

ABSTRACT

Studies have revealed that parents world over influence discipline, talent development and academic achievement of their children through guidance and counseling, payment of required levies, acting as role models and sponsorship. From the year 2011-2013 in Kisumu East and Central (KEC) Sub-Counties, the girl child's level of discipline, talent development and academic achievement was low compared to their counter parts in the neighboring sub-counties namely Kisumu West, Muhoroni, Nyando, Nyakach and Seme. KEC registered 15.9% and 18.4% cases of indiscipline respectively, higher than the neighbouring sub-counties namely; Kisumu West, Muhoroni, Nyando, Nyakach and Seme which registered 13.9%, 12.0%, 14.3%, 14.1% and 11.4% respectively for the same period. In drama, music, sports and athletics, Kisumu East and Central sub-counties received 9.3% and 12.3% lower than the neighbouring sub counties of Kisumu West, Muhoroni, Nyando, Nyakach and Seme which received 18.5%, 17.3%, 14.8%, 14.8% and 13% respectively for the same period. In Kenya Certificate of Secondary education examinations, performance of girls in the sub counties was as follows; Kisumu East 8.7%, Kisumu Central 20.1%, C+ and above scores for university entry while Kisumu West, Muhoroni, Nyando, Nyakach and Seme recorded 13.1%, 16.2%, 10.1%, 24.2% and 7.6% respectively over the same period. The purpose of this study, therefore, was to establish the contribution of parents to girl child discipline, talent development and academic achievement in public secondary schools in KEC sub-counties. Objectives of the study were to; establish contribution of parents to physical discipline, determine parents' contribution to academic discipline, establish contribution of parents to talent development and determine contribution of parents to academic achievement of the girl child in KEC Sub-Counties. A conceptual framework showing parents' contribution to girl child discipline, talent development and academic achievement was adopted for this study. Descriptive survey research design was adopted. Study population consisted of 197 parents, 197 girls, 24 deputy head teachers and 121 class teachers from 26 public schools. Fisher's formula was used to determine sample sizes of 197 form 4 girls and their parents (197) and 121 class teachers who were sampled using simple random sampling technique. Saturated sampling technique was used to select 24 deputy head teachers. Questionnaires, interview schedules, observation guide and document analysis guide were used to collect data. Face and content validity was established by experts in educational administration. Reliability of the instruments was ascertained by a pilot study using test re-test method involving 37(10%) respondents. Pearson's r co-efficient for class teacher questionnaire was 0.78 and girl child was 0.8 at a set P-value of 0.05. Quantitative data were analyzed using frequency counts, percentages and means. Qualitative data were transcribed and analyzed in emergent themes and sub themes. The study established that the contribution of parents to girl child physical discipline, academic discipline, talent development and academic achievement was perceived to be moderate with mean ratings of 2.60, 3.38, 3.14 and 3.28 respectively. The contribution of parents were as such partial fulfillment of the girl child requirements and were in form of money, materials and guidance and counseling among others. The other contribution was by the government and other stakeholders. The study concluded that parents' contributions were perceived to be moderate to physical discipline, academic discipline, talent development and academic achievement of the girl child. The study recommended that: parents be encouraged to contribute more to their girl child by creating adequate time to advise them to listen to their teachers; parents be enlightened on the significance of their contribution and positive attitude towards co-curricular activities; parents be encouraged to fully support the learning process of the girl child. Findings of the study are important to education stakeholders in informing them on the way forward on parents' contribution to the girl child.