them agreed with the statement.

Slightly more than two thirds of the students were positive by indicating that the parental attitude on education affected their academic performance either to a greater extent or to some extent. Slightly more than a third of the PTA members indicated positive attitude encourages as well as enables the students to know the role of education in their future. Additionally, 30.6 percent of them also indicated that in have influence, parental attitude encouraged students to love their studies and perform well in school.

Slightly more than a third of the students indicated that their parents earned their source of income from employment salary whereas 33.8 percent of them indicated businesses as being the main source of income to their parents/guardians. On whether they were sent home for school fees and other levies, majority of the students were negative by either strongly disagreeing or disagreeing with the statement.

Slightly more than a third of the students strongly disagreed with the statement that they sought external support to meet their education needs since their parents cannot afford. This was however not the case among a few of them who strongly agreed and agreed that their educational needs were met through external support since their parents could not afford. Third of the students indicated that parental economic status did affect their academic performance to some extent whereas 20.5 percent of them indicated to a greater extent. Slightly more than a third of the PTA members indicated that having adequate finances, parents could be able to buy the students the best learning materials and other resources that could facilitate in improving their performance. Additionally, 30.6% of them also indicated that adequacy of financial resources would enable parents to pay their school fees on time hence no interruption of the studies when send home for school fees and thus reducing time wastage.

The principals through the interview session reported that parents who were economically stable were in a position of providing resources and materials and enrolling students to the schools of their choice. However, this was not the case among most of the parents who were not economically stable.

Majority of the students (71.5%) indicated that they came from families that constituted of both parents. However, a few of them indicated that their families were polygamous in nature. Slightly less than half of the students were positive to

the statement by strongly agreeing and agreeing that students from single parents are so stress full and this affects their academic performance.

Slightly more than half of the respondents either strongly disagreed or disagreed that students from step or single-parent families in their school tend to have very low expectations in their academic performance. On whether students from polygamous families are not able to concentrate in their studies affectively because they have divided attention, slightly more than a quarter of the students agreed whereas 25.2% of them disagreed.

Slightly less than a third of the students indicated that their family structure did affect their academic performance to some extent whereas 21.2% of them indicated to a greater extent. A good percentage of the PTA members indicated that a family structure where both parents were available influenced positively the academic performance of the students in that the guidance and counseling of both parents mentored them. Additionally, the PTA members also indicated that strong bounded nuclear family ensures that children get all they want.

5.3 Conclusions

From the analysis and summary of this study on the parental characteristics affecting the academic performance of students in public secondary schools, there are a number of conclusions that can be made. To begin with, the educational level of parents as observed in this study is a vital characteristic that affects the

academic performance of students to a greater extent. Parents who lack education may not see its importance in their children and hence they may not be that supportive as compared to those parents who have some level of education and know in the importance of education in their children's life.

It can also be concluded that the attitude parents on education is a vital characteristic among parents that may determine the progress of their children in their educational goals. Parents who have negative attitude towards education do not support their children fully and thus this affects their performance. Some of these parents may not follow up on the progress of their children in schools, assist them in doing their homework assignments or even visiting the schools for academic meetings. This negatively kills the moral of the student in their education and thus affecting their performance as well.

The economic status of parents can also be concluded as to affect the academic performance of some of the students in public secondary schools in Isinya District. This whereby some of the students who come from families which are not economically stable tend to be chased out of school for fees whereas others are not able to purchase some of the reading materials. This affects their performance to a greater extent. Moreover, poor economical backgrounds limit the parents from sending their children to schools that have adequate facilities or

of high standards simply because they are not able to meet the educational cost required.

The family structure was another parental characteristic that was raised in this study as to have an effect on the academic performance of students in secondary schools. It is reported that students who come from families with both parents tend to perform much better as compared to those who come from single parenthood families. This is because those from both parents have adequate support both psychologically and financially. Moreover, those children from polygamous families are affected in their academic performance to some extent.

5.4 Recommendations

From the analysis, summary and conclusion of this study on the effects of parental characteristics on the academic performance of students, there are a number of recommendations that can be given. These include but may not be limited to:

The school administration in public secondary schools needs to come up with strategies which are geared towards identifying the various backgrounds of different students in their schools. This may enable the administration to understand clearly the nature of each student and thus being able to handle them with ease and appropriateness so as not to hamper with their educational progress.

The school administration should also organize for functions and ensure that all the parents get to attend. During these functions, the administration may be able

to address on the parents on some of the roles that they can play so as to enhance the academic performance of their children. Moreover, they may also highlight on some of the parental characteristics that hamper the educational progress of the children.

Parents on the other hand need to be encouraged in participating in the education of their children. The teachers may assign some tasks to the students that require the direct participation of the parents. These assignments may enable the parents to get involved in the educational process of their children and thus being able to review on what the children are learning while at school.

The Ministry of Education, school administrators and the local authorities need to come up with frequent community based forums that are specifically structured towards enhancing parental participation in their children's education. During these forums, the parents may be highlighted on the importance of education not only in the child development but also community growth.

There is also need for policy formulation and implementation that encourage parents who have never attained any formal education to get the opportunity. These policies need to be introduced in the rural areas such as Isinya District and parents encouraged to enroll. It is through these trainings that those parents who

have not received any educational training may be able to increase on their knowledge as well as develop a positive attitude towards learning.

There is also need for guidance and counseling processes to be introduced in the public secondary schools. The main role of these counseling sessions may be to encourage and motivate the students to see beyond their limitations and put more focus on the future through persistence and determination in their education.

5.5 Recommendations for Further Study

1. A study needs to be carried out to investigate towards enhancing parental characteristics for improved students' academic performance in public secondary schools in Kenya.
2. A study should be carried out to examine the socio-economic factors affecting the academic performance of students in secondary schools in Kajiado County.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

John Lukeine Ntitika

Department of Educational Administration
and Planning

P.O Box 92

Kikuyu

Date _____

To

The Head teachers

Dear Sir /Madam

RE: REQUEST FOR INFORMATION TO FACILITATE MY STUDY.

I am a postgraduate student at the University of Nairobi pursuing a master of education degree in the department of educational administration and planning. I am carrying out a study on **parental characteristics influencing students' academic performance in public secondary schools in Isinya District, Kenya.** The information you give will be used for this study and only your identity will be treated with utmost confidentiality. Please do not write your name or name of the school.

Thank you in advance for your co-operation.

Yours faithfully,

John Lukeine Ntitika

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Dear Participant,

I am carrying out a study on the characteristics of parents in affecting the students' academic performance in public secondary schools in Isinya District, Kajiado County. Being students in the selected schools, I am glad to inform you that you have been selected to participate in the study. You are kindly requested to sincerely respond to the items in the questionnaire. I would like to assure you that all the information you provide will be used strictly for academic purposes and your identity will be kept confidential. Do not write your name or that of your school on this paper.

Section I: Demographic Information

1. Sex a) Male Female
2. Age Bracket
 - a) 16-18 years
 - b) 19-20 years
 - c) 21-22 years
 - d) 23 years and above
3. Type of school (a) Boys boarding (b) Girls boarding (c) Mixed boarding
(d) Mixed day school (e) Any other _____
4. Whom do you stay with?
 - a) Father
 - b) Mother
 - c) Guardian
 - d) Any other specify, _____

Section II: The influence of Parents education level on the academic performance

5. What is your parent/guardian's level of education?
 - a) Primary
 - b) Secondary
 - c) Post secondary
 - d) University
 - e) Any other _____

6. Read carefully the following statements and tick against the appropriate option S.A (Strongly Agree), A (Agree), D (Disagree), S.D (Strongly Disagree)

No.	Statement	S.A	A	D	SD
a)	I perform very well since my parents help me in doing my homework after school				
b)	My parents never attended school, hence does not bother about my academic performance in school				
c)	My parents/Guardians check my books and homework				
d)	My parents/Guardians visit the school to monitor my academic progress				

7. To what extent does your parents' education level affect your academic performance?

- a) To a greater extent []
- b) To some extent []
- c) To no extent []
- d) Not sure []

Section III: Influence of parental attitude on the academic performance

8. Read carefully the following statements and tick against the appropriate option S.A (Strongly Agree), A (Agree), D (Disagree), S.D (Strongly Disagree)

No.	Statement	S.A	A	D	SD
a)	My parents reward and give me positive remarks about my academics				
b)	I am always free to discuss my academics with my parents since they are always approachable for intellectual assistance				
c)	My parents are quite committed and self – sacrificing in their work and encourage me to work hard in my academics				
d)	My parents take an active role involving themselves to my academic requirements				
e)	Sometimes my parents assign me some school based tasks and give feedback in time.				
f)	My parents show a positive attitude towards my school's teaching/ learning process				
g)	My parents are really a source of academic inspiration and motivation				

9. To what extent does your parents' attitude affect your academic performance?

- a) To a great extent []
- b) To some extent []
- c) Not at all []
- d) Not sure []

Section IV: Effect of parents' economic status on the performance

10. What is the main source of your parents/guardians income?

- a) Salary []
- b) Business []
- c) Subsistence farming []
- d) Any other (Specify) _____

No.	Statement	S.A	A	D	SD
a)	I am often sent home for school fees and other levies				
b)	I seek external support to meet my education needs since my parents cannot afford				
c)	My parents/guardians pay for my school fees in time?				
d)	My academic performance is affected because of absenteeism due to lack of fees				

11. To what extents do you economic status affects your academic performance in school?

- a) To a greater extent []
- b) To some extent []
- c) To no extent []
- a) Not sure []

Section V: Influence of Family Structure on Students Academic Performance

12. What is the structure of your family?

- a) Single Parent []
- b) Both Parent structure []
- c) Polygamous []
- d) Any other specify, _____

13. Read carefully the following statements and tick against the appropriate option S.A (Strongly Agree), A (Agree), D (Disagree), S.D (Strongly Disagree)

No.	Statement	S.A	A	UD	D	SD
a)	Students from single parents are so stress full and this affects their academic performance.					
b)	Students from step- or single-parent families in our school tend to have very low expectations in their academic performance.					
c)	Students from polygamous families are not able to concentrate in their studies effectively because they have divided attention.					

14. To what extent does the type of your family structure affect your academic performance in school?

- a) To a greater extent []
- b) To some extent []
- c) To no extent []
- d) Not sure []

15. What can be done to address the parental related factors affecting students' academic performance?

Thank You for the Cooperation

APPENDIX III: INTERVIEW GUIDE FOR PRINCIPALS

Dear Participant

I am carrying out a study on the characteristics of parents in improving the students' academic performance in public secondary schools in Isinya District, Kajiado County. Being a principal in the selected schools, I am glad to inform you that you have been selected to participate in the study. You are kindly requested to sincerely respond to the items in the questionnaire. I would like to assure you that all the information you provide will be used strictly for academic purposes and your identity will be kept confidential. Do not write your name or that of your school on this paper.

Section I: Demographic Information

1. Sex _____
2. Level of Education _____
3. Working experience _____
4. Age bracket _____

Section II: The influence of Parents education level on the academic performance

5. How does your education level as a parent influence the academic performance of your child?

6. How does your attitude influence the academic performance of your child?

7. How does your economic status affect the performance of your child?

8. How does the family structure affect the performance of your child in school?

9. What can be done to address the parental related factors affecting students' academic performance?

APPENDIX IV: INTERVIEW GUIDE FOR PTA MEMBERS

Dear Participant.

I am carrying out a study on the characteristics of parents in improving the students' academic performance in public secondary schools in Isinya District, Kajiado County. Being a parent in the selected schools, I am glad to inform you that you have been selected to participate in the study. You are kindly requested to sincerely respond to the items in the questionnaire. I would like to assure you that all the information you provide will be used strictly for academic purposes and your identity will be kept confidential. Do not write your name or that of your school on this paper.

Section I: Demographic Information

- 1. Sex _____
- 2. Age bracket _____
- 3. What is your marital status? _____

Section II: The characteristics of parents in improving the students' academic performance

4. How does your education level as a parent influence the academic performance of your child?

5. How does your attitude influence the academic performance of your child?

6. How does your economic status affect the performance of your child?

7. How does the family structure affect the performance of your child in school?

8. What can be done to address the parental related factors affecting students' academic performance?

Thank you for your cooperation

APPENDIX V: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241340, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No.

Date:

NACOSTI/P/14/7444/2386

28th October, 2014

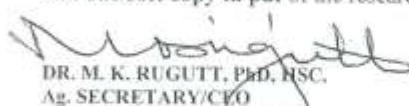
John Lukeine Ntiika
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Parental characteristics influencing students academic performance in public secondary schools in Isinya District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for a period ending **28th November, 2014**.

You are advised to report to the **County Commissioner and the County Director of Education, Kajiado 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. M. K. RUGUTT, PhD, RSC,
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kajiado County.


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

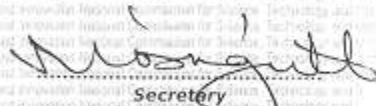
APPENDIX VI: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MR. JOHN LUKEINE NTITIKA
of UNIVERSITY OF NAIROBI, 152-242
KITENGELA, has been permitted to
conduct research in Kajiado County

on the topic: PARENTAL
CHARACTERISTICS INFLUENCING
STUDENTS ACADEMIC PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN ISINYA
DISTRICT, KENYA

for the period ending:
28th November, 2014

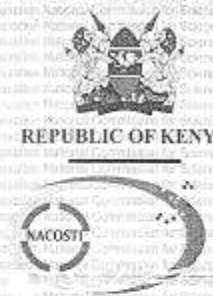

Applicant's
Signature


Secretary
National Commission for Science,
Technology & Innovation

Permit No : NACOSTI/P/14/7444/2386
Date Of Issue : 28th October, 2014
Fee Received :Ksh 1,000

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA
NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 2738

CONDITIONS: see back page.