

**INFLUENCE OF POLICE CAREER ON ACADEMIC PERFORMANCE OF
THEIR CHILDREN IN PRIMARY SCHOOL: A CASE STUDY OF UTAWALA
ACADEMY NAIROBI COUNTY, KENYA.**

BY

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**A Research Project Submitted in Partial Fulfillment of the Requirement for the
award of the Degree of Master of Education in Sociology of Education.**

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DECLARATION

This research project is my original work and it has not been submitted for an award of a Degree in any other university.

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DEDICATION

This research project is dedicated to my dear wife Dorcas Gatwiri, my beloved children Lawy and Laura for their unconditional love, support, understanding and endurance as I burnt the mid-night oil to complete my studies.

To my parents Fredrick and Peninna Maringa for their selflessness in my upbringing and their great inspiration to my education.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | | |
|----------------|---|--|
| A.P.S | - | Administration Police Service |
| A.P.T.C | - | Administration Police Training College |
| D.I.G | - | Deputy Inspector General |
| G.S.U | - | General Service Unit |
| I.G | - | Inspector General |
| K.P.S | - | Kenya Police Service |
| K.P.C | - | Kenya Police College |
| K.C.S.E | - | Kenya Certificate of Secondary Education |
| N.P.S.C | - | National Police Service Commission |
| P.G.D.E | - | Post Graduate Diploma in Education |
| S.S.P | - | Senior Superintended of Police |
| S.P.S.S | - | Scientific Package for Social Sciences |
| YRS | - | Years |

ABSTRACT

The purpose of this study was to explore the influence of police career on academic performance of their children. Various studies on the military and police have been carried out in developed countries, but in Kenya, little has been done on police officers and this necessitates this research. The five main objectives of the study were: to investigate how the nature of police officers' duties affects the academic performance and aspirations of their children; to establish how police officers' transfers affects the academic performance and aspirations of their children; to determine how the police officers' poor housing affects academic performance and aspiration of pupils; to investigate how lack of mentorship affects academic performance and aspirations of police officers' children, and lastly to establish the educational aspirations of police officers children.

The study relied on primary data from questionnaires and secondary data from other studies in understanding of the problem, Using a case study approach, data was collected from 198 Class Seven and Eight pupils, the school head teacher, 12 teachers of the sampled classes and 62 parents, from Utawala Academy School in Nairobi County. Both open and close-ended questionnaires were used to collect qualitative and quantitative information from the respondents. An interview guide was used to get information from the head teacher. Collected data were analyzed using the Scientific Package for Social Sciences program and presented in tables and frequencies. The collected and analyzed data indicate that 98% of the respondents felt that police officers' transfer negatively impacted on pupils' performance and aspirations followed by poor housing and lack of mentorship at 72%. On the other hand, over 90% of the police children had great aspirations in their academic and career aspirations even though they were significantly lower compared to children of civil servants and non-civil servants.

The study recommends that police officers' duties be flexed in order to allow them to take an active role in their children's learning. In addition transfers for officers should be well structured to avoid interfering with their children's learning. The study also recommends better housing for police officers. Finally, police officers should be encouraged to take a more active role in bringing up their children for maximum academic performance. It is recommended that a similar research at secondary level of education should be carried out to establish the influence of police career on the children of police officers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Police officers play a great role in the provision of homeland security of any country. This includes protection of life and property, maintenance of law and order and apprehension of criminals. Kenya has two police services which fall under the National Police Service Commission (P.S.C). These are the Administration Police Service and the Kenya Police Service as enshrined in the Constitution of Kenya (2010). The law enforcers like anyone else, have families and it is their responsibility to ensure that their family members attain the basic needs, one of which is education of their children as declared by the Universal Declaration on Human Rights (1948). Employees of the police force, just like other employees are expected to provide their children with education to the highest level.

According to Muthondeki (2011) police work is unique in itself, risky and stressful. Police officers break cartels that provide survivalhood for criminal gangs (Miller, 1995). Police work is engulfed by several challenges which are transmitted to the family and which may consequently affect academic performance of their children at school. One of these challenges relates to frequent transfers of police officers from one station to another thus disrupting education of their children if they decide to re-locate to the new stations with them. However, even when they do not move with their families, the police officers become absent fathers and mothers. This means that children are denied much needed parental emotional support and benefit of supervision of their homework.

Police officers live in common habitant in shared housing within a secluded environment which has a dissimilar sub-culture that is marked by its own values and beliefs. These values and perceptions are shaped by the unique and isolated existence of the police officers who have a unique sub-culture. Sub-culture refers to the values and perceptions that are shared by members of the police department and to a certain extent by civil law enforcement agents (Fisher, 2006). This sub-culture of police officers lacks academic mentors and role models that can act as motivation to pupils. The chairman of the National Police Service Commission Mr. Kavulundi was once quoted in one of the local dailies (Daily Nation, 2014) saying that police recruits needed not to have acquired higher academic qualifications. Low academic qualifications led to mediocrity in the police service. In this regard, police officers' offspring were more likely to lag behind in academic performance.

Normally, a lot of effort is put in place to change a civilian into a police officer. Upon recruitment, the young men and women are placed in various police training colleges. These include the Administration Police Training College (A.P.T.C) at Embakasi, Kenya Police College (K.P.C) at Kiganjo and the General Service Training School (G.S.U) at Embakasi. These recruits are normally aged between 18years-26years for non-graduates who attained a mean grade of D+ in the Kenya Certificate of Secondary Education (K.C.S.E) and 18years-28years for either undergraduate degree or diploma holders (Recruitment Guidelines –National Police Service Commission ((N.P.S.C), 2015). This young age at recruitment of police officers is normally preferred for two reasons namely swiftness and capability of the recruits to undergo the vigorous training secondly because the government is able to indoctrinate them with a lot of military culture. The recruited officers are rigorously drilled to inculcate the desired culture (Miller, 1995).

In addition to this training, isolation from civilians makes police officers acquire a new different culture from other members of the society as they get re-socialized into the police culture. This isolation also makes the officers less enthusiastic towards academic excellence, an attitude that is eventually passed on to their children. The poor K.C.S.E grade of D+ obtained by several police officers makes them lack value for education, including that of their children.

According to Gatiti (2012), police officers' basic training involves images of a boot camp and quasi-militaristic environment where recruits are physically conditioned and vocationally prepared for the police career. Here, they are taught patriotism, obeying orders without questioning, total commitment to their duties and working long hours which necessities them to be alert 24 hours a day. If not controlled, this surpasses family responsibilities which include participating in the academic performance and progression of their children. For children to perform well in class, a good learning atmosphere needs to be created both in school and at home. Unfortunately, this atmosphere may not be achieved in several police officers' homes. This is because most police officers live in congested houses where they usually share houses with their colleagues. These houses lack basic facilities like water and electricity. Children are therefore not able to do their homework and other class assignments. Moreover, police officers live a more or less nomadic lifestyle and their children may be compelled to study in more than one school in a very short period of time due to frequent transfers. This condition is made worse when both parents are police officers.

In some instances, some police officers leave their children in the ancestral homes with their spouses, thereby shifting the burden of educating these children entirely on one parent. The financial limitations of the police officers are also a factor that affects academic performance of the officers' children. The poor salary they get hinders their

ability to take their children to better schools and to buy school requirements like books. It is evident that police officers undergo many challenges including lack of mentors, and this may contribute to the decline of their kids' academic performance.

1.2 Statement of the problem

Although academic performance and aspirations of pupils are very vital on the placement in colleges, universities and the job market, very few studies have been conducted to establish how police officers' offspring are affected by their parents' choice of career. The few studies indicate that the academic performance of the police officers' children are affected by among others the frequent transfers of their parents and poor housing conditions and culture. This study therefore set out to establish how the academic performance and aspirations of police officer's children were influenced by their parents' career.

1.3 Purpose of the study

The purpose of this study was to investigate how the policing career of a parent influenced the academic performance and aspirations of a child at the primary level of education.

1.4 Research objectives

The specific objectives guiding the study sought to:-

- i. investigate how the nature of police duties affects the academic performance and aspirations of their children.
- ii. establish how police officers transfers affects the academic performance and aspirations of their children.
- iii. determine how the police poor housing affects academic performance

and aspirations of pupils.

- iv. investigate how lack of mentorship affects academic performance and aspirations of police officers children.
- v. establish the educational aspirations of the children of police officer.

1.5 Research questions

In order to achieve these objectives, the following questions were formulated:-

- i. How does the nature of police officers duties affect the academic performance of their children?
- ii. How does a transfer of police officers affect the academic performance and aspirations of their children?
- iii. How does poor housings for police officers affect academic performance and aspirations of their children?
- iv. Does lack of mentorship affect academic performance and aspirations of the children police officers?
- v. What are the educational aspirations of the children of police officer?

1.6 Significance of the study

The findings will provide policy makers and in particular the National Police Commission and the Administration Police Service the necessary information on how to offer a favorable atmosphere to its officers that will promote learning for their children.

The finding will also help the government to understand the challenges faced by police officers' families and ways of minimizing them.

The findings are also expected to enable the teachers to understand the problems police officers' children undergo while in school and hence assist them in generating ways of dealing with the identified challenges.

The findings may also help the parents to come up with ways of improving the academic performance of their children. They are also expected to help other police services with similar characteristics like the Kenya Police Service, General Service Unit, Kenya Prison Service, Kenya Wildlife Service, Kenya Forest Service, National Youth Service and other security agencies to come up with best strategies to improve the academic performance of their children.

Finally, the study findings are likely to raise issues that would form foundation for further research in this area.

1.7 Limitations of the study

The following were restrictions encountered in the study:-Firstly, the researcher used questionnaires to collect information but not all the copies were filled. While some questionnaire copies got lost, other respondents may have given influenced responses which in turn may not have provided the real status surrounding the problem of study. Secondly, the respondents were uncomfortable about disclosing confidential information about their performance in school and the challenges they faced in their families. Lastly, the study sought to investigate the influence of the police career on the academic performance of children of police officers which was a case study of Utawala Academy, Nairobi County. Respondents were picked from primary school pupils, teachers, head teacher and their parents from Utawala Academy and the findings of the study cannot therefore be generalized to other schools.

1.8 Delimitations of the study

The study sought to investigate the influence of the police career on the academic performance of their pupils a case study of Utawala Academy, Nairobi County. There was good will from the Administration Police Department and the school to have the research done. This therefore made data collection very easy.

1.9 Basic Assumptions of the study

The researcher assumed that the career and nature of police work had a direct influence on their children's academic performance and aspirations.

1.10 Operational definitions of significant terms

Academic Aspiration: This is what pupils desire to do in future in education like joining higher institutions of learning for degree, masters and Ph.D.

Academic Performance: This is the extent to which pupils, teacher and the institutions has achieved educational goals. This can be measured by continuous assessment tests and other examinations.

Cadet Officer: This is a commissioned police officer in the National police service who holds the rank of an Inspector and above. He/ she must hold a first degree.

Civilian: A person living a normal live as required by the government and especially one who is not active in the armed forces, police or any other armed agency.

Deployment: Distribution, assigning of a certain responsibility,

transfers, movement of military and police officers and their logistical support in readiness for the mission ahead.

Homeostasis: A state in which blood pressure, heart rate, hormone levels and other vital functions are maintained within a narrow range of normal.

Paramilitary: This is a militarized or semi-military force whose organizational structure, training, sub-culture and functions are similar to that of a professional military.

Police Culture: The values, beliefs and perceptions shared by members of the police department and to some extent by all police officers in the world. These values, beliefs and perceptions are gained by the unique and isolation existence of police officers (Fisher, 2006).

Police Officer: These are people who work for the government as law enforcers and also apprehend criminals. They are either male or female from either the Kenya police or Administration police. The officers are categorized in three namely: - non- commissioned officers (constables, corporals, sergeants, senior sergeants, and regent sergeant major), members of the inspectorate (inspectors and chief inspectors) and gazette officers (from the rank of Assistant superintended to the Deputy Inspector General.

Pupil: Learner from classes one to eight at Utawala Academy.

Re-socialization:

This is radically changing a person's personality by carefully controlling the environment to achieve desired behavior for instance recruits and inmates.

Stress:

A collective of physiological and emotional response to any stimulus that disturbs an individual homeostasis.

1.11 Organisation of the study

The research study has five chapters organised as follows: chapter one; Introduction, Chapter Two; Literature review, Chapter Three; Research methodology, Chapter Four; Data analysis and interpretation, Chapter Five; Summary, Conclusions and Recommendations, References and Appendices.

Chapter one gives an overview of the need to have a research conducted to find out how the police career influences the academic achievements and aspirations of the officers' children. The researcher highlighted the research objectives and questions to guide the research.

Chapter two deals with the review of related literature to the study. A conceptual framework showing the relationship between the identified dependent and independent variables was drawn.

Chapter three deals with the research design, sampling procedures, research instruments, data collection procedures, the validity and reliability of instruments, data analysis procedures and ethical considerations to be adhered to when collecting data.

Chapter four highlights the research findings and discussions while chapter five outlines the summary, conclusions and recommendations.

Finally, materials read and cited are found in the reference section while any other materials used for the study are at the appendix section.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains a summary of related literature used to conceptualize the research topic. It provides an overview of what other researchers and scholars have found as to how police work affects the academic performance of pupils.

2.2 Nature of police work

Policing involves use of a specialized set of paid uniformed individuals who are members of a paramilitary organization acting as an arm of the government and who have been given a monopoly over the use of force for the purpose of enforcing criminal laws and maintaining order (Goldstein, 1977). That notwithstanding, in the Kenyan context the use of force is highly restrained and police officers are only supposed to use the necessary force to ensure that criminals are arrested and made to face justice in a court of law as per the Kenyan Constitution, 2010.

According to the National Police Service Act (2011), the work of police officers includes: provision of assistance to the public when in need, maintenance of law and order, preservation of peace, protection of life and property, investigation of crimes, collection of criminal intelligence, prevention and detection of crime, provision of border patrol and border security, provision of specialized stock theft prevention services, protection of government property and vital installations, rendering support to government agencies, co- coordinating with complementing government agencies in conflict management and peace building, apprehension of offenders, enforcement of all laws and regulations with which it is charged and performance of any other duties that

may be prescribed by the Inspector- General under the Act.

According to Michael & Prabha (2011), the process of teaching qualified police recruits about the police organization & culture begins immediately after their applications have been accepted to join a police Academy. This includes both genders even though most are male. The administration police recruits are usually admitted at Administration Police Training College-Embakasi and are expected to undergo a 9 (nine) months vigorous training. The other Police Training Colleges are Kenya Police College (K.P.C –Kiganjo) which trains the Kenya Police Recruits & the G.S.U training school in Embakasi which trains G.S.U recruits. Grants & Terry (2005) defines a police academy College as a school where officers learn on the job techniques prior to receiving full police powers.

Sociologists use the term socialization in-order to refer to the process of learning to become members of any social group. However during police training re-socialization takes place. This is because much of what the recruit knew before joining the academy is eroded as they are inculcated for the police job ahead. The police training is usually authoritarian and very stressful (Violanti, 1992). Among the knowledge taught in the Police College are: - report writing skills, knowledge of the law, patrol procedures, shifts operations, processing arrests, and deadly police policies among many, Michael & Prabha (2011). It is during this training that the recruits develop certain culture called the police sub-culture. This is aggravated by the recruit's isolation from the rest of the world. During the entire training, police recruits are supposed to be enclosed and completely isolated from members of the public. As a result the recruits end-up being separated from the people in the society whom they are supposedly sworn to serve in a manner that makes policing an 'us versus them' endeavor (Michael & N. Prabha

2011). Upon completion of the 9 (nine) months' training period, the new police officers are posted all over the country and in several police units as indicated on the National Police Service Website.

According to Justice Ransley Report, (2009) on police reforms in Kenya, police had numerous challenges that needed to be addressed by the government. By addressing these challenges, academic performance of pupils would significantly improve as there would be a conducive learning environment right from home to the school. These challenges are: - Police officers are very poorly equipped and resourced in terms of transport, housing and basic communication facilities. Current police housing is inadequate and where available it is overcrowded with married and single police officers being forced to share single rooms. Many of these quarters are dilapidated. In many instances, police officers especially the subordinate ranks' are forced to live in tents, poor timber structures or temporary houses.

Others live in "tin" huts which are uncomfortably hot during the day and very cold during the night. Quality learning cannot take place in such conditions. In addition police officers suffer from low morale arising from amongst others poor remuneration, poor terms and conditions of service and long working hours. The average working day of a police officer usually exceeds the normal working hours of the civilian officers at equivalent levels. In most cases they work 24 hours a day for even when they are not on duty, police officers are still on standby. These long working hours contribute to the high levels of stress among the officers. This is worsened by the fact that, police officers are never granted annual and pass leaves. These working conditions will mostly lead to stress, and a stressed parent may not be able to offer much guidance to their children in academic matters.

2.3. Police officers and their family life

Family is the basic unit of a social structure and it is expected to be the unconditional source of emotional support for any individual. However, this is not the case as police work makes it very difficult for police officers to establish strong relationships with their family members (Anderson, 2002).

According to Swanson and Taylor (1988) some of the challenges associated with police work are: changing work schedules, emotional exhaustion, overprotectiveness of their spouses and families, negative public image, hardening of emotions, issues relating to sexuality, identity conflicts, and the problems associated with child rearing. It is evident from the above discussions listing police officers challenges that the officer may not be able to oversee the quality care and education of his/her kids.

2.4 Characteristics of children whose parents do police work.

Children of police officers are often subjected to parental absence due to their parents' deployment as well as frequent changes of school due to relocations. (Lyle, 2006). The resultant stresses impact negatively on the academic performance of these children. Amy (2011) and Chandra et al., (2009) conducted focus groups discussions and telephone interviews with 148 school staff, including teachers, counselors, and administrators at 12 schools, working with children whose parents were serving in the United States Army. These 12 schools were chosen due to the high deployment rates of their children's parents during the past years. Twenty-four focus groups and 16 telephone interviews were conducted during this qualitative study whose purpose was to gather information and opinions from school staff working with children who had deployed parents and to understand what effect the deployment had on the children's behavioral, social, and emotional dynamics.

Participants were asked questions related to behavioral and emotional issues and what the participants had observed in their work with children of the deployed parents. They were asked to comment on the children's unique social and academic issues. School staff noted that some children coped quite well with their parents' deployment while others displayed signs of difficulties related to parental absence. One common theme reported in this qualitative study was that school personnel indicated that parental deployment had an effect on the ability of children to function at school. Concerns seen by school staff related to these Children were:- (a) the uncertainty of the length of deployment, (b) a large amount of stress in the home environment, as well as (c) mental health issues of the non-deployed parents. School staff also indicated that parental deployment led to sadness and anger within these children. Boys more commonly than girls displayed this anger with aggression. Girls more often exhibited behaviors such as depression or somatic complaints. Staff also noted that as length of deployment was extended, or multiple deployments were encountered, children were losing their resiliency. Finally, school staff reported that children of deployed military personnel tended to have more responsibility at home, potentially contributing to the difficulties seen in school functioning.

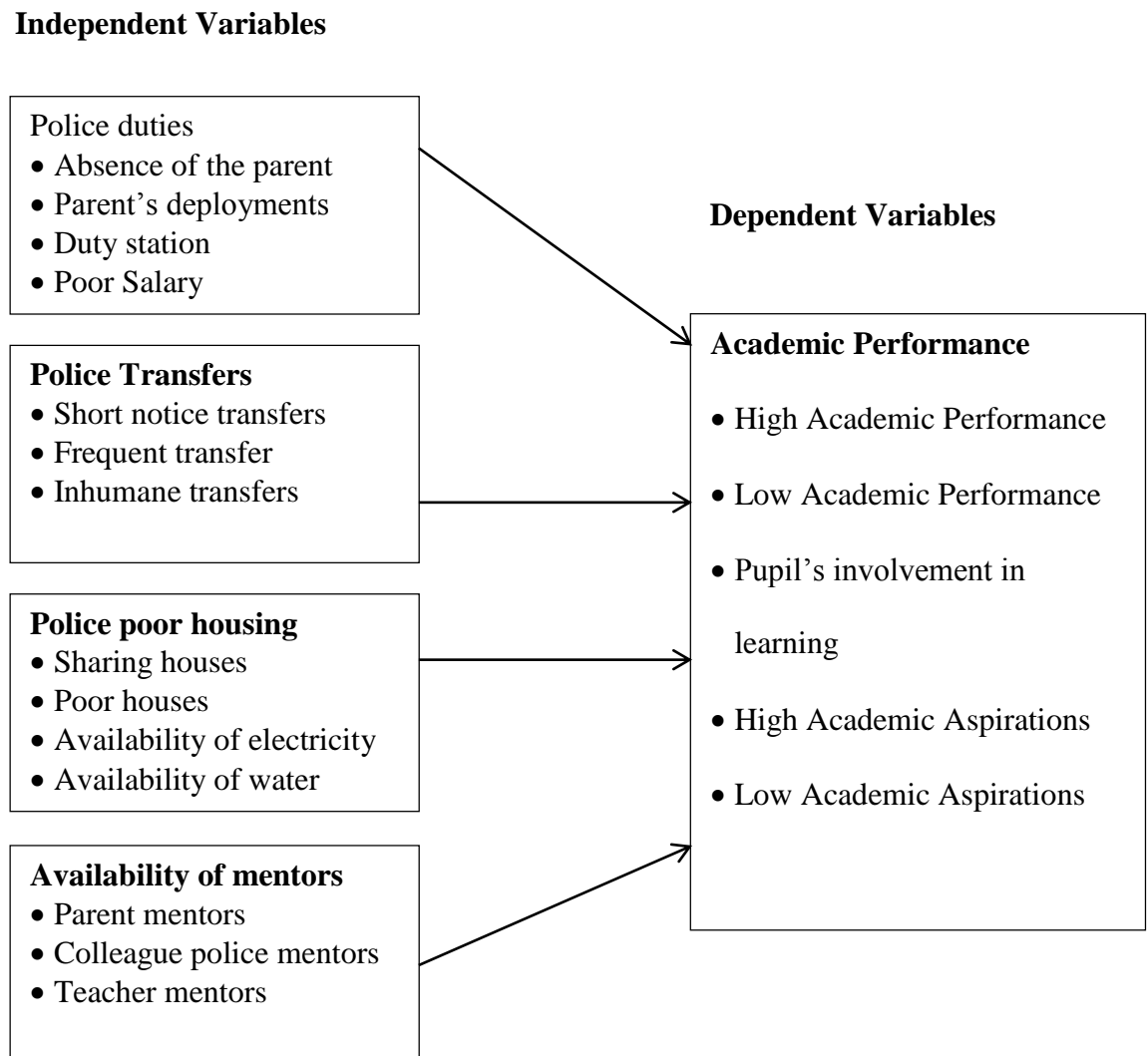
2.5 Summary of the literature review.

This chapter provides the theoretical framework and reviewed literature that shades light on the concerns of this study. It illustrates the studies done on challenges facing police officers and the military officers and how it is likely to affect the academic performance of the officers' children.

2.6 Conceptual framework.

Relationship between parents' career and academic performance.

Figure 2.6: Conceptual framework showing the effects of police officers' work on academic performance of their children



The conceptual framework has illuminated how the police career related factors may influence their children's academic performance. Figure 2.6 shows the relationship between the independent variables: the police duties, police transfers, poor police housing and availability of mentors and how they may influence academic achievement and aspirations of the children of police officers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology used in the study. It presents the study design, target population, sample size and sampling procedures, research instruments, validity and reliability of research instruments, data collection procedures and analysis techniques.

3.2 Study design

The purpose for this study was to investigate the influence of police work on academic performance of police officers' children. The research adopted a case study design, an approach that facilitates exploration of a phenomenon within its context using a variety of data sources (Pamela & Susan 2008). It allows the researcher to explore individuals or organizations from simple to complex interventions, relationships, communities, or programs (Yin, 2003). The researcher can prevent the topic from being broad by binding the case study using: (a) time and place (Creswell, 2003); (b) time and activity (Stake, 1995); and (c) definition and context (Miles & Huberman, 1994). Binding the case will ensure that the study remains reasonable in scope, and this was the case for this particular study. This study therefore involved the collection of data from a sample of respondents from a single school which is Utawala Academy, making the case study design very relevant.

3.3 Target population

Borg and Gall (1989) define population as all members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of a research study.

This study gathered information from police officers and non-police officers' children

from the same school. The children were either boarders or day scholars as the school of study had both these categories of learners. The respondents were learners drawn from classes Eight (8) and seven (7) pupils, and their teachers and parents. This population of pupils was selected as it comprised relatively mature pupils who could comprehend their reason for being in school and were hence able to give relevant responses to the questionnaire items.

3.4 Sample size and sampling procedures

A sample is a subject of the target population which the researcher intends to generalize the findings (Cohen, Marrison, 1994 and Mugenda & Mugenda, 2003)). In order to get a representative sample for the study, the researcher used simple random sampling and stratified sampling to select representatives from pupils in classes' seven (7) and eight (8) in Utawala Academy.

Each of these classes (standard 8 and 7) had four (4) streams of pupils with each stream having about fifty (50) pupils. The researcher interviewed about 25 pupils from each class, which translated to a total of two hundred (200) pupil respondents for the entire research. This totaled to 50% of the total target population of 400 respondents. All the teachers from these classes including class teachers and one hundred (100) parents from the targeted population of about three hundred (300) parents filled the questionnaire as indicated in Table 3.4.

Table 3.4: Sample design and the sample size

| Respondents | Target Population | Sample Size | Percentage |
|------------------------|--------------------------|--------------------|-------------------|
| Class 7 (Seven) Pupils | 200 | 100 | 50% |
| Class 8 (Eight) Pupils | 200 | 100 | 50% |
| Teachers | 12 | 12 | 100% |
| Parents | 300 | 100 | 30% |
| TOTAL | 712 | 312 | |

3.5 Research instruments

The study used three questionnaires that were both closed and open ended for each of the categories of respondents that included the 200 pupils, 12 teachers and 100 parents. The questionnaire were preferred in this study because all the sampled respondents were literate and therefore capable of answering the items adequately. An interview guide was also used to obtain information from the Head teacher on how children from his schools perform and especially children of police officers.

3.6 Pilot study

Questionnaires were tested using 5(five) teachers and 10 (ten) pupils drawn from Utawala Academy. These teachers did not consequently participate in the study. The aim of the pilot study was to ascertain the practicability and effectiveness of the instruments in gathering desired information.

3.6.1 Validity

Validity refers to the extent to which an instrument can measure what it ought to measure (Frankel & Wallen, 2003). According to Mugenda and Mugenda (2003), validity is the accuracy and meaningfulness of inferences based on research results. The researcher used simple understandable language in the research instruments and also sought advice from the supervisor and other experts in order to achieve the validity of the research instruments.

3.6.2 Reliability

According to Orodho (2008) and Mugenda & Mugenda (2003), reliability is the ability of the research instruments to measure what it is meant to measure both consistency and dependably. A test re-test was conducted using the research instruments and the results analyzed using Pearson's' Product Moment Correlation to ascertain whether the results were reliable. In cases where the reliability was low, correction and modification was done. This is supported by Best & Khan (1989) who stressed that the longer a test is, the more reliable it is.

3.7 Data collection procedures

A hallmark of case study research is the use of multiple data sources, a strategy which also enhances data credibility (Patton, 1990). Towards this end, the researcher started by getting a letter of introduction from the University of Nairobi and obtained a permit from the National Council of Science and Technology. Equally, he sought permission from the Deputy Inspector General (DIG-APS) in order to gain entry to Utawala Academy which is located within Administration Police Training College, Embakasi in Nairobi. With the help of trained research assistants in data collection the researcher administered the questionnaires, conducted interviews and made observations simultaneously.

3.8 Data analysis techniques

After data collection, editing, coding of similar themes, classifying and tabulating were done in order to process the collected data for a better and efficient analysis. Quantitative data was analyzed using descriptive statistics aided by SPSS programme. The data were presented in the form of frequency distribution tables. Critical Discourse analysis and Narrative analysis as advanced by Wheeler, (1995), Neumann, (2000) and

Drew, (2003) were used to analyze qualitative data from open ended questions. The data was coded thematically as guided by research objectives. In this study the researcher was interested in establishing the effects of police career on the academic performance of the police officers' children.

3.9 Ethical considerations

The researcher sought consent from the respondents and ensured their identity was concealed throughout and after the data collection process. The data collected was also treated with utmost confidentiality and is not intended to be disclosed to any unauthorized persons. Since pupils had not attained the age of majority, the researcher sought the consent of the parents through the head teacher of Utawala Academy.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the data analysis, interpretation and discussion of the findings while answering the research questions outlined in chapter one. The aim of this study was to establish the influence of police career on the academic performance and aspirations of the children of police officers at the primary school level of education. Being a case study, the study was conducted at Utawala Academy, Nairobi.

The data collection was undertaken by use of questionnaires for teachers, pupils and parents, and an interview schedule for the head teacher. The study targeted a total of 712 respondents out of which 312 were sampled as respondents; 200 of pupils, 12 teachers and 100 parents. However; returned questionnaires copies totaled 198 for the pupils, 12 for the teachers, and 62 for the parents. This made 87% of the targeted sample which is an acceptable percentage in research.

Initially analysis was done to establish demographic information. This was followed by the analysis of data as per the study objectives which were: to investigate how the nature of police officers' duties affects the academic performance and aspirations of their children; to establish how police officers' transfers affects the academic performance and aspirations of their children; to determine how the police officers' poor housing affects academic performance and aspiration of pupils; to investigate how lack of mentorship affects academic performance and aspirations of police officers' children, and lastly to establish the educational aspirations of police officers children.

4.2 Demographic information of respondents

Demographic information was sought from each of the three categories of respondents; teachers, pupils and parents.

4.2.1 Demographic analysis of teachers respondents

All the 12 sampled teachers returned their filled questionnaires. The demographic information by gender, age, professional qualifications and teaching experience is summarized in Table 4.1

Table 4.1 Demographic data of teacher respondents by gender, age, professional qualifications and teaching experience.

| Demographic variable | | N | % |
|------------------------------------|----------------|---|----|
| Gender | Male | 7 | 58 |
| | Female | 5 | 42 |
| Age | 20-29 years | 1 | 8 |
| | 30-39 years | 6 | 50 |
| | 40-49 years | 3 | 25 |
| | Above 50 years | 2 | 17 |
| Professional Qualifications | Masters | 1 | 8 |
| | B. ED/BA/BSC | 5 | 42 |
| | P G D E | 1 | 8 |
| | Diploma | 2 | 17 |
| | P1 Certificate | 3 | 25 |
| Teaching Experience | 1-5 years | 3 | 25 |
| | 6- 10 years | 6 | 50 |
| | 11-20 years | 2 | 17 |
| | Above 20 years | 1 | 8 |

Among sampled teacher respondents, 58% were ladies while 42% were men. This is attributed to the fact that the school is situated in an urban centre hence a conducive environment for female teachers who could have accompanied their spouses who worked in other departments within the city.

The results in Table 4.1 indicate that 50% of the sampled teachers were aged between 30-39 years while 25% were aged between 40-49 years. Another 17% were above 50 years and only 8% were between 20-29 years. It can therefore be analyzed that 75% of the teachers were between the ages of 30-49 years.

The findings in Table 4.1 points that 42% of the sampled teachers had degree qualifications while 25% had P1 certificate. 8% had master's degree and post graduate diploma in education while 17% had diploma qualification. This is an indication that the school has a high number of educated qualified teachers who are graduates.

The results in Table 4.1 also point out that 50% of the sampled teachers had a teaching experience of 6-10 years followed by 25% with 1-5 years. 17% had 11-20 years while 8% had more than 20 years teaching experience. This indicates that majority of teachers in this school have adequate teaching experience.

4.2.2 Demographic analysis of pupil respondents

Out of the 200 sampled pupils, 198 of them duly filled and returned their copies of the questionnaire. The analysis of demographics of pupils by their gender, age, parents' career, whether boarder or day scholar is presented in Table 4.2.

Table 4.2 Demographics of pupil respondents

| Demographic variable | | N | % |
|-----------------------------|-------------------|----------|----------|
| Gender | Girls | 117 | 59 |
| | Boys | 81 | 41 |
| | Below 12 years | 2 | 1 |
| | 12 years | 42 | 21 |
| | 13 years | 77 | 39 |
| | 14 years | 73 | 37 |
| | 15 years | 2 | 1 |
| | Above 15 years | 2 | 1 |
| Parents' Career | Police officer | 62 | 31 |
| | Civil servant | 117 | 59 |
| | Non civil servant | 19 | 10 |
| Boarders | Police officer | 7 | 4 |
| | Civil servant | 114 | 57 |
| | Non civil servant | 19 | 10 |
| Day scholars | Police officer | 55 | 28 |
| | Civil servant | 3 | 1 |
| | Non civil servant | 0 | 0 |

The findings of Table 4.2 above indicate that 59% of the sampled pupils were girls while 41% were boys. This may be attributed to the government's efforts in empowering the girl child's education.

Out of the 198 respondents, 59% were pupils who had their parents working in the civil service, 31% had parents who were police officers while 10% parents were non civil servants. This is a clear indication that irrespective of this academy having been established for police officers children, only few officers were willing to take their children there. This may be attributed to the high cost of school fees hence many of these parents are not able to afford.

Out of the sampled pupils in class 7 and 8 only, Table 4.2 reveals that 39% and 37% were aged 13 years and 14 years respectively. A further 21% of the respondents were aged 12 years while the ages of respondents aged below 12 years, 15years old and those above 15 years were 1% for each category. In the Kenyan education system, children are anticipated to sit for their KCPE examinations aged between 13-14years in class 7 and 8, hence the reason for majority of learners being in those particular cohorts in the study.

Out of the 62 sampled children whose parents were policemen only 4% of them were boarders while, 28% were day scholars. On the other hand, an overwhelming majority of 57% of the civil servant's children were boarders with only 1% of them as day scholars. All children whose parents were non-civil servants were all boarders. This data indicate that police officers preferred to have their children learn as day scholars. This could be because of the high cost of boarding services.

4.2.3 Sampled parents

After dealing with demographic information of pupils, the analysis of parents demographic is presented in Table 4.3(a). Out of the 100 sampled parents, only 62 duly filled and returned their copies of the questionnaire.

Table 4.3(a) Demographic analysis of parents by gender, age, career and work experience

| Demographic variable | | N | % |
|-----------------------------|-------------------|----------|----------|
| Gender | Male | 45 | 73 |
| | Female | 17 | 27 |
| Age | Below 30 years | 0 | 0 |
| | 30-39 years | 24 | 39 |
| | 40-49 years | 27 | 44 |
| | Above 50 years | 11 | 17 |
| Career | Police officer | 15 | 24 |
| | Civil service | 43 | 69 |
| | Non civil service | 4 | 7 |
| Work Experience | 1-5 years | 15 | 25 |
| | 6- 10 years | 26 | 42 |
| | 11-20 years | 16 | 25 |
| | Above 20 years | 5 | 8 |

The findings in Table 4.3 pointed that most of the respondents among the parents were women at 73% which can be attributed to the fact that the male parents were preoccupied with their careers hence unable to attend to the school activities of the children. Data collection was conducted during the school's Parents Day event. Out of the 62 respondents in this category, none of the sampled parents were below the age of 30 years. While 17% of parents were above the age of 50 years, 25% were aged between 40-49 years and majorities (58%) were aged between 30-39 years.

The analysis in Table 4.3(a) revealed that 69%, of the parents with pupils at Utawala Academy were those working in the civil service compared to 24% of those who were police officers and 7% who were non-civil servants.

Utawala Academy being the only primary school for the children of Administration Police primary school in Kenya, is expected to admit or have a greater number of police officers children. However, this is not the case because frequent transfers of police officers' play a very significant role in the school placement for their children. This can be attributed to the fact that only police officers working around the school's environs had their children in Utawala Academy while majority of the officers had either moved with their children to their new working stations in other counties or left their children to attend school in their home counties.

Table 4.3(b) Parents' level of education

| Level of education | Police officers | | Civil servants | | Non-civil servants | |
|---------------------|-----------------|------------|----------------|------------|--------------------|------------|
| | n | % | n | % | n | % |
| No formal education | 0 | 0 | 0 | 0 | 0 | 0 |
| Primary level | 0 | 0 | 0 | 0 | 0 | 0 |
| Secondary level | 13 | 87 | 2 | 5 | 1 | 25 |
| Diploma | 1 | 7 | 18 | 42 | 1 | 25 |
| Undergraduate | 2 | 13 | 17 | 40 | 2 | 50 |
| Post graduate | 0 | 0 | 6 | 13 | 0 | 0 |
| Total | 15 | 100 | 43 | 100 | 4 | 100 |

The findings presented in Table 4.3(b), point out that all the parents sampled had attained secondary level of education and above. However, only 13% of the police officers had attained Bachelor's degree in comparison to 53% and 50% for civil servants and non-civil servants who had attained a Bachelor's degree and above. This

postulates that Police officers with low level of education may not be motivated to encourage their children to study hard in school as they may not be able to see any benefits of academic hard work. After demographic information for all the respondents, analysis was carried out as per the research questions.

4.3 To establish the effects of police Officers’ career on their children’s academic performance

The Head teacher, teachers, pupils and parents were asked to give their opinions about academic performance of the children of police officers. The results are summarized in Table 4.4, 4.5, 4.6, 4.7, 4.8 and 4.9.

4.3.1 The results on head teacher opinions

The results on head teacher opinion on how police officers’ duties affect their children performance is presented in Table 4.4

Table 4.4 Head Teacher’s opinion on police officers’ duties and the their children’s academic performance

| Children by their parents career | Head Teacher’s opinion on academic performance of children by their parents career. | | | | | | | | | |
|----------------------------------|---|---|---------|----|---------|----|---------|----|--------|-----|
| | Below 250 | | 251-300 | | 301-350 | | 351 and | | Totals | |
| | n | % | n | % | n | % | N | % | n | % |
| Police Officers | 2 | 3 | 11 | 18 | 32 | 52 | 17 | 27 | 62 | 100 |
| Civil Servants | 0 | 0 | 28 | 24 | 27 | 23 | 62 | 53 | 117 | 100 |
| Non civil servant | 0 | 0 | 2 | 10 | 7 | 38 | 10 | 52 | 19 | 100 |

The information in Table 4.4, indicates that 3% of police officers’ children were

expected to score below 250 marks, 18% would get marks ranging from 251 to 300, 52% had marks ranging from 301-350 while 27% would attain marks above 351. There was no child whose parent was a civil servants was expected to achieve marks below 250 since it was anticipated that 24% would attain between 251-300 marks, 23% between 301-350 marks and 53% 351 and above marks. This information suggests that police officers' children were expected to perform poorly relative to children of civil servants and non-civil servants parents. This performance could be attributed to the nature of the police officers duties, with the bulk of their duties involving working for long hours and stressful assignments away from home. These conditions are most likely to deny the police officers the time, energy and attention to actively participate in their children's educational affairs, hence the noted average or poor academic performance.

4.3.2 Teachers' opinion on police duties and academic performance

The teachers were asked whether the police officers children were more likely to perform well in academic work compared to other children. Their response are illustrated in Table 4.5.

Table 4.5 Teachers' opinion on influence of police officers duties and academic performance

| Opinion on the likelihood of children of police officers to perform better than those of civil servants and non-civil | Strongly agree | | Agree | | Strongly Disagree | |
|---|----------------|---|-------|----|-------------------|----|
| | n | % | n | % | n | % |
| | 0 | 0 | 2 | 17 | 10 | 83 |

The information in the Table 4.5 indicates that children of police officers were more

likely to lag behind academically compared to those of civil servants and non-civil servant parents. More than 76% of the respondents gave the nature of police work as one of the reasons behind this.

4.3.3 Teachers' rating of police officers' children in relation to discipline

Teachers were asked whether police officers children had discipline issues as compared to other children. Their opinions are analyzed in Table 4.6.

Table 4.6 Teachers' rating of police officers' children in relation to discipline

| Police officers' children have discipline issues | Frequency | Percentage |
|---|------------------|-------------------|
| Strongly agree | 2 | 17 |
| Agree | 5 | 42 |
| Disagree | 3 | 25 |
| Strongly disagree | 2 | 17 |
| Total | 12 | 100 |

The results in Table 4.6 indicate that 42% of sampled teachers were for the opinion that children whose either parent was a police officer showed tendencies of indiscipline compared to other children.

4.3.4 Pupils' opinion on the influence of police officers duties on academic performance

The pupils were asked various questions on how the career of their parents affected their performance. The data are presented in the Table 4.7.

Table 4.7 Pupils’ opinion on the influence of police officers duties on academic performance

| Does the job of a parent negatively affect performance in school | Police officers’ children | | Civil servants’ children | | Non-civil servants children | |
|--|---------------------------|------------|--------------------------|------------|-----------------------------|------------|
| | n | % | n | % | N | % |
| Yes | 41 | 66 | 9 | 8 | 4 | 21 |
| No | 21 | 34 | 108 | 92 | 15 | 79 |
| Total | 62 | 100 | 117 | 100 | 19 | 100 |

The findings presented in Table 4.7, indicates that 66% of the children of police officers felt that their parents’ career negatively affected their performance. Only 8% of civil servants’ children and 21% of non-civil servant children indicated that their parent’s career affected their academic performance.

4.3.5 Parents’ opinion on police officers duties on academic performance

Data was collected from parents to ascertain whether and how the nature of the police job affected the academic performance of their children. This information is summarized in Table 4.8.

Table 4.8 Parents’ opinion on police officers’ duties and academic performance

| How does parents’ police career affect pupils performance in school | Police officers | | Civil servants | | Non civil servant | |
|---|-----------------|-----|----------------|-----|-------------------|-----|
| | n | % | n | % | n | % |
| Positively | 4 | 26 | 12 | 29 | 1 | 25 |
| Negatively | 11 | 74 | 23 | 53 | 2 | 50 |
| Undecided | 0 | 0 | 8 | 18 | 1 | 25 |
| Total | 15 | 100 | 43 | 100 | 4 | 100 |

The findings in Table 4.8 have pointed out that 74% of police officers, 53% and 50% of civil servants and non-civil servants respectively, were of the opinion that police work negatively affected the academic performance of police officers children. 26% of police officers, 29% and 25% of civil servants and non-civil servants respectively felt that police work positively affected performance of police officers children. Moreover, none of the police officers were undecided compared to 18% and 25% of civil servants and non-civil servants respectively who were undecided.

4.3.6 Parents' attendance of parents/visiting day

The study collected data to ascertain whether parents attended parent days at school for their children. Data gathered is as presented in Table 4.9

Table 4.9 Parents' attendance of parent/visiting day at school

| I attend parents and visiting days | Police officers | | Civil servants | | Non-civil servants | |
|------------------------------------|-----------------|-----|----------------|-----|--------------------|-----|
| | n | % | n | % | N | % |
| Agree | 4 | 27 | 34 | 79 | 4 | 100 |
| Undecided | 0 | 0 | 1 | 2 | 0 | 0 |
| Disagree | 11 | 73 | 8 | 19 | 0 | 0 |
| Total | 15 | 100 | 43 | 100 | 4 | 100 |

The findings in Table 4.9 point that most Civil servants parents and non-civil servants parents agreed to attending either parents or visiting day at 79% and 100% respectively. However, only 27% of the police officers were able to attend these parent and visiting days in the school contrary to 73% who were unable to attend. Most police officers cited inadequate time to attend to such duties and in most cases delegated that to their

spouses who also did not attend. This indicates lack of seriousness in their child's education.

4.4 Effects of police officers transfers on academic performance of police officers children

The second objective sought to establish the effects of police transfers on academic performance of the children. Data was collected from parents, students, teachers and the head-teacher on this matter and presented in Tables 4.10, 4.11 and 4.12.

4.4.1 Have you ever been transferred from one workstation to another?

This question was asked to the parents with the aim of finding out whether they had been transferred in their careers at any time. They gave their responses and are summarized in Table 4.10 below:

Table 4.10 Have you ever been transferred from one workstation to another?

| Have you ever been transferred? | Police officers | | Civil servants | | Non Civil Servants | |
|---------------------------------|-----------------|-----|----------------|-----|--------------------|-----|
| | n | % | n | % | n | % |
| Yes | 15 | 100 | 17 | 40 | 1 | 25 |
| No | 0 | 0 | 26 | 60 | 3 | 75 |
| Total | 15 | 100 | 43 | 100 | 4 | 100 |

The responses in Table 4.10 show that among the sampled parents, all the police officers admitted to have been transferred at least once in their career compared to 40% and 25% of civil servants and non-civil servants respectively. This data analysis, therefore suggests that transfers are a common phenomenon among the police officers.

4.4.2 Head-teacher opinion's on the effect of police officers' transfers on academic performance of their pupils

Information was sought from the head-teacher on whether pupils whose parents were police officers exhibited poor academic performance. Their responses are as contained in Table 4.11.

Table 4.11 Head-teacher's opinion on the effect of police officers' transfers on academic performance of their pupils

| Ratings of academic performance of police officers' | N | % |
|---|-----------|------------|
| Excellent | 0 | 0 |
| Good | 4 | 33 |
| Average | 6 | 50 |
| Below average | 2 | 17 |
| Total | 12 | 100 |

The results in Table 4.11 have indicated that no police officer's child was perceived excel in academic performance whereas 33% were rated 'good', 50% 'average' and 17% 'below average'. The head-teacher strongly agreed that generally, the academic performance of pupils whose parents were police officers was average compared to children of civil servants and non-civil servants. Among the major reasons attributed to this trend was a frequent transfer of parents. These transfers seem to destabilize learning programmes of the children.

4.4.3 Parents’ opinions on the effects of transfers on the academic performance of their children

The study sought to establish from the sampled parents on whether transfers affected academic performance of their children. The analysis is illustrated in Table 4.12.

Table 4.12 Parents’ opinions on effects of their transfers on the academic performance of their children

| How do police officers’ transfers affect their children’s academic performance? | Police officers | | Civil servants | | Non-civil servants | |
|---|-----------------|------------|----------------|------------|--------------------|------------|
| | N | % | n | % | n | % |
| Positively | 0 | 0 | 0 | 0 | 0 | 0 |
| Negatively | 15 | 100 | 40 | 93 | 4 | 100 |
| Undecided | 0 | 0 | 3 | 7 | 0 | 0 |
| Total | 15 | 100 | 43 | 100 | 4 | 100 |

The information presented in Table 4.12 has indicated that all police officers and non-civil servant parents and 93% of civil servants respondents felt that parents’ transfers negatively affected the academic performance of their children. The parents felt that the transfers made children get withdrawn since they mostly took a long time before settling in into their new schools. This resulted in poor academic performance. In addition, academic performance was affected negatively by the inhibitive nature of the new duty stations where some parents were forced to leave their children behind therefore, making the children lack the parent factor.

4.4.4 Challenges facing the police career

When police officers were asked the challenges they faced in their job, 58% of the respondents indicated the nature of their work as the greatest challenge while 42%

indicated Police transfers as the greatest challenge. The head teacher also concurred that police duties affected academic performance of their children. This therefore outlines that the first and the second objectives have greatly impacted on their academic performance of pupils.

These findings of the first and second research objectives are in concurrence with those of Army (2011) and Chandra et.al, (2009) that military deployment like Police duties affect behavioral, social and emotional dynamics of children which later translates to negatively affecting academic performance.

4.5 Effect of police officers' poor housing on the academic performance of their children

The third objective to be analyzed is to determine how the police poor housing affects academic performance of pupils. The analysis is summarized in Table 4.13, 4.14 and 4.15.

4.5.1 Police officers' satisfaction with their housing conditions

Sampled parents were asked to express their satisfaction with the kind of housing they lived in. Collected data was analyzed and presented in Table 4.13

Table 4.13 Police officers’ satisfaction with their housing conditions

| Rating of housing environment | Police officers | | Civil servants | | Non-civil servants | |
|-------------------------------|-----------------|------------|----------------|------------|--------------------|------------|
| | n | % | N | % | n | % |
| Very good | 0 | 0 | 6 | 14 | 1 | 25 |
| Good | 1 | 7 | 24 | 56 | 2 | 50 |
| Satisfactory | 6 | 40 | 13 | 30 | 1 | 25 |
| Bad | 5 | 33 | 0 | 0 | 0 | 0 |
| Very bad | 3 | 20 | 0 | 0 | 0 | 0 |
| Total | 15 | 100 | 43 | 100 | 4 | 100 |

The findings in Table 4.13, have pointed that none of the sampled police officers agreed that their housing environment was “very good.” However, only 7% expressed that their housing was “good,” 40% expressed “satisfaction,” while 33% and 20% respectively said the housing conditions was “bad” and “very bad.” On the other hand, 14% of the civil servants said their housing was “very good,” 56% said it was “good” and 30% said it was “satisfactory”. None of the civil servants indicated that their housing was “bad” or “too bad.” In addition, 25% of non-civil servant parents indicated that their housing was “very good,” 50% said it was “good” and 25% indicated that it was “satisfactory. With respect to opinions of civil servants and non-civil servants none indicated that they were either “bad” or “very bad” housing conditions. Most of the police officers said however that their housing was usually deplorable and they were never given the opportunity to live outside the designated government housing units unlike other civil servants who are given a choice to live where they preferred.

4.5.2 Pupils’ opinion on their preferred study environment

The pupil respondents were asked to identify where they preferred taking their studies from between school and home environment for studying. Their opinions are

presented the Table 4.14.

Table 4.14 Pupils’ opinion on their preferred study environment

| Preferred studying environment for exams | Police officers’ | | Civil servants’ | | Non-civil servants | |
|--|------------------|------------|-----------------|------------|--------------------|------------|
| | n | % | N | % | n | % |
| Home | 17 | 27 | 58 | 50 | 11 | 57 |
| School | 45 | 73 | 59 | 50 | 8 | 43 |
| Total | 62 | 100 | 117 | 100 | 19 | 100 |

The results in Table 4.14 have shown that 73% of pupils whose parents were police officers preferred studying at school as opposed to 27% who preferred the home environment. The pupils whose parents were civil servants equally preferred both home and school environments at an equal percentage of 50 respectively. The responses further reveal that 57% of pupils of non-civil servant’s parents preferred studying at home compared to 43% who preferred the school environment.

The data further indicate that children of police officers found the school environment more conducive for learning and exams preparations compared to the home environment. Among the reasons given were that the home environment was always busy with activities that were distracting. Other pupils cited limited study space due to congestion in their houses as the reason for not preferring the home environment for studying.

4.5.3 Parents’ opinion on the effect of police officers’ housing on the academic performance of their children

The study sought the parents’ opinions on the effect of police officers’ housing

on the academic performance of their children and the results are contained in Table 4.15.

Table 4.15 Parents’ opinion on the effect of police officers’ housing on the academic performance of their children

| How does police housing affect pupils academic performance | Police officers | | Civil servants | | Non-civil servants | |
|--|-----------------|------------|----------------|------------|--------------------|------------|
| | n | % | n | % | N | % |
| Positively | 0 | 0 | 2 | 7 | 0 | 0 |
| Negatively | 14 | 93 | 32 | 73 | 2 | 50 |
| Undecided | 1 | 7 | 9 | 20 | 2 | 50 |
| Total | 15 | 100 | 43 | 100 | 4 | 100 |

The data in Table 4.15 shows that 93% of police officers felt that police housing negatively affected the academic performance of their children while 7% were undecided. On the other hand, 73% of the sampled civil servants indicated that police housing negatively affected academic performance of children compared to 7% who said that it positively influenced academic performance while 20% were undecided. This shows that most of the respondents indicated that the police housing units were not conducive for learning.

These findings are in agreement with those of Danny (2010) who said that poor housing may lead to low educational attainment.

4.6 Influence of mentorship by parents on academic performance of the children

The fourth objective was to investigate how lack of mentorship from parents affects academic performance of their children. The results are contained in 4.16, 4.17 and 4.18.

4.6.1 Pupils' choice of mentor

The pupils were asked to identify their academic mentor. The findings are summarized in Table 4.16.

Table 4.16 Pupils' choice of mentor

| Pupils' choice of mentor | Police officer children | | Civil servant children | | Non civil servant children | |
|--------------------------|-------------------------|------------|------------------------|------------|----------------------------|------------|
| | n | % | n | % | n | % |
| Father | 4 | 6 | 48 | 41 | 7 | 36 |
| Mother | 20 | 32 | 28 | 24 | 6 | 32 |
| Teacher | 38 | 62 | 41 | 35 | 6 | 32 |
| Total | 62 | 100 | 117 | 100 | 19 | 100 |

The data in Table 4.16 has revealed that 62% of children whose parents were police officers selected teachers as their mentors compared to 32% and 6% who selected their mother and father as their mentors respectively. On the other hand, 41% of the children of the civil servants selected their fathers as their mentors while 24% and 35% selected mother and teacher as their mentors respectively. In comparison, 36% of non-civil servant children selected fathers as mentors against 32% who equally selected the teachers and mothers as their mentors. Unlike the children of civil servants and non-civil servant, the children of police officers were not comfortable with their parents especially fathers as their mentors, majority of whom preferred teachers as their mentors.

4.6.2 Parents' availability for their children on educational mentorship

The pupils were asked to indicate who among their two parents was most available for them at home and their responses shown in Table 4.17.

Table 4.17 Parents' availability for their children on academic mentorship

| Whom do you frequently stay at home with? | Police officers' | | Civil servants' | | Non-civil servant | |
|---|------------------|------------|-----------------|------------|-------------------|------------|
| | n | % | n | % | n | % |
| Father | 3 | 5 | 1 | 1 | 0 | 0 |
| Mother | 29 | 47 | 30 | 25 | 2 | 10 |
| Both parents | 30 | 48 | 84 | 72 | 17 | 90 |
| None of the parents | 0 | 0 | 2 | 2 | 0 | 0 |
| Total | 62 | 100 | 117 | 100 | 19 | 100 |

The findings in Table 4.17 show 48% of the police officers' children indicated that they frequently stayed at home with both parents, 47% stayed with their mothers and 5% stayed with their fathers. On the other hand, 72% of the civil servants' children stayed at home with both parents, 25%, 1% and 2% and stayed with their mother, father and no parent respectively. The data also showed that 90% of non-civil servant children indicated that they stayed with both parents while 10% said they stayed with their mother only. These findings imply that less than 50% of police officers' children didn't live with both parents and this was likely to greatly affect their mentorship on the pupil's academic performance.

4.6.3 Parents' involvement in children's homework

Sampled parents were asked whether they assisted their children do homework.

Data collected on the same was analysed and is presented in Table 4.18

Table 4.18 Parents involvement in children’s homework

| I assist my child do homework | Police officers | | Civil servants | | Non-civil servants | |
|-------------------------------|-----------------|------------|----------------|------------|--------------------|------------|
| | n | % | n | % | N | % |
| Agree | 4 | 27 | 41 | 95 | 4 | 100 |
| Undecided | 8 | 53 | 2 | 5 | 0 | 0 |
| Disagree | 3 | 20 | 0 | 0 | 0 | 0 |
| Total | 15 | 100 | 43 | 100 | 4 | 100 |

The results summarized in Table 4.18 indicate that only 27% of police officers confirmed that they assisted their children do homework as opposed to 20% who didn’t and 53% who were undecided. Some 95% of civil servants assisted their children do homework and only 5% were undecided. All of the non-civil servants parents assisted their children do homework and other assignments. This suggests that police officers are never available to mentor, assist and motivate their children in academic progression.

4.7 Pupils’ future educational and career aspirations by parents career

Finally objective number five sought to establish the educational aspiration of police officers’ children.

4.7.1 Highest Level of Education aspired for, by career of parents

The pupils were asked to indicate the highest level of education they wished to attain in future. Their responses are captured in Table 4.19.

Table 4.19 Pupils future aspirations in academic progression by parents career

| Which level of education do you wish to attain in future? | Police officers | | Civil servants | | Non-civil servants | |
|---|-----------------|------------|----------------|------------|--------------------|------------|
| | n | % | n | % | N | % |
| Standard 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| Form 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Diploma | 2 | 3 | 4 | 3 | 1 | 5 |
| Degree | 3 | 5 | 15 | 13 | 1 | 5 |
| Masters & Above | 57 | 92 | 98 | 84 | 17 | 90 |
| Total | 62 | 100 | 117 | 100 | 19 | 100 |

The findings in Table 4.19 have revealed that all pupils had great academic aspirations, irrespective of the career of their parents. Over 90% of all the children wished to attain a degree and above in life. These findings are in agreement with those of Kulkarni (2010) who found out that students are likely to have great academic aspirations irrespective of the conditions they are there in.

4.7.2 Future Career for pupils by parents career

The pupils were asked whether they would wish to be police officers in future. The results obtained for these questions are presented in Table 4.20.

Table 4.20: future choice of career for pupils by parents' career

| Would you like to be a police officer in future? | Police officers | | Civil servants | | Non-civil servants | |
|--|-----------------|------------|----------------|------------|--------------------|------------|
| | n | % | n | % | N | % |
| Yes | 13 | 21 | 15 | 13 | 3 | 16 |
| No | 49 | 79 | 102 | 87 | 16 | 84 |
| Total | 62 | 100 | 117 | 100 | 19 | 100 |

The data outlined in Table 4.20, has indicated that 79%, of police officers children, 87% and 84% of civil servant children and non-civil servant children respectively did not want to become police officers in future. This implies that most of these children including those of police officers didn't want to take the career of their parents and had great aspiration for other lucrative careers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter has presented a summary, the findings of the study as pertains to the goals and objectives. Further, it gives conclusions and recommendations for further research.

5.2 Summary of the study

The main aim of this study was to establish the influence of police officers' career on academic performance of their children in primary school. The study was guided by five objectives namely: to find out how the nature of police officers' duties affects the academic performance of their children; to establish how police officers' transfers affected the academic performance of their children; to evaluate how the police officers' poor housings affected academic performance of pupils; to establish how lack of mentorship affected academic performance of police officers' children and finally to establish the educational aspirations of police officers children.

To answer the research questions, the study undertook a review of related literature to establish what other scholars had written about the similar themed research studies. The review of literature was also done to establish gaps in knowledge in this area.

To establish whether the academic performance of children of police officers was affected by their parents' career, a case study was undertaken. One school, that is, Utawala Academy was sampled and data collected from classes seven (7) and eight (8) pupils. Data from the students were collected using questionnaires. Data were also

sought from teachers who taught in the sampled classes and collected using a questionnaire designed for the teachers.

More data were also collected from parents to establish the challenges they faced and the extent to which the challenges were attributed to their jobs. Finally, the study sought to collect data from the head-teacher of the sampled school. This data was collected using an interview guide. The collected data was then analyzed using scientific methods and presented mainly in frequency tables. Interpretations of the findings were presented in chapter four of this research project.

5.3 Conclusions of the study

The data collected from both primary and secondary sources has established that police officers and their children faced special challenges due to the nature of police work. It was established from police officers that they worked for long hours and that the job was quite tasking. This was found to have a negative influence on their children's academic performance in that most of them were hardly with their children to offer them support, for example, in helping them to do their homework. It was also indicated that police officers were not able to adequately provide for their children's requirements that were necessary for their learning. For example, 89% the police officers' children were day scholars even though the school had a boarding unit due to cost implications.

The other factor that came out as a major challenge and one that seemed to negatively affect police officers' children was frequent transfers. All the police officers interviewed confirmed to have been transferred at least once. This was seen to negatively affect the learning of their children since after such transfers; children were seen to take long to adjust in the new schools thus influencing the academic

performance of such children negatively. In the case where parents did not transfer their children with them, the children were subjected to single parenting and this again impacted negatively on their academic performance.

Poor housing was also found to have a negative impact on academic performance of learners whose parents were police officers. All police officers interviewed were housed by the government under poor conditions. Pupils whose parents lived in police camps expressed their displeasure with the kind of home environments they experienced. Thus 73% of police officer children opted to study in school after the end of the school day. It appeared that the home environment was not conducive for learning. This is attributed to limited space for study at home.

Finally, the study established that children born of police officers lacked proper mentorship from their parents. Only 21% of the children sampled for the study wished to take after the careers of their police parents. They also felt that their parents were hardly available for them and as such they lacked mentorship. It was also confirmed that lack of proper mentorship for such children affected their discipline at school. Over 50% of these children had discipline cases. All these factors put together affected their academic performance. It was also established that all these children had great aspirations for academic progression in order to have a better future career.

5.4 Recommendations

To address challenges faced by police officers and to consequently give their children equal opportunities to perform better academically, the government needs to re-evaluate the nature of job that police officers do. This study recommends that the government should recruit more police officers to reduce the excess work for the officers so that police officers can have enough time with their families. The government should also consider addressing the issue of police officers' transfers. The study suggests that as long as a police officer had a child or children in school, then their transfer should be within the same locality to avoid keeping on transferring their children to different schools all the time. Alternatively, the government should offer low cost boarding schools in every county and encourage police officers to take admit their children in them in order to avoid frequent transfers for the children whenever the officers were moved to new workstations. There should also be a policy whereby transfers are given at the end of the year in order to allow the police officers adequate time to plan for and change school for their children. The government should consider building more decent housing units for police officers so as to check on the poor housing conditions the officers are subjected to.

Finally, police officers should make efforts to create time to be with their families and also encourage their children to study hard in school. This way, police officers' children will be in a better position to compete with other children in school whose parents are not police officers.

5.5 Recommendations for further research

The study recommends that:

- i. Additional research should be undertaken to determine the effects of police work on academic performance of their children at the secondary school level of education.
- ii. A specific study be carried out so as to bring to light the effects of police work on marriages and causes of many police marriage breakups and their influence on academic performance of their children.

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APPENDICES

Appendix I: Head teacher's interview schedule

I am a Master of Education student at the University of Nairobi. The purpose of this questionnaire is to collect data to be used to examine the influence of Police career on the academic achievements of their pupils. The information required by this questionnaire shall only be used for academic research purposes. Your response is voluntary and shall strictly remain confidential. You are therefore required to be as truthful and objective as possible in your responses. Attempt all the questions by filling in blank spaces or by use of a tick (✓) in the boxes and parentheses. Please do not write your name anywhere in this questionnaire.

SCHOOL.....

1. Gender Male [] Female []

2. Age 30-39 [] 40-49 [] above 50 []

3. What is your highest professional qualification?

P1 Cert [] Dip ED [] PGDE [] BED [] M.Ed./MA/MSc []

4. Marital status: Single () Married () Separated () Divorced ()

Widowed ()

5. How long have you been a principal in this school?

.....

6. Which is your teaching subject?

.....

7. Do you have children whose parents are police officers in the school?

Yes [] No []

If yes, state the percentage of those children in relation to the entire school population?

.....

8. (a) Majority of the police children are? Boarders [] Day scholars [] (b) Give reasons for (a) above.....

9. Rate the performance of police children compared to children of civilians.

Excellence [] Very good [] Good [] Average []
Below average []

10. (a) Do police officers duties hinder academic performance of their children in school? Yes [] No []

(b) Which factors in your opinion hinder high academic achievements of police officers' children in your school?

.....
.....

11. What suggestions would you make in order to improve teaching/learning of police children?

.....
.....

Thank you for cooperation

Appendix II: Pupil questionnaire

The purpose of this questionnaire is to collect data to be used to examine the influence of Police career on the academic achievements of their pupils. The information required by this questionnaire shall only be used for academic research purposes. Your response is voluntary and shall strictly remain confidential. You are therefore required to be as truthful and objective as possible in your responses. Attempt all the questions by filling in blank spaces or by use of a tick (✓) in the boxes and parentheses. Please do not write your name anywhere in this questionnaire.

1. Indicate whether you are a boarder or day scholar. Tick (✓)

Boarder [] Day scholar []

2. Indicate your class. Std 7 [] Std 8 []

3. Gender: Boy [] Girl []

4. Age in years: (a) Below 12 years [] (b) 12 years [] (c) 13 years [] (d) 14 years [] (e) 15 years [] (f) above 15 years []

5. (a) Whom do you stay most with at home frequently? Tick appropriately [✓]

(a) Father [] (b) Mother [] (c) Both Parents [] (d) None of the parents []

(b) If you don't live with your father most of the time, give reasons?

(i).....

(ii).....

(c) If you do not live with your mother at home most of the time, give reasons?

(i)

(ii)

6. (a) What is the career of your parents? Write down in the spaces provided below.

| | Parents Career |
|--------|----------------|
| Father | |
| Mother | |

(b) (i) Do you love your father's job? Yes [] No []

(ii) Do you love your mother's job? Yes [] No []

(c) Would you like to be a police officer when you grow up? a. Yes [] b. No []

7. a) Where do you prefer studying for your exams? Home [] School []

b) Give reasons?

8. (a) Do you have a mentor? Yes [] No []

(b) Tick who is your mentor? (a) Father [] (b) Mother [] (c) Teacher []

9. Tick the highest level of education you would like you to achieve in future?

(a) Std 8 [] (b) Form 4 [] (c) Diploma level [] (d) Degree level []

(f) Masters level & above []

10. Read the following statements and kindly give your honest opinion by placing a tick in the appropriate box.

| Statement | Strongly Agree | Agree | Strongly disagree |
|--|----------------|-------|-------------------|
| a) I am motivated to improve my grades in school | | | |
| b) My mother encourages me in my studies | | | |
| c) My father encourages me in my studies | | | |

11). Read the following statements relating to your parents and give your honest opinion by placing a tick in the appropriate box.

| Statement | I Agree | Undecided | I Disagree |
|----------------------------------|---------|-----------|------------|
| a) My father always comes during | | | |
| b) My mother always comes | | | |
| c) My father takes me to school | | | |
| d) My mother takes me to school | | | |
| e) My mother supervises me | | | |
| f) My father supervises me doing | | | |

12. Write down the factors that negatively affect your performance in school

- i)
- ii)
- iii)
- iv)

Thank you for your cooperation

Appendix III: Teacher questionnaire

The purpose of this questionnaire is used to collect data used to examine the influence of Police career on the academic achievements of their children. The information required by this questionnaire shall only be used for academic research purposes only. Your response is voluntary and shall strictly remain confidential. You are therefore required to be as truthful and objective as possible in your responses. Attempt all the questions by filling in blank spaces or by use of a tick (✓) in the boxes and parentheses. Please do not write your name anywhere in this questionnaire.

Tick [✓] where appropriate

1. Gender Male [] Female []

2. Age 20-29 [] 30-39 [] 40-49 [] above 50 []

3. Tick the class you teach. Std 7[] Std 8[]

4. What is your highest professional qualification?
P1 Cert [] Dip Ed [] PGDE [] BED [] MED/MSC/MA []

5. How long have you been in the teaching profession?
1-5 years [] 6-10 [] 11-20 [] Above 20 []

6. Tick the subject you teach?
(a) Maths [] (b) Kiswahili [] (c) English [] (d) Social studies [] (e) C.R.E []

7. How many pupils do you have in your class?

8. Do you have police officers' children in your class?
Yes [] No [] If yes, how many.....

9. Tick appropriately as you give your opinions on the statements given below.

| Statement | Strongly Agree | Agree | Strongly Disagree |
|---|----------------|-------|-------------------|
| Police children are capable of doing well in class | | | |
| Civilian children are capable of doing well in class | | | |
| I spare sometime to help the slow learners | | | |
| Police officers children have great challenges than other children in class | | | |
| Civil service children have great challenges than police children in class | | | |

10. How do you rate the performance of police children compared to that of civilians?

Excellence [] Very good [] Good [] Average [] Below average []

11. a) Does your school experience any discipline problems? Yes [] No []

b) If yes to question 11 (a), write them down

.....

12. a) In your opinion are children of police officers compared to children of civilian people more likely to perform well in academics.

Strongly agree [] Agree [] strongly disagree []

b) What factors in your opinion hinder good performance for children of police officers?

.....

.....

13 a) Suggest ways of improving the academic performance of children whose parents
are police officers

.....

b) Suggest ways of improving the academic performance of children whose parents
are civilians

.....

Thank you for your cooperation.

Appendix IV: Parent questionnaire

The purpose of this questionnaire is used to collect data used to examine the influence of Police career on the academic achievements of their children. The information required by this questionnaire shall only be used for academic research purposes only. Your response is voluntary and shall strictly remain confidential. You are therefore required to be as truthful and objective as possible in your responses. Attempt all the questions by filling in blank spaces or by use of a tick (✓) in the boxes and parentheses. Please do not write your name anywhere in this questionnaire.

Tick [✓] where appropriate

1. Gender Male [] Female []

2. Age: Below 30 [] 30-39 [] 40-49 [] above 50 []

3. Your child is in class? Std 7 [] Std 8 []

4. What is the gender of your child? Male [] Female []

5. (i) Which is your career? Police [] Civil service [] Non-civil Servant []
(ii) If you are a police officer, was this your first career choice? Yes [] No []

6. How long have you been in your profession?
1-5 years [] 6-10 [] 11-20 [] Above 20 []

7. Do you enjoy your job? Yes [] No []

8. Indicate level of education for your father and mother. Tick appropriately [\surd]

| Level of education | Parents |
|------------------------------|---------|
| No formal education | |
| Primary level of education | |
| Secondary level of education | |
| Diploma | |
| Degree | |
| Masters | |
| PhD | |

9. Which challenges do you face in your career as a police officer?

.....

10. (a) Do these challenges affect your child's education? Yes [] No []

(b) If yes, how?

.....

(c) Have you been transferred before? Yes [] No []

(d) If yes in (c) above, did the transfer affect the academic performance of your children?

Yes [] No []

11. How does your child perform in school?

Poor [] Average [] Good [] Excellent []

12. a) How do you rate your housing environment? Tick one only.

Very Bad [] Bad [] Satisfactory [] Good [] V. Good []

b) Who provides your housing?

13. In your opinion, how do the following factors affect the academic performance of police officers children?

(a) Nature of police duties.

Positively [] Negatively [] Undecided []

(b) Police transfers.

Positively [] Negatively [] Undecided []

(c) Police officers' housing units.

Positively [] Negatively [] Undecided []

14. Tick appropriately as you give your opinions on the statements given below.

| Statement | Agree | Undecided | Disagree |
|---|--------------|------------------|-----------------|
| I spend a lot time with my children | | | |
| I assist my child do homework | | | |
| I buy my child all the requirements in school | | | |
| I attend parents and visiting days in school | | | |

Thank you for your cooperation

Appendix V: Research authorization certificate



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref. No.

Date:

30th June, 2015

NACOSTI/P/15/4303/6586

John Njeru M. Maringa
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of police career on academic performance of their children in primary school: Utawala Academy Nairobi County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **6th November, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi 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. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.



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