Influence Of Parental Provision Of Academic Tools On Pupils' Academic Achievement In Public Primary Schools In Gucha Sub-County, Kenya

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ABSTRACT

Education is a key factor to the development of any nation in the world. It has been the intension of the government that all KCPE candidates join secondary schools. Since 2003, the government has been providing funds to all public primary schools to promote access and education standards in all parts of the country. However, quite a number of public primary schools have been performing poorly in KCPE. In Gucha Sub-County, the average KCPE performance in 2016 was 246.4 marks. The purpose of this study was to assess the influence of home-school collaboration on pupils' academic achievement in public primary schools in Gucha Sub-County, Kenya. The study was guided by the goal setting theory and the General system Theory. The study utilised mixed methods approach and concurrent triangulation design. The target population of study was 5213 respondents consisting of 828 teachers, 77 head teachers , 4231pupils and 77 Chairpersons' of the School Management Committee. The sample size was 361 respondents. The sample comprised of 57 teachers, 6 head teachers, 292pupils and 6 Chairpersons' of the School Management Committee using Morgan and Krejcie's (1970) table to determine the sample size.. The study used questionnaire as research instruments. The instruments were piloted in 10 randomly selected secondary schools in the neighbouring Kitutu Chache Sub-County. The instruments validation exercise was done by the supervisors. A test- retest reliability technique was used to determine the reliability of the instruments where a coefficient of 0.76 was established. Descriptive statistics and Inferential statistics were used to analyse data. Data was then presented through tables while bivariate analysis using Pearson Product Moment Correlation Coefficient to test if there was any relationship between teacher dynamics and student academic performance respectively. The study established that academic tools, parent-teacher communication frequency, parent involvement in school activities and parent monitoring positively and significantly influence pupils' academic performance. The study recommends that Parents should provide academic tools to their children for them to perform well in their academics, to enhance academic performance of the pupils, parents and teachers should regularly communicate on issues of academics and how they can improve on the performance of the learners, Parents should actively be involved in school activities like discipline and school programmes as they enhance the performance of their children in academics and Parents should constantly monitor their children activities related to education as monitoring is the highest contributor to their children performance in academics.

Keywords: academic achievement, parental involvement, school functions

Background to the Study

Education is a key factor to the development of any nation in the world. It is a continuous, lifelong process, which starts as soon as one is born. It is therefore necessary that international standards and measures be followed with the intention to protect and promote the well-being of children in society. The foregoing concern was the basis for the initiative of the Convention on the Rights of the Child, drafted by the United Nations Commission on Human Rights (UNCHR) and adopted by the General Assembly of the UN in 1989 (United Nations Children's Fund (UNICEF, 1998). The Kenyan Government has further demonstrated its commitments to the well being of young children by signing various global policy frameworks.

It is in this connection that organisations such as the 1989 United Nations Convention on the Rights of the Child (UNCRC), the 1990 Jomtien world conference on EFA, the 2000 World Education Forum (Dakar, Senegal) and the 2000 Millennium Development Goals (MDGs) (Republic of Kenya, 2006). The above declarations are due to the recognition that of the importance of primary education as the most important lever for accelerating the attainment of Education for all (EFA) and the Millennium Development Goals (MDGs) (Republic of Kenya, 2006). The primary education programs that provide children with high quality education may be able to prepare children for entry into secondary school programs. These programs also foster language and cognitive development, promote social development and well being of the child (Hertzman & Wiens, 1996; Doherty, 2001).

High quality early childhood education programs have the potential to prepare children for the difficult transition to secondary school. Primary school education could also promote continuity of learning under a cohesive educational plan. This shows that primary school education plays a critical role in laying a foundation for future learning. The most important influence on primary school education originates from within the family environment, and the quality of education offered at school (UNESCO, 2005). Family-school collaboration or linkages are increasingly and widely viewed as an essential component of strategies to improve learners' educational outcomes. The premise that strong family school linkages improve children's educational outcomes has acquired almost axiomatic status. Research studies abound documenting the association between parents' involvement in their children's schooling and a host of benefits accruing not only to students themselves, but to their schools and parents as well. The effectiveness of education has traditionally been measured by children's academic achievement.

Home-school collaboration may refer to the interest a parent shows in their children's schooling by encouraging them to do well in school, helping them with the school work, appreciating when a child does well in school, talking with the teachers about the child's progress among others (Heckman, 2006). Involvement may vary from one family to another and can take different forms from communicating with teachers about children's progress and helping children with homework, to participating in the school policy making (Epsein, 2002). By getting involved, parents can reduce children's risk of failure and dropping out of school.

Hohn (2005) affirms that children's learning is enhanced or deterred by a number of parental factors. These parental factors here would comprise home situation for example, where there is excessive noise or not, lack or presence of play materials or an unpredictable daily routine, parental interaction with children, aloofness, low expectancy of success, authoritarian or permissive parents. It could also include family structure such as the absent father, later born siblings, low social-economic status and uneducated or highly educated parents. These factors may result to stress that will impede academic achievement of the children however home-school collaboration improves students' morale, attitudes and academic achievement across all subject areas. Parents ought to play a part in the education of their children. Parents are the most important players in the education sector since they provide schools with children. Parents should therefore be involved in what goes on in the schools. They do this in various ways such as provision of school needs for children, creating conducive environment at home for children do their homework, visiting schools whenever called upon. Failure by the parents to do can have an impact on how their children perform in schools (Okech, 2010).

The Kenyan education system has been faced by manifold challenges such as poor performance of students, hence the dearth for extra tuition. This has been partly blamed on the entry behaviour of the pupils. Failure in education in one level has a relationship with how the pupils have been prepared in the previous level (MoE, 2009). For example, failure in secondary school has been blamed on the way the pupils have been prepared in the primary schools. Evidence on how primary school education affects secondary school readiness and subsequent educational performance is limited.

Statement of the Problem

Children who attend primary school are not only more successful throughout their school careers but they also graduate and go on to college more often, commit fewer crimes, and earn higher wages once they enter the workforce (Sylva, 2005). This makes performance at the primary schools very crucial for it forms a base for other learning. Primary schooling is associated with a number of positive outcomes. Some of the outcomes are the participation of these children in the primary schools. Poor performances at primary school affect pupils' education when they join the secondary schools. It is also argued that certain forms of home-school collaboration can have positive impact on a child's learning. Despite the many reasons for pupils' academic achievement, studies on how home school collaboration influence pupils' academic achievement has not been conducted in Gucha Sub-County, Kenya.

Literature Review

In a study undertaken to determine the influence of parental involvement on the educational outcomes of primary school children revealed that parental involvement in children's education had a positive effect on the children's performance. The results indicate that the influence of parental involvement overall is significant for primary school children. Parental involvement as a whole affected all the academic variables understudy by about. Although the influence of parental involvement generally holds across academic variables, it appeared to produce statistically significant effects slightly more often for grades and other measures than for standardized tests. For the overall population of students, the academic advantage for those whose parents were highly involved in their education averaged in the general range of about 1/2 of a standard deviation for overall educational outcomes, grades and academic

achievement when no sophisticated controls were used. What this means is that the academic achievement score distribution for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved (Oketch, 2010).

One of the most vital aspects of this study was its examination of specific components of parental involvement to see which aspects influenced student achievement. One of the patterns that emerged from the findings was that subtle aspects of parental involvement such as parental style and expectations had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules and parental attendance and participation at school functions (Munguti, 2003). According to (Munguti, 2003) parent- school involvement in children's education is associated with positive educational outcomes. This association has prompted efforts to increase such involvement through formal programs. However, among the few programs that have been rigorously evaluated, most do not appear to improve child outcomes.

Wachira (2003) further found that parents who did not come to schools when invited by the school administration had their children performing poorly than the parent who came for school clinic days. This study was conducted in a purely rural set up. Using data from a study of 1993 Los Angeles area 2nd and 5th grade children and their mothers, the authors attempted to confirm the relationship between parent involvement and child outcomes and understand what underlies it. The findings indicate that parent- school involvement contributes to positive child outcomes. However, such involvement appears to be a manifestation of parental enthusiasm and positive parenting style. Parent-involvement programs might be more effective if they focused on such underlying constructs (Goldring, and Shapira, 2003). Parent involvement in American schools has fluctuated over the past 2 centuries. After American parents relinquished responsibility for their children's education to profession teachers in the 19th century, parent involvement became increasingly suspect.

Chen, Lee and Stevenson (1996) compared students' achievements and their parents' involvement in China and the USA and found that Chinese parents had higher expectations of their children's performance and spent more time helping their children with school homework than parents in the USA. Mau (2007), investigated differences in parental influence on the academic achievement of Asian immigrants, Asian Americans and White Americans by using a large representative sample of 10th grade student data in the USA. The findings showed that both Asian immigrant and Asian American parents had higher educational expectations than did White American parents. White American students however, reported more parental involvement in school activities, such as helping with homework and attending school events, than did Asian immigrant and Asian American students. A study conducted by Ssegawa (2003), among over 500 sixth grade students in Uganda suggested that a larger percentage of parents reported that they checked their children's homework regularly which had a positive impact on their children academic achievement. In contrast, a larger percentage of parents in Ghana (Obi, 2004) reported that they often provided their children with reference books and access to libraries which improved their academic achievement.

Bake and Scher (2002) argued that it is the duty of parents to have critical role towards their children's academic performance. Grolnick and Slomaezek (1994) expected that parent involvement had a large role on children's academic performance. Mwoma (2008) proposed that it is the role of the parent to ensure there is parent - child interaction. Parents should organize occurrence of cognitive tasks for children for example making a puzzle and monitoring level of difficulty that hinders academic performance. Academic socialization is influenced by the development of parents' attitude and beliefs that are helpful dealing with instruction in school. Parent's attitudes, expectancies and academic performance have causal influence on children development of attitude and behaviours (Ames and Archer 1987). It is the role of parents to appraise children perception and hence influence their academic performance. Fan and Chen (2001) state that parents have to develop a positive sense of efficiency for helping their children succeed in academic performance. It is the parent role to influence children's developmental and educational outcomes through modeling, reinforcement and instruction. Parental role of involvement influence children's academic performance Epstein (2001).

Hoover - Deupsey (1992) argues that parental sense of efficacy is important as a parent believes that he or she has the necessary skill or knowledge for assisting his child with 10 school related matters. Bandura (1989) children are able to perceive self efficacy through parental role as their mental ability will be stable which influences performance. Bandura 1986 suggests that self-efficacy are drawn from direct experience, vicarious experiences, verbal persuasion and emotional arousal which contribute to the child's development of a sense of efficacy for doing well in school and hence influence academic performance. Lockheed (1991) identified the impact of parent role of involvement on children's academic performance as parents who assisted their children on their assignment posted an encouragement in their children and hence improvement in academic performance. It is the role of parents to developed parental role conceptions that include active involvement or positive sense of efficacy for helping children in their academic performance. It is the parents' role to construct a sense of efficacy for helping children succeed in school. This can be done through offering opportunities for involvement by selecting school related activities and helping children with homework.

Research Methodology

The sample was proportionately distributed to the various categories of the respondents. This gave sample sizes of 6 Head teachers, 57 teachers, 6 BoM Chairpersons and 292 pupils. Simple random sampling techniques were then used to select specific participants. The sample size and sampling procedures are as summarized in Table 2.

Table 1: Sample Size and Sampling Procedures

Category	Target population (F)	Sample	Percentage (%)	Sampling technique
BOM Chairpersons	77	6	1.67	Simple random
Head Teachers	77	6	1.67	Simple random
Teachers	828	57	15.57	Simple random
Pupils	4231	292	80.8	Simple random
Total	5213	361	100.00	

Findings

Questionnaire response rate

Table 2: Questionnaire response rate

Category	Target population (F)	Sample	Returned rate	% return rate
BOM Chairpersons	77	6	6	100
Head Teachers	77	6	6	100
Teachers	828	57	52	91
Pupils	4231	292	271	93
Total	**5213**	**361**	**335**	**93%**

Source: 2019 research data

The results in table 2 above show that the return rate for BOM chairperson was 6(100%), head teachers 6(100%), teachers 52(91%), and pupils 271(93%). in general, the questionnaire return rate was 335(93%). this how that the respondent were positive about participation in the study.

Background information of respondents

The respondents were asked to indicate their gender and the results are shown in the table 3 below;

Table 3: Gender of the respondent

Gender	**BOM Chairpersons**		**Head Teachers**		**Teachers**		**Pupils**		**Total**
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	
Male	4	67	4	67	32	62	141	52	180(66%)
Female	2	33	2	33	20	38	130	48	97(34%)

Source: 2019 research data.

The results in table 3 above show that 4(67%) of the BOM chairperson were male while 2(33%) were female, 4(67%) of the head teachers were male while 2(33%) were female, 32(62%) of the teachers were male and 20(38%) were female and lastly but not least,

41(52%) of the pupils were male while 130(48%) were female. In general, 180(66%) of the respondents were male while 97(34%) were female. The results from every category of the respondents met the gender threshold of 30%.

The respondents were asked to indicate the range of their ages and the results are shown in table 4 below;

Table 4: Age of the respondent

Age (years)	Frequency	Percent
Below 30	271	81
31-35	6	2
36-40	6	2
41-45	40	11
Above 46	12	4
Total	**335**	**100**

Source: 2019 research data

The results in the table 4 above show that 271(81%) of the respondents (mainly pupils) had their age below 30 years, 6(2%) with 3-35 years, 6(2%) between 36-40 years, 40(11%) between 41-45 years and 12(4%) above 46 years.

The respondents were asked to indicate their highest educational level and the results are shown in the table 5 below;

Table 5: Level of education of the respondent

Level of education	Frequency	Percent
Certificate	12	20
Diploma	27	44
Degree	13	21
Masters	9	15
Total	**61**	**100**

Source: 2019 research data

The results in table 5 above show that 12(20%) of the respondents had certificate academic qualification, 27(44%) had diploma, 13(21%) had degree and 9(15%) had master's degree. These respondents included BOM, head teachers and teachers only.

The respondents were asked to indicate how long they have worked in the institution. Their responses are shown in table 6 below;

Table 6: Working experience

Working experience	Frequency	Percent
Less than 3 years	12	20
4-6 years	27	44
7-9 years	13	21
Over 10 years	9	15
Total	**61**	**100**

Source: 2019 research data

The results in table 6 above show that 12(20%) of the respondents had Less than 3 years of working experience, 27(44%) had 4-6 years, 13(21%) had 7-9 years and 9(15%) had Over 10 years of working experience. These respondents included BOM, head teachers and teachers only.

Research Findings

Data on parental provisions of academic tools is presented in table 7.

Table 7: parental provision of academic tools

	Frequency	Percent	Mean	Std. dev
Parents provide revision books to the pupils	258	77	4.132	1.287
Parents provide text books	221	66	4.023	1.023
Parent Provide exercise books	271	81	4.242	0.934
Parents Provide pens	261	78	4.233	1.356
Parents Provide uniforms	248	74	4.231	1.083

Source: 2019 research data

Key: 5- Strongly agree (SA), 4- Agree (A), 3-Undecided (UD), 2-Disagree (D), 1-Strongly Disagree (SD)

The results in table 7 show that 258(77%) of the respondents agree (mean 4.132) that parents provide revision books to the pupils, 221(66%) agree (mean 4.023) that Parents provide text books, 271 (81%) agree (Mean 4.242) that parent provide exercise books 261 (78%) agree (mean 4.233) that

Parents Provide pens and 248 (74%) agree (mean 4.231) that Parents Provide uniforms.

Table 8: Correlations between academic tools variables and pupil's academic achievement

Academic tools		Pupils' academic achievement End of term mean grade
Stationeries	Pearson Correlation	.598**
	Sig. (2-tailed)	.000
	N	335
Text books	Pearson Correlation	.541**
	Sig. (2-tailed)	.045
	N	335

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The results of analysis in table 8 above show that Stationeries and Text books positively and significantly influence pupils' academic achievement in terms of end of term mean grade at r=.598**, p<.01 and r=.541**,p<.05 significant level respectively.

To establish the total contribution of academic tools, these variables were merged using SPSS transformation technique and correlated to end of term mean grade as shown in the table 9 below;

Table 9: Correlations between academic tools and pupil's academic achievement

		Pupils' academic achievement
Academic tools	Pearson Correlation	.591**
	Sig. (2-tailed)	.001
	N	335

**. Correlation is significant at the 0.01 level (2-tailed).

The analysis results in table 9 above show that academic tools positively and significantly influence pupils academic performance at r=.591**,p<.01. Calculating the coefficient of determinant r^2=R, academic tools contribute 35% variability to pupils' academic achievement when other factors are held constant.

The study showed that of the respondents agreed that parents provide revision books to the pupils, Parents provide text books, parent provide exercise books, Parents Provide pens and Parents Provide uniforms to their children to facilitate learning.

The inferential analysis results revealed that academic tools positively and significantly influence pupils academic performance contribute 35% variability to pupils' academic achievement when other factors are held constant.

Parents need to have a positive attitude towards education which will in turn encourage a child to learn. Parents have authority over children absenteeism, variety of reading materials at home and excessive television watching. Availability of reading materials promote learning. Some working parents lack enough time for their children leading to their low academic achievement (Caroline & Clauss, 2006). According to Kibera and Kimokoti (2007), responsible parents take their children to school at the right age and such parents are educated. The study showed that children of educated parents have advantage over those of illiterate parents. This is common in most African countries.

Cognitive/intellectual involvement refers to behaviors that promote children's skill development and knowledge, such as reading books and going to museums.

Conclusion

The inferential analysis results revealed that academic tools positively and significantly influence pupils academic performance contribute 35% variability to pupils' academic achievement when other factors are held constant. The inferential analysis results revealed that parent-teacher communication frequency positively and significantly influence pupils' academic performance contributing 13% variability to pupils' academic achievement when other factors are held constant. The inferential analysis results revealed that parent involvement in school activities positively and significantly influence pupils academic performance contribute 31% variability to pupils' academic achievement when other factors are held constant.

Recommendations

- Parents should provide academic tools to their children for them to perform well in their academics.
- To enhance academic performance of the pupils, parents and teachers should regularly communicate on issues of academics and how they can improve on the performance of the learners.
- Parents should actively be involved in school activities like discipline and school programmes as they enhance the performance of their children in academics.
- Parents should constantly monitor their children activities related to education as monitoring is the highest contributor to their children performance in academics.

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