

**CONTRIBUTION OF PARENTS TO GIRL-CHILD DISCIPLINE, TALENT
DEVELOPMENT AND ACADEMIC ACHIEVEMENT AS PERCEIVED BY
STAKEHOLDERS IN PUBLIC SECONDARY SCHOOLS IN KISUMU
EAST AND CENTRAL SUB-COUNTIES, KENYA**

**BY
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DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented to any other university for the award of a degree.

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DEDICATION

This thesis is dedicated to my dear husband Peter Odhiambo Odak and my lovely children Fidel Hosea Odak, Fiona Lorna Atieno, Felicity Brenda Achieng, Faith Rachel Akinyi whom I salute for enduring long periods of my divided attention and occasional absence from home in pursuit of studies. It is also dedicated to my beloved father Raphael Oguta whose moral support during my study enabled it to be a reality.

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.

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ABBREVIATIONS AND ACRONYMS

AGM	Annual General Meetings
API	African Press International
GC	Guidance and Counseling
HRW	Human Rights Watch
KCEO	Kisumu County Education Office
KCSE	Kenya Certificate Secondary Education
KEC	Kisumu East and Central Sub-Counties
KNEC	Kenya National Examination Council
MOE	Ministry of Education
UNICEF	United Nations International Children Education Fund
USA	United States of America

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Parents play important roles in overall development of a child through provision of financial support, daily basic needs to the child including food, security, and clothing to enable children to attend school. In Fiji Island, South West of Pacific Ocean, Chand (2012), in a study regarding the role of parents in maintaining discipline, observed that parents provide an enabling environment for the child to study and do homework, and also motivate children to attend school. According to Eweniyi (2002) in a study conducted in Nigeria, parents also provide psychosocial, moral and spiritual foundations for overall development of a child. This study, therefore, tried to fill the gaps on contribution parents make to discipline, talent development and academic achievement of girls attending public secondary schools in Kisumu East and Central sub-counties.

Girls attending secondary schools have indiscipline problems: physical abuses to their fellow students, disruption of learning programs/sessions, rudeness to their seniors and teachers, and often engaging in riots that destroy property (Kisumu County Education Offices, 2013). These indiscipline behaviors have been linked to modes of parental care. For instance, in USA, Hyman (1996) pointed out that children physically punished at home feel victimized and dejected; they develop poor peer relationships, have increased antisocial behavior and intense dislike of authority; have difficulty concentrating on instructional work, tending to avoid school or drop-out of school altogether. Further, in USA, Cohen (1996) observed that older children physically punished resort to physical aggression, substance abuse, crime and violence. In addition, a post on African Press International (API) of 3rd April 2008

(<http://africanpress.wordpress.com>) reported some Kenyan parents as demanding a return of corporal punishment on their children to instill discipline in their children. Korir (2008) supported this in a study conducted in Kenya. It is clear that the indiscipline behaviors of students can be linked with previous treatments at home, where parents have a direct responsibility of making their children disciplined. They are the first educators of the child to teach honesty, character building and that is discipline. From 2011 -2013 there have been many cases of high school student indiscipline in Kenya, of which quite a number affected girl schools. In Kisumu East and Central sub-counties more than 15 girl schools were reported with indiscipline learning disruptions between 2011 and 2013 (Kisumu County Office, 2013). Therefore it was necessary to investigate what contribution parents may have made towards good conduct of their daughters during the subsequent academic years.

Chand (2012), in a study regarding the role of parents in maintaining discipline used qualitative research design with an in-depth interview using a semi-structured interview guide. A semi-structured questionnaire was administered to 60 students who were identified through school counselors. Unfortunately, the author did not study directly the students together with their parents as factors contributing jointly to indiscipline problems. The current study has combined the girl children and their parents as key subjects using document analysis guide in addition to interviews and questionnaires to collect data. In Kisumu East and Central (KEC) sub-counties like in Fiji and the United States of America parents are expected to contribute to the discipline of both the boy child and the girl child. The studies reviewed provide contradicting information on the contribution of parents to children's discipline. Chand (2012) indicates that parents contribute positively by providing an enabling

environment while study by Hyman (1996) and Cohen (1996) indicate that parents contribute negatively by use of physical punishment to instill discipline in their children. However the three studies did not distinguish the type of discipline whether physical or academic. They do not categorize boys and girls as well as estimate the level of contribution which this study established as low and high. The contradiction and lack of clarity necessitated this study and the gaps in knowledge to be filled using KEC sub-counties as the sight for the study.

Academic discipline entails regular attendance of classes, observing study times at school and at home, good library use, timely accomplishment of homework and assignments, paying attention to instructions in school, revising adequately for tests, and not engaging in examination malpractices. In Israel, Pasternak (2013) adds diligence and perseverance in school work, and completion of unpleasant tasks. According to Robertson (1999) as cited by Njoroge and Nyabuto (2014), some children at schools can be disruptive due to a variety of family and economic difficulties. They have been subject to distorted or inadequate care throughout their childhood and it is because of this that they demand attention in the classroom. However, academic discipline in many girls' secondary schools in Kenya have generally deteriorated and requires urgent redress. Evidentially, there have been examinations cheating cases reported in Kenya Certificate of Secondary Examinations affecting a number of schools in Kisumu East and Central sub-counties over the years, (Kisumu County Education Office, 2013). Of these cases, 6 involved girl students. Usually, students engage in examination cheating and malpractices in a bid to compensate for their lack of studying adequately, amongst other reasons. Parental contribution of the girl child is expected on honesty and character building since they are the first educators of their children.

Adeyemo (2005) in Oyo State, Nigeria, pointed out that parents' foster academic discipline in their children by regularly checking their school homework, supervising them to do homework and holiday assignments, and controlling leisure and television viewing. In Zimbabwe, Chinyoka and Naidu (2014) reported that home environment have a lot of influence on academic performance, and that poor children who live in physical environments that offer less stimulation and fewer resources for learning, coupled with lower levels of parental education, deprive children learning opportunities and motivation. The contributions which parents may make towards motivating their girl child to learn was unknown in Kisumu East and Central sub-counties.

Previously, Chinyoka and Naidu (2012) adopted qualitative phenomenological design, through interviews, focus group discussions and observations to collect data. A sample of 10 girl learners and 6 parents were purposively drawn from the population. An inductive approach to analyze responses was undertaken. The author did not use questionnaires. The study established that girl child academic performance is affected by multiple contexts including, family, home, neighborhood and school. This study instead used descriptive survey design with questionnaires as key instruments in data collection since questionnaires can be used in replicating a study. The studies reviewed did not estimate the specific contribution by parents which this study has done. In Kisumu East and Central sub-counties parents are expected to contribute to their children's academic discipline. Adeyemo (2005) has indicated that parents do contribute to academic discipline of students by regularly checking their homework and controlling their leisure and television viewing.

In Zimbabwe, Chinyoka and Naidu (2014) indicate that parental level of education is a factor that influence contribution, that is for higher level of education there is more contribution and for lower level of education there is less contribution. The two studies have not taken into consideration the gender factor of children yet gender factor is important in academic discipline as the girl child discipline is treated differently from boy child by parents. Therefore the knowledge gap to be filled was contribution of parents to girl child academic discipline in Kisumu East and Central sub-counties as perceived by selected stakeholders which hitherto was unknown.

In China, Wu (2008) says, talents are non-cognitive skills and developing them requires tact, effort and hard work. Many girls in secondary schools do not participate in co-curriculum activities either by choice or design. Some girls are discouraged by their parents and guardians, others find engaging in such activities not motivating and a waste of their academic reading time. Further, majority of girls do not relate a better future in areas like sports, debating and doing creative and performing arts. In Kenya, Mwisukha, Njororai and Onywera (2003) and Wangai (2012) in Mwatate District supported the vital role adequate involvement in co-curricular activities play in the development of teenage girls, yet this area continues to get less attention as a component of the curriculum. Exceptionally, some schools have produced exemplary girls in talent-based activities in Kisumu East and Central sub counties and have received national awards over the years (Kisumu County Education Office, 2013).

Wu (2008) emphasized the contribution of culture and parenting style as crucial in talent development, supplementing the efforts of teachers in schools. Wangai (2012) investigated determinants of development of students' talent in co curricular activities in secondary schools. The study used descriptive survey design. The findings indicated that 76% of students thought that there was no positive parental involvement in co curricular activities. This study examined how parents help their girl child to develop different talents and also create for them an environment to improve the skills as perceived by selected stakeholders. This study adopted descriptive survey design using in depth interviews, questionnaires and secondary document analysis. In Kisumu East and Central sub-counties parents are expected to contribute to their children's talent development.

The studies reviewed indicate contradicting views, for instance in China, Wu (2008) says some parents discourage their children from participating in co curriculum activities. In Kenya, Mwatate District, Mwisukha, Njororai and Onywera (2003) indicated that contribution of parents is vital while Wangai (2012) indicated that parents do not contribute. What was not known was the contribution of parents to girl child talent development as perceived by selected stake holders in Kisumu East and Central sub-counties. The studies have not distinguished between the boy child and the girl child. This is the knowledge gap the study sought to fill using Kisumu East and Central sub-counties as the sight of the study.

Many factors contribute to good academic performance, which is directly measured in terms of terminal grades out of the main curriculum tests given. In Kenyan education system, being an academic failure almost equals to failure in future life while in USA, Sophie,

Bendikt, and Tomas (2011) asserted that academic achievement depends not only on the learners' intelligence and conscientiousness (effort and motivation), but also on their mental curiosity – that is, the thirst to know. Further in USA, Katherine (2007) in a study regarding parental contribution adds that parents who themselves are educationally socialized, create a suitable learning environment, provide reading and learning materials, and finances to foster good academic achievement in their children. In Hong Kong, Phillipson (2009) observed that parents influence perception and academic performance of their daughters explicitly or implicitly in their everyday interactions at home, where parents let their daughters know their aspirations and expectations about schooling. The study by Keith, Troutman, Bickley, Trivette and Singh (1993) in America found that students whose parents were involved in checking their homework had higher achievement than students whose parents were not involved in checking homework.

Home supervision and rules referring to moderate levels of parental support, such as appropriate monitoring of home-related behaviors (such as television viewing); parental modeling and support of the child's reading along with the provision of a stimulating literacy environment, have been linked to good academic achievement in school. African style of parentage seems to harm the formal education of girl children than it does to boys. In Nigeria, Fatokun (2007) lamented that many parents are careless and insensitive to their girl children needs in school; they feign ignorance and innocence on their daughters' school needs, yet others readily defend themselves asserting that they have all the right to treat their daughters anyhow since they are more or less their properties. These parental prejudices not

only limit the girl child's enrollment in schools, but deprives them the understanding of reasons why they should be in school and work towards achieving excellence.

In Kenya, child rights are heavily emphasized in both print and non-print media. Children's Act 2001, Republic of Kenya postulates that parents by law have the duty to maintain the child and in particular to provide him with adequate rest, shelter, clothing, medical care, education and guidance among others. Every child has a right to parental care therefore. The Constitution of Kenya 2010 adds that every child has a right to basic nutrition, shelter and health care, to be protected from abuse, neglect, all forms of violence, inhuman treatment and punishment. Basic Education Act postulates that pupils shall be given appropriate incentives to learn and complete basic education. This responsibility lies with the government and the parent.

Further in Kenya, academic achievement in secondary schools is measured at the end of four years cycle, through national examinations. According to KNEC report (2009), in-depth analysis of KCSE results over time, revealed that girls not only under-perform in many specific subjects, but also under-enroll in key but elective science-based subjects like physics. However, the overall latest KCSE consistently show girls' achieving quality performances, with an almost gender parity performance. Nonetheless, this feat is only seen in a few selected girl schools, especially those with improved learning facilities. This leaves the majority of schools with the bulk of enrolled girls still struggling to post good performance. For instance, Juma and Simatwa (2014) revealed that in 2008, Nyanza Province (now split into 5 counties – Kisii, Migori, Homabay, Kisumu, and Siaya) had only 5 girls compared to 25 boys ranked among the top 100 national tier. Amongst the 5 girls there was

only 1 girl from the now Kisumu East and Central sub-county. In 2009, six girls against 26 boys were ranked among the top 100 national category from Nyanza Province; and there was no girl while there were 4 boys from the now KEC sub-county. Minimal parental support is evident in performance of KCPE and KCSE results, Kisumu County Education Office (2013).

In Kisumu East and Central sub-counties parents are expected to contribute to their children's academic achievement. The studies reviewed have contradicting views on parental contribution to students' academic achievement. According to Philipson (2009) in Hong Kong, parents contribute by letting their daughters know their aspirations and expectations about schooling. In America Keith et al (1993) observes that parents contribute by checking their children's homework while in Nigeria, parents feign ignorance on their daughters school needs.

Therefore, this study examined the contribution of parents towards instilling physical and academic discipline, talent development and academic achievement in girls attending public secondary schools in KEC sub-counties as perceived by selected stake holders. The studies reviewed did not estimate the amount of contribution parents make to the girl child. This is the knowledge gap the study sought to fill using Kisumu East and Central sub-counties as a sight of the study. Previously, Juma and Simatwa (2014) gave more focus to cultural factors on girl-child academic achievement.

Girl-child indiscipline cases, national co curricular awards, the Kenya Certificate Secondary Education examination performance in the Sub-counties of Kisumu County between the years 2011 and 2013 have been summarized in the Tables 1.1, 1.2 and 1.3.

Table 1.1: Indiscipline Cases (2011 – 2013) Kisumu County

Sub County	2011- 2013									
	Truancy		Theft		Lesbianism		Fighting		Overall	
	F	%	F	%	F	%	F	%	F	%
Kisumu East	36	16.4	23	16.2	25	15.5	25	15.2	109	15.9
Kisumu Central	40	18.3	22	15.5	30	18.6	34	20.7	126	18.4
Kisumu West	32	14.6	20	14.1	20	12.4	24	14.6	96	13.9
Muhoroni	30	13.7	20	14.1	15	9.31	17	10.4	82	12
Nyando	28	12.8	19	13.4	30	18.6	21	12.8	98	14.3
Nyakach	28	12.8	22	15.5	24	14.9	23	14.0	97	14.1
Seme	25	11.4	16	11.3	17	10.6	20	12.2	78	11.4
Total	219	100	142	100	161	100	164	100	686	100

Source: Kisumu County Education Office. (2013).

Note: Data for Kisumu East and Central sub-counties were based on schools that were in their respective sub-counties after creation of Kisumu Central and East as separate sub counties from the former larger Kisumu East District in 2013.

Table 1.1 indicates incidences of indiscipline cases experienced from 2011-2013 in Kisumu East and Central sub-counties which were 15.9% and 18.4% 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.

Table 1.2: National Co-Curricular Awards to Girls in Kisumu Sub-counties of Kisumu County (2011 – 2013)

Sub County	2011- 2013								Overall	
	Drama		Music		Sports		Athletics		F	%
	F	%	F	%	F	%	F	%		
Kisumu East	03	8.57	03	7.2	04	8.3	05	13.5	15	9.3
Kisumu Central	05	14.2	08	19.1	03	6.3	04	10.8	20	12.3
Kisumu West	06	17.1	06	14.2	10	20.8	08	21.6	30	18.5
Muhoroni	07	20	08	19.1	07	14.6	06	16.2	28	17.3
Nyando	04	11.5	06	14.2	10	20.8	04	10.8	24	14.8
Nyakach	04	11.5	06	14.2	08	16.7	06	16.2	24	14.8
Seme	06	17.1	05	12.0	06	12.5	04	10.8	2	13.0
Total	35	100	42	100	48	100	37	100	162	100

Source: Kisumu County Education Office. (2013).

Note: Data for Kisumu East and Central sub-counties were based on schools that were in their respective sub- counties after creation of Kisumu Central and East as separate sub-counties from the former larger Kisumu East District in 2013.

Table 1.2 indicates the national awards earned by girls in co curricular activities between the years 2011 and 2013 in Kisumu County. 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. Therefore, there was need to find out why Kisumu East and Central sub-counties were lagging behind with regard to parental contribution to girl-child.

Table 1.3: KCSE Performance in the Sub-counties of Kisumu County (2011 – 2013) Grade C+ and above.

SUB COUNTY	YEARS																		
	2011					2012					2013					Overall			
	Entry	Male	%	F	%	Entry	Male	%	F	%	Entry	M	%	F	%	M	%	F	%
Kisumu East	1124	340	12.8	200	11.3	1427	310	12.4	231	12.4	728	82	2.9	27	1.6	732	9.2	458	8.7
Kisumu Central	1820	440	16.5	320	18.0	2230	484	19.4	300	16.0	815	519	18.2	431	26.9	1443	18.0	1051	20.1
Kisumu West	2104	560	21.0	282	15.9	2207	571	22.9	190	10.1	1873	587	20.6	216	13.5	1718	21.5	688	13.1
Muhoroni	1305	300	11.3	260	14.7	1408	315	12.6	272	19.3	1471	351	12.3	314	19.6	966	12.1	846	16.2
Nyando	1228	300	11.3	183	10.3	1158	289	11.6	125	15.9	2238	500	17.6	223	13.9	1089	13.6	531	10.1
Nyakach	2530	521	19.6	386	21.7	2824	338	13.6	644	22.8	2881	579	20.3	239	14.9	1438	18.0	1269	24.2
Seme	1206	200	7.5	140	7.9	897	183	7.3	104	5.6	1406	231	8.1	151	9.4	614	7.6	395	7.6
Total	11317	2661	(100)	1771	(100)	12151	2490	(100)	1866	(100)	11412	2849	100	1601	100	8000	100	5238	100

Source: Kisumu County Education Office. (2013).

Key: M – Male

F-Female

Note: Data for Kisumu East and Central sub-counties were based on schools that were in their respective sub- counties after creation of Kisumu Central and East as separate sub counties from the former larger Kisumu East District in 2013.

The Table 1.3 postulates that KCSE performance of girls in the sub-counties of Kisumu County from the year 2011 to 2013 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 quality performances in Kisumu Central, formerly in the larger Kisumu East District, had, however, been realized in a few selected girl schools with improved facilities hence giving a wrong impression of girls performance in the entire region. Since parents contribute significantly to the girls' performance, it was necessary to investigate this matter as girls performed better than boys in Kisumu Central and worse in Kisumu East.

With the available data pointing towards the existence of many incidences of indiscipline, dwindling academic performance in girls and minimal awards on co curricular activities, it was therefore important to investigate the contribution parents made towards physical and academic discipline, talent development and academic achievement in girls attending public secondary schools in Kisumu East and Central sub-counties.

1.2 Statement of the Problem

The extent of parental support in terms of provision of teaching and learning materials and other personal provisions and the efforts of parents to provide such conducive learning environment at home for their girl child in Kisumu East and Central Sub- counties were not

documented. Issues of physical discipline, academic discipline, talent development and academic achievement emanating from the knowledge gaps were the major concerns in Kisumu East and Central sub counties because there are many cases of indiscipline. The sub-county schools experienced many cases of physical indiscipline which involved girls – such as fights, heckling, unruliness, vandalism, truancy, theft, lesbianism, and destruction of property happening during riots. Parental contribution is not documented, however Children’s Act, Basic Education Act and the Kenya Constitution stipulate obligations of parents with regard to discipline, talent development and academic achievement. Parents therefore as the first educators of the child are expected to contribute.

Between the years 2011-2013, indiscipline cases experienced in Kisumu East and Central sub-counties were 15.9% and 18.4% 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. These vices negatively affect the performance of individual girls attending secondary schools in Kisumu East and Central sub-counties.

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.

According to Kisumu County Education Office (2013) many students do not participate in the various talent-development activities while in secondary schools. These pose impediments in providing a holistic learning.

Other girls suffer gross academic misconducts: some skip or abscond classes, absent themselves from school; others fail to do their homework assignments, and if they do, they do not obey handing-in deadlines. They therefore perform dismally in form 4 national examinations, KCSE. Kenya Certificate of Secondary Education Examinations performance of girls in the sub counties of Kisumu County from the year 2011 to 2013 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.

Nonetheless, the quality performances that had been realized were from a few selected girl schools especially those with improved facilities, leaving the majority of the girls lagging behind hence giving a wrong impression on the general performance of girls in KEC sub-counties. What was not known was the contribution parents made towards their girl child's discipline, talent development and academic achievement in public schools. It is against this background that the researcher sought to establish the contribution of parents to physical discipline, academic discipline, talent development and academic achievement of the girl child in public Secondary Schools in Kisumu East and Central sub-counties as perceived by selected stakeholders.

1.3 Purpose of the Study

The purpose of the study was to establish the contribution of parents to girl-child physical discipline, academic discipline, talent development and academic achievement in public secondary schools in Kisumu East and Central sub-counties, Kisumu County as perceived by selected stake holders.

1.4 Objectives of the Study

The specific objectives of the study relating to Kisumu East and Central sub-counties were to:

- i. Establish the contribution of parents to girl child physical discipline as perceived by selected stakeholders;
- ii. Determine the contribution of parents to girl child academic discipline as perceived by selected stakeholders;
- iii. Establish the contribution of parents to girl child talent development as perceived by selected stakeholders; and
- iv. Determine the contribution of parents to girl child academic achievement as perceived by selected stakeholders.

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the contribution of parents to girl child physical discipline as perceived by selected stake holders?
- ii. What is the contribution of parents to girl child academic discipline as perceived by selected stakeholders?

- iii. What is the contribution of parents to girl child talent development as perceived by selected stakeholders?
- iv. What is the contribution of parents to girl child academic achievement as perceived by selected stake holders?

1.6. Conceptual Framework

The conceptual framework is a diagrammatic representation of the relationship between variables of a study. This conceptual framework was used to focus on the variable of the study. It was formulated based on grounded theory (Leedy & Ormrod, 2005) which states that, in the absence of a relevant theory, data available in the literature can be used to develop a conceptual framework to guide the study. The conceptual framework (Figure 1) postulates that parents can contribute to girl child's physical discipline, academic discipline, talent development and academic achievement. This expectation is vested in the Children's Act 2001, Constitution of Kenya 2010 and other international laws such as the international bill of Human Rights, 1948.

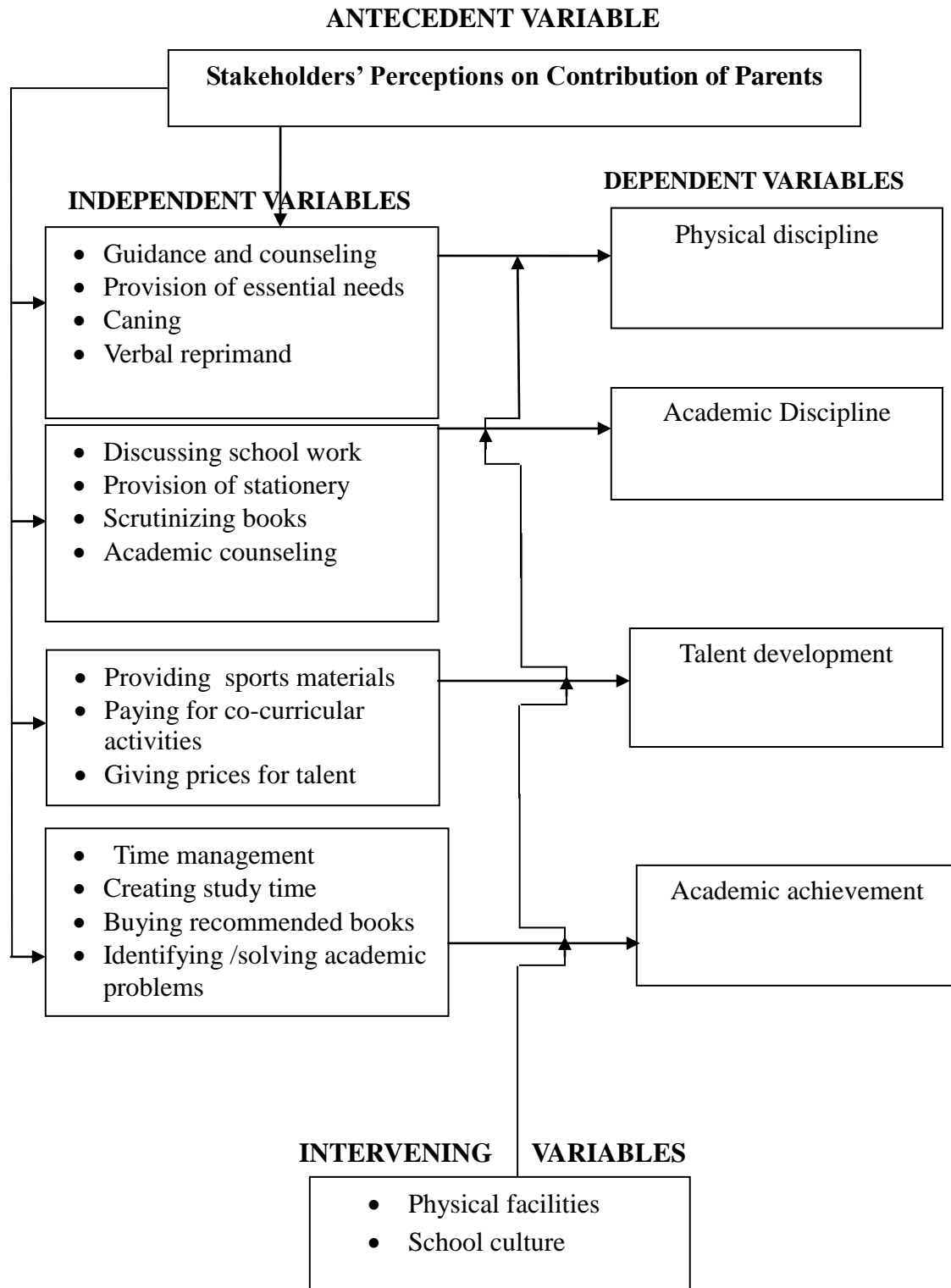


Figure 1: Parental contribution to girl child’s physical discipline, academic discipline, talent development and academic achievement

From Figure 1, it can be observed that parents can and do provide financial support and basic needs to the children including food, security and clothing to enable them to attend school. Eweniyi (2002) in a study in Nigeria adds that parents also provide psychosocial, moral and spiritual foundations for overall development of a child. Straus and Mouradian (1998) in a study in USA noted that physically disciplining a child serves both to punish and to guide. As a punishment it is an intentional infliction of pain hoped to correct a wrong behavior; as a guide it aims to forestall or deter bad behavior in the children. Parents use physical punishment as a normative parenting tool geared towards influencing student's attitudes and behaviors. Gershoff and Bitensky (2007); McCure and May (2008) in the US add that such physical pain inflicting methods include hitting, slapping, punching, kicking, pinching, shaking, shoving, withdrawal of attention, withholding of basic requirements and withdrawal of privileges.

Bempechat (1992) in a study argues that, while home environment stimulate or inhibit adolescents learning, there are many occasions that the parent literally become an active participant in not only the activities of the school, but also the learning and progress of their individual children in school. Therefore, parents contribute a great deal in laying the academic discipline foundation for their daughters. Chand (2012) states that parents provide enabling environment for the child to study and do homework while Pasternak (2013) noted that parents help their daughters to observe perseverance and diligence at school work, timely completion of tasks (meeting deadlines and schedules), setting academic and future life goals and on doing unpleasant tasks.

Wu (2008) in China states that parents help their children develop different talents by creating an environment where they can improve their skills. Alfeld-Liro, Fredricks, Huda, Patric and Ryan (1998) in San Diego add that Parents play integral role in identifying the talents in their children, encouraging and supporting their children, spending time with them, exposing them through field excursions and exhibitions where they can interact with a diverse other children. Gavin and Damarin (1995) in a study in New York observe that physical activities enhance neural activity in the brain and have a positive correlation with academic achievement.

Philipson (2009) in a study states that, parents influence perception and academic performance of their daughters explicitly or implicitly in their everyday interactions at home where they let their daughters know their aspirations and expectations about schooling. In USA, Keith, Keith, Troutman, Bickley, Trivette and Singh (1993) observed that students whose parents were involved in checking their homework had higher achievement than students whose parents were not involved in checking their home work. Home supervision and rules referring to moderate levels of parental support, such as appropriate monitoring of home related behaviors; parental monitoring and support of the child's reading along with the provision of a stimulating literacy environment, have been linked to good academic achievement in school.

Parental contribution, therefore, is expected to enhance girl child physical discipline, academic discipline, talent development and academic achievement. Hyman (1996) emphasized in a study that punishments make students feel victimized, fatigued and dejected with difficulty to sleep; the children, feel sad and worthless and importantly, they have

difficulty concentrating in especially instructional work, leading to lowered academic achievement. Findings from a study in Fiji regarding parental contribution by Chand (2012) support that parents play a pivotal role in maintaining discipline in their children in schools whereas lack of their support gives rise to a number of problems such as swearing, bullying, truancy, alcohol abuse, glue sniffing, lying, bullying, gross insubordination, stealing, neglect or refusal to work, rebelliousness, graffiti, fighting, smoking and amorous sexual relationship. Students with these problems in school do not have time to concentrate in their school work and studies, therefore they cannot perform academically.

Gitome, Katola and Nyabwari (2013) in their study added that, such behaviors negatively relate to academic performance in school. Adeyemo (2005), in a study in Nigeria regarding parental contribution found that parental involvement in their child's school environment significantly affected their academic achievement. Alfeld-Liro *et al.* (1998) noted that parents promote their children in extracurricular activities while at home because it keeps them out of trouble, balances out their school work, and teaches them to value discipline and team work. Damarin (1995) observed that physical activities enhance neural activity in the brain, and has a positive correlation with academic achievement. Keith *et al.* (1993) observed that students whose parents were involved in checking their homework had higher achievement than students whose parents were not involved in checking homework. On the contrary, where there is no provision of lockers the child may be tempted such that if there to steal and where there are no adequate facilities for preps the child cannot undertake studies as expected. School culture may also affect in that a school that has rampant stealing then there will be no improvement however much they try. This conceptual framework will be helpful to the

researcher to focus on contributions parents make to girl child education as well as when collecting data.

1.7 Significance of the Study

The findings of this study have direct significance to:

- i. Educational planners, school administrators, teachers, policy makers, parents and guardians and all stake-holders to have information on the way forward on parents contribution to the girl child.
- ii. Through the findings and recommendations of this research, parents may be more enlightened on their responsibilities towards girl child education.

1.8 Assumptions of the Study

The following were the assumptions of the study:

- i. All parents had a chance to contribute to physical discipline of their girl child in secondary school.
- ii. That parents had a chance to contribute to academic discipline of their girl child in secondary school.
- iii. The parents had a chance to contribute to talent development of their girl child in secondary school.
- iv. That parents had a chance to contribute to academic achievement of their girl child in secondary school.
- v. The schools chosen provide opportunity for girl-child to develop discipline, talent and achieve academically.

1.9 Scope of the Study

The study was confined to public secondary schools in Kisumu East and Central sub-counties. The study focused on the contribution of parents on girl child physical discipline, academic discipline, talent development and academic achievement of Kisumu East and Central sub- counties of the years 2013 to 2015 as perceived by selected stakeholders.

1.10. Limitations of the Study

- i. Two (1.7%) parents did not participate in the study for citing personal reasons. This however did not significantly influence the findings of the study as the number was too small.
- ii. Three (2.55%) did not fully respond to the questions during the interview. This however did not significantly influence the findings of the study as the number was too small.

1.11 Definition of Key Operational Terms

Academic achievement- Attainment of mean score of C+ and above in Kenya Certificate of Secondary Education Examinations.

Academic Discipline -Timeliness in doing assignments, homework and adhering to regulations governing learning processes, good library use, paying attention to instructions in school and revising adequately for examinations and tests.

Athletics -In this study means field/track events which include short races, long races, stipple chase, javelin etc.

Contribution of parents- Activities undertaken by parents to enhance girl child physical discipline, academic discipline, talent development and academic achievement.

Girl Child The girls undertaking Secondary Education.

Parent The Biological or guardian to the girl child

Physical Discipline Self-restraint in committing infractions like, fighting, theft, assault, vandalism, violence, extortion and bullying.

Stakeholders Interested persons who stand to lose or gain from girl child's education and they include parents, deputy principals, girl child and class teachers.

Sports - In this study means handball, hockey, netball etc.

Talent Development A non-cognitive skill which requires tact, effort and hard work to develop and reach competency levels in sports, singing, theatre arts, athletics, volleyball and boxing.

Truancy- Staying away from school without knowledge of teacher and parent.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides the concept of parental contribution to students in schools, reviewed literature from books, journals, internet and circulars on contribution of parents to physical discipline, academic discipline, talent development and academic achievement of students.

2.2 The Concept of Parental Contribution

Schools and families are important institutions that contribute to overall development of a child. In the families, parents provide financial support to enable their children to attend school and also daily basic needs including food, security, and clothing. According to Eweniyi (2002) in a study in Nigeria, parentage provides psychosocial, moral and spiritual foundations for overall development of a child. Parents provide an enabling environment for the child to study and do homework and also the motivation to attend school. All that parents do towards educational learning of their children are collectively described as parental involvement. Shute, Eric, Hansen, Jody, Underwood and Razzouk (2011) define parental involvement as a complex set of behaviors and / or attitudes by which parents demonstrate and communicate the values, behaviors, and standards that their children are expected to adopt.

DePlanty, Coulter-Kern and Duchane (2007), and Hill and Tyson (2009) broadened the parental involvement concept to include (a) making sure the child is at school every day, (b) attending parent-teacher conferences, (c) regularly talking to the child about school, (d) checking that the child has done the homework, (e) balancing school work and school

activities, (f) having a variety of reading materials in the house, (g) balancing school work and time with friends, (h) having a set time for homework, (i) attending activities at school, (j) limiting the amount of time the child watches television, (k) reviewing the child's weekly planner, (l) regularly talking with the child's teacher, (m) talking to other parents at school, (n) observing the child's classes, and (o) volunteering at school.

In Kenya, just like in other countries, these are activities parents do, but are rarely quantified so as to be seen as integral components of a child's schooling and overall performance. Given these parental involvement activities, how do they contribute towards a child's physical discipline, academic discipline, talent development, and overall academic performance of a girl child?

2.3 Parental Contribution to Girl Child Physical Discipline

Physical discipline of children at home by parents or guardians are forms of domestic corporal punishment (UNICEF 2010, Kenya); whose aim, according to Gershoff (2002) is to bring about behavior change. According to Straus and Mouradian (1998), physically disciplining a child serve both to punish and to guide. As a punishment, it is an intentional infliction of pain hoped to correct a wrong behavior; as a guide, it aims to forestall or deter bad behavior in the children. Gershoff and Bitensky (2007); McClure and May (2008) observe that such physical pain inflicting methods include hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (i.e., wooden paddles, belts, sticks, pins, or others), painful body postures (such as placing in closed spaces), use of electric shock, use of excessive exercise drills, or prevention of urine or stool elimination. The other forms that are psychological include verbal reprimands, denial of attention, with-holding of basic requirements and withdrawal of privileges.

Gershoff and Bitensky (2007) note that use of physical punishment on children under any circumstances cause pain, hurt, shame and humiliation; in some cases, they are the cause of children refusing to go to school as a result of not just fear but trauma, in others, children skip school to seek medical treat from severe injuries sustained. There are no clear evidence yet establishing contribution of these physical treatments to better child control in school, neither do they promote overall performance of the child emotionally, morally, socially and academically. (Greydanus, Pratt, Spates, Blake-Dreher & Patel, 2003), Hyman (1996) established in their study that these punishments make students feel victimized, fatigued and dejected with difficulty to sleep; the children, feel sad and worthless; they have harrowing suicidal thoughts, anxiety episodes, and increased anger with feelings of resentment and outbursts of aggression and deteriorating peer relationships. Importantly, they have difficulty concentrating in especially instructional work, leading to lowered academic achievement, antisocial behavior, intense dislike of authority, somatic complaints, tendency for school avoidance, and school dropout. Max (2011) in a study in Britain expressed that despite adolescents challenging attitudes and assertions of independence, many of them do want parental guidance and approval.

Straus (1996) argued that children subjected to corporal punishment tend to be more angry adults, support spanking, approve striking a spouse and experience marriage discord; while according to Cohen (1996) older children who receive corporal punishment may resort to more physical aggression, abusive, substance abuse, crime and violence. In contrast, a review by Larzelere's (2000) study in the US supported physical punishments, arguing that it enhances short term compliance with parental reprimands. However, this applies to younger children, and not necessarily to older adolescent girls especially on long term observation.

In British Columbia, Robertson (2007) in a study noted that parents use physical punishments as a normative parenting tool. However, many of them are not aware where the boundary lies between meting the punishment and physically abusing the child; neither do parents clearly understand if their punishments, really if any, contribute towards good intellectual performance of their daughters in school or inhibiting the performance. Straus and Mouradian (1998) argue that to physically discipline a child can be viewed as both punishment and guidance – all geared towards influencing students' attitude and behavior by the parents.

Findings from a study in Fiji regarding parental contribution by Chand (2012) support that parents' play a pivotal role in maintaining discipline in their children in schools whereas lack of their support gives rise to a number of problems such as swearing, bullying, truancy, alcohol abuse, glue sniffing, lying, bullying, gross insubordination, stealing, neglect or refusal to work, rebelliousness, graffiti, fighting, smoking and amorous sexual relationship. Students with these problems in school do not have time to concentrate in their school work and studies. A study by Chinyoka and Naraisamy (2014) in Zimbabwe established that parents have a fundamental responsibility of ensuring that their children attend school regularly and that school work is done. In Kenya, Koros, Sang and Ngware (2013) supported this by observing that schools which involved parents to a great extent in guidance and counseling of their children had their children's moral standards and discipline in such schools improved.

Chand (2012) added that the pivotal role of maintaining discipline in schools is incumbent upon parents, who should be firm and vigilant on outward behavior of their children, but

should ensure a conducive environment for the children without destructive graffiti. Children of all ages are protected against any form of aggression. Towards this, the UNICEF (2010), Kenya and the Kenyan New Constitution of 2010, expressly prohibits any form of corporal punishment to be meted on any child, either at school or at home or in any institution charged with responsibility of caring for the children. Disappointingly, a post on African Press International of 3rd April 2008 (<http://africanpress.wordpress.com>) reported some Kenyan parents as demanding a return of corporal punishment on their children to instill discipline in their children who get into drug abuse and drug peddling, and to improve academic performance. Study findings by Songok (2008) in Eldoret West Kenya indicate that most parents are opposed to withdrawal of corporal punishment; disobedience and poor performance had increased following withdrawal of corporal punishment, and pupils did not keep the school rules and regulations.

This reveals not only failure by the parents to play their parentage role, but also the schools' lack of control. Behaviors of girls in secondary schools that can be construed as indiscipline acts are many. The study by Gangelosi (1997) in New York observed that the forms of indiscipline common in a majority of Kenyan secondary schools included lateness for school and lessons, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expressions of dissatisfaction, abuses, non-compliance to rules and regulations, bullying, and boycotts. A similar study in Malaysia done by Yahaya, Ramli, Hashim, Ibrahim, Rahman and Yahya, (2009) to gauge the common indiscipline cases amongst students (girls) attending secondary schools, revealed similar diverse cases including truancy, absenteeism, drug abuse, theft, disrespect, fighting, vandalism, verbal abuse, and possession of graffiti. Recently in Kenya, there have been cases of students

engaging in devil worshipping (Kisumu County Education Office, 2013), lesbianism (eaposts.com, 20.03.2013), and hysterical screams.

These indiscipline cases are common depending on the type of school the student is attending, either boarding or day school, and whether single gender schools or co-educational schools. These vices develop in children right from home, contributed by many factors including: absent parents, influence from neighborhoods, extreme poverty, cultural clash, neglect by parent. Gitome, Katola and Nyabwari (2013) in Kenya, asserted that these behaviors negatively relate to academic performance in school. How do parents' role in physical discipline help their daughters avoid being engaged in indiscipline behaviors? And do such disciplined girls register good academic achievement in secondary school examinations? Though no one can deny that parents are the first targets of blame for their children misdemeanor, the various ways how parents discipline their daughters needed to be investigated.

Greydanus *et al.* (2003) reported that physical punishments are rampant in primary schools than secondary schools, in rural set-ups than urban areas, on boys than girls, and amongst the disadvantaged than the well to do families. In contrast, this study was conducted in Kisumu County which is at large an urban set-up, targeting girls attending secondary schools. This study examined retrospectively if girls attending secondary schools get punished by their parents for whatever reason, and if such punishments contribute to the behavior of girls while in school.

Studies carried out in USA on parental contribution to students' physical discipline used survey methodology, Chand (2012) used qualitative research design adopting in-depth interview guide and questionnaires to 60 students. The findings revealed parents play pivotal role in maintaining discipline in their children whereas their lack of support give rise to a number of problems. The study by Songok (2008) on effect of withdrawal of corporal punishment on primary school pupils in Eldoret West District used only questionnaires; this study in addition, used in-depth interviews and document analysis guide approaches. The study by Songok (2008) targeted standard 6 and 7 pupils, their teachers and parents. Findings indicated that most parents were opposed to withdrawal of corporal punishment.

Though many studies have investigated physical punishments, none has directly linked contribution of parents to physical discipline of the girl child. Studies reviewed report application of corporal punishments to especially primary and or secondary schools, but not specifically as relates to girls schooling. There was no study on parental contribution to girl child physical discipline as perceived by selected stake holders in Kisumu East and Central sub-counties, the knowledge gap the study sought to fill.

2.4 Parental Contribution to Girl-Child Academic Discipline

Academic discipline is behavioral disposition appertaining to self-control in observing and doing academic work within stipulated times and rules. Hill and Tyson (2009) broadened this to include regular attendance of classes, observing study times at school and at home, good library use, timely accomplishment of homework and assignments, paying attention to instructions in school, revising adequately for tests, and not engaging in examination malpractices. Pasternak (2013) adds to the list diligence and perseverance in school work,

and completion of unpleasant tasks. Kenyan secondary education system over-emphasizes academic performance, in which a good student is viewed in terms of doing well in academic tests and examinations; this could be a recipe for frustration resulting to various forms of academic indiscipline.

According to the Ministry of Education (Republic of Kenya, 2001), some students who may not be fully focused on academics may view school as waste of time, thus engage in an indiscipline behavior. In USA, Reis and Graham (2005) observed that teenage girls of the 21st century have exceptional talents and are gifted even in fields perceived to be male dominated, thus should be accorded an enabling environment to show their academic discipline. They further argue that girls need constant talks from female role models - including academics, scientists, engineers, pilots, soldiers, and Nobel prizes that had braved it all in school as their role models. To stimulate their short term focus, girls need to be listened to, encouraged, re-assured and recognized for good progress; and allowed a stimulating environment in which the rules of what is expected of them are consistently applied.

Duckworth and Seligman (2006) noted that generally girls outperform boys in terminal high school grades despite a general view that they have a lower Intellectual Quotient (IQ) than boys. This is solely attributed to self discipline – the ability of girls to put-off pleasure moments and attentively pay attention to teachers, do homework and long-term projects in time, prepare for class discussions, make use of library resources and study time well. Bempechat (1992) argues that, while home environment stimulate or inhibit adolescents learning, there are many occasions that the parent literally becomes an active participant in

not only the activities of the school, but also the learning and progress of their individual children in school. Therefore, parents contribute a great deal in laying the academic discipline foundation for their daughters.

In New York, Cook, MacCoun, Muschkin and Vigdor (2008) noted that parents actively take part in choosing secondary schools their children attend, a critical factor being schools with record of good performance and discipline; they also consider newer schools with smaller classes that can accord their children close attention and an enhancing environment. This role is mainly influenced by ability of the parents to pay for especially boarding facilities and other related levies. The other parents who opt for day schools may have no choice but to select a school reachable from their residential homes. Pasternak (2013), established that parents help their daughters observe perseverance and diligence at school work, timely completion of tasks (meeting deadlines and schedules), setting academic and future life goals, and on doing unpleasant tasks.

In Nigeria, Adeyemo (2005) noted that parental involvement in their child's school environment significantly affected their academic achievement. Parents foster academic discipline in their children by regularly checking their school homework, supervising over home and holiday assignments, and controlling leisure and television viewing. Ferguson, (2007) suggest that parents promote reading at home, discuss reading materials with their children in ways that encourage children to enjoy learning, seek opportunities at home to discuss and apply what children are learning in school among other activities. The efforts of parents to provide a stimulating learning environment at home help their children develop feelings of competence, control, curiosity and positive attitudes towards academics. Despite

these efforts, Grolnick *et al.* (2009) pointed out many factors that hinder parents from providing their oversight support - some parents grapple with life-related stress, time and resource constraints, or unfamiliarity with what role they may play. Therefore, parents involvement and capabilities differ based on their unique contexts. The other factor is their closeness with the girl child, which also depends on the parent's availability and knowledge on academic demands. According to Epstein (1989), and Hoover-Dempsey and Sandler (1995), parents who maintain a closer contact with their children at home pertaining their school work, helps build up the child's self-belief; and parents who discuss what is needed in school and would contact the school to especially find a way of helping the child, help the child to focus.

Intuitively, Bempechat (1992) observes that an authoritarian parental style towards how the child is assigned home chores and how he/she is supervised helps a child observe diligence and timelines for tasks assigned. This helps the child to build confidence especially when coupled with positive encouragement, unlike daily reprimands whenever the child fails or forgets to do a task assigned to them. McGuinness (1994) in London pointed out that home/family conditions affect children behavior in school; family backgrounds that do not value education make children develop learning problems in school. Jones and Jones (1995) observes that within families, social factors like prostitution, family break-ups, drug abuse, poverty negatively affect a girl-child's concentration on academics in school. The school learning process may not make sense to a child with such a background. Such children develop an 'I don't care attitude', with notoriety to disrupt other students who value and observe study rules. They may also lose interest in seeing the value of schooling, which may

lead to gross misconduct, absconding lessons, not doing assignments and homework, and even dropping out of school altogether.

Poverty results in poor home circumstances for learning, and affects the physical well-being and ability of children to learn. According to Leung, Linver and Brooks-Gunn as cited by Chinyoka and Naidu (2013), the poor parents may be less able to buy them games, toys, books, computers, and other resources that promote learning, or to provide them with high quality child-care. The study by Chinyoka and Naidu (2013) established that Zimbabwean poor girl students face conditions in their homes that leave them with less time and energy for studies. Dixon-Roman, Everson and Mc Ardle (2013) also point out that parental income and other indicators such as socio-economic status are related to various educational outcomes. This is supported by Otieno (2012) in a study conducted in Kenya.

Some parents may also be responsible for their daughters not observing academic discipline. Robertson (1999) noted that some children become disruptive and interfere with other students who are attentive and concentrate on academics, seeking attention in classroom. This is because they have been subjected to neglect, and distorted or inadequate care throughout childhood due to a variety of family and economic difficulties. Elsewhere, the study by Okeke (2004) in Nigeria blames socialization process of girl-children for lack of academic discipline, which teach girls to be submissive, dependent and passive in life. Based on African cultural attitudes and connotations, students who sleep through lessons in school, fail to do and hand-in their assignments for marking, and cheat in examinations may be experiencing problems from home. Some parents give their girl-children excess house-chores, depriving them time for school work; and some children from homes without conducive reading environment (common in single parentages or children staying with

guardians) tend to sleep while in school. In addition, parents who over-demand children to show performance may drive their children to cheat for fear of being punished; and parents who never bother with their daughters' school make them show laxity in meeting deadlines and ensuring their works are seen by teachers.

Studies in Kenya by Koros, Sang and Ngware (2012) report that in some schools, special days which are not necessarily school days, are set aside when teachers are present in their classrooms to interview parents and to discuss progress of their children. Also, there has been a growing recognition on the need for parents to get involved in various ways including guidance and counseling in the schools which includes academic progress of the students. A Study carried out in the area of discipline as a factor in academic performance in Kenya by Njoroge and Nyabuto (2014) has used descriptive survey methodology. Instruments of data collection included interviews, questionnaires and document analysis. The respondents comprised principals, dean of studies, form two or three students in public day secondary schools. Findings of this study in Ruiru District established that students' discipline is affected by many factors that include lack of enough learning material among others which is a responsibility of the parents.

Study by Koros *et al.* (2013) on principles and students perception on parental contribution to student guidance and counseling in secondary schools in Kericho District has also adopted descriptive survey methodology. Questionnaires and interviews were used to solicit information and perceptions from head teachers and students. Another study by Otieno (2012) looked at specifically home based factors influencing girls' performance at Certificate Secondary Education in Nyatike District. However, whereas all the reviewed studies focused

on student academic discipline problem and parental contribution to student guidance and counseling, they did not focus on parental contribution to girl child academic discipline in Kisumu town East and Central sub-counties as perceived by selected stakeholders, the knowledge gap this study sought to fill.

2.5 Parental Contribution to Girl-Child Talent Development

Talents are non-cognitive skills, and developing them requires tact, effort and hard work, as the Chinese put it (Wu, 2005). Talents, once developed, require an environment in which they can be nurtured so that they are ingrained as a habit. Wu (2006) adds that non-academic areas of excellence in schools include leadership skills, participation in different sportive and competitive games, and clubs and societies like debating, drama, music, wildlife, mathematics and science clubs among others.

The role of parents in identifying and fostering a child's non-academic talent cannot be gainsaid, in especially parents who understand that academic achievement of a child is not only in passing his/her examinations. The study by Wu (2008) stressed that talent development in children and adolescents depend much on culture and parenting style, the contribution of parent and cultural backgrounds of the girls in secondary schools need to be examined to find their link with academic excellence. Parents help their children develop different talents by creating an environment where they can improve the skills. Specific areas of measuring these skills are in voluntarism, volition jobs, and enthusiasm about a task; areas in which Gardner (1995) asserts that require concertedness.

Alfeld-Liro, Fredricks, Hruda, Patric and Ryan (1998), in a study that examined the role of parents in nurturing talents in adolescents stressed that parents play integral role in identifying the talents in their children, creating good environment by encouraging and supporting children, spending time with children, signing them up in specific academies, and sponsoring group activities for the children. They also noted that parents promote their children in extracurricular activities while at home because it keeps them out of trouble, balances out their school work, and teaches them to value discipline and team work. Zhou and Kim (2006) in China noted that parents work hard in helping their children develop different talents as a prestige and as a way to save the image of the family, meaning attitude and perception of parents in parenting is paramount. Leung (2005) reported that common styles of parenting that shape talent development include authoritarian (e.g. strict demands and control), authoritative (e.g. warmth, acceptance), and permissive. Parents can also influence talent development and future career choices by exposing their children through field excursions and exhibitions, nature tours and children's holiday seminars where they can interact with a diverse other children.

In the US, Weiss (2006) asserted that it is important to note that through children's, parent's participation, they not only gain cognitive and social development, but also develop positive attitudes and behaviors, talent, personality and potential skill development. Damarin (1995) observes that physical activities enhance neural activity in the brain, and has a positive correlation with academic achievement. Parents influence their children in choosing extra-curriculum physical activities – as seen in children whose parents are themselves athletes and artists.

In Kenya performance in co-curricular activities though important, are never considered in grading students. However, good performance in co-curricular activities is recognized by certificates and other prizes. Many schools designate certain days of the week for different co-curricular activities which are compulsory for all students. Nonetheless, participation of girls in such activities depends on the school in terms of facilities and skilled/interested teacher. Schools make traditions in specific extra-curricular activities – few schools offer music as a subject and so readily coach learners in competitive aural, those with swimming pools will encourage students into swimming classes. Sportive games are competed for by single gender, while other skills like drama, subject clubs and debating are mixed gender activities. Therefore, a parent with a talented child in a specific skill will look for a school that can nurture the skill and also pay extra levies needed. Yet, other parents would not allow their children to engage in any co-curricular activities even if the school offers it.

Wangai (2012) observed insufficient positive parental involvement in the co-curricular activities that their children participate in. Rintaugu (2013) Kenya, asserts that parents as important participators contribute towards influencing the teaching and learning of Physical Education (PE) by serving as role models, encouraging and supporting schools through sponsorships fee payment and attendance to selected activities such as sports days, PE exhibitions. Despite having a well articulated co-curricular activities within the Kenyan secondary schools (Ogochi, 2011), it is less understood the extent to which parents are involved in actualization of these activities in girl students to reach competency levels in specific talents.

Wangai (2012) focused on general determinants of the development of students' talents in co-curricular activities in Secondary Schools in Mwatate District, but did not focus on parents' role. The study targeted a population of 170 students and co-curricular teachers from 17 schools. Questionnaires were used to collect data. Content analysis and descriptive statistics were used to collect data. In the findings, 76% of the students thought there was no positive parental involvement in co-curricular. Ogochi and Thinguri (2013), used a proactive naturalistic mixed approach of observing students' participation in various activities in Trans Mara sub-county. This study used a similar approach, but focused on contribution of parents to talent development in public secondary schools in Kisumu East and Central sub-counties as perceived by selected stakeholders to bridge the knowledge gap.

2.6 Parental Contribution to Girl Child Academic Achievement in Secondary Schools

For learning students, academic achievement or performance is a terminal indication that learning has taken place. According to the study by Ward, Stocker and Ward (1996) in the US academic achievement is formally measured through administration of tests and examinations to the learners; however, the overall goals can also be measured in terms of how well the student adjusts in future life. A study by Sophie, Bendikt and Tomas (2011) asserts that academic achievement depends on not only the learners' intelligence and conscientiousness (effort and motivation), but also mental curiosity – that is, the thirst to know.

In Hong Kong, Phillipson (2009) observed that parents influence perception and academic performance of their daughters explicitly or implicitly in their everyday interactions at home, where parents let their daughters know their aspirations and expectations about schooling. A

study by Keith, Troutman, Bickley, Trivette and Singh (1993) observed that students whose parents were involved in checking their homework had higher achievement than students whose parents were not involved in checking homework. Home supervision and rules referring to moderate levels of parental support, such as appropriate monitoring of home-related behaviors (such as television viewing); parental modeling and support of the child's reading along with the provision of a stimulating literacy environment, have been linked to good academic achievement in school. However, it has been pointed out that parental participation on their own do not bring good performance because of numerous other confounding aspects.

For instance, Hoover-Dempsey and Sandler (1995), note that formal school learning can go on without parental support, and performance is also related to the effectiveness of teacher instruction in class. In addition, Scott- Jones (1987) observed that parents need to understand the child's ability and beliefs vis-a -vis their own so as to support the learning process. Furthermore, parental influence fits well for lower-grade children, and may not be obvious for adolescents attending secondary school. Nevertheless, the contribution of parents could be investigated retrospectively; and studying how they could be influencing the performance of adolescent girls in Kenyan secondary schools would be an extension of available knowledge.

African style of parentage seems to harm the formal education of girl children than it does to boys. In Nigeria, Fatokun (2007) lamented that many parents are careless and insensitive to their girl children needs in school; they feign ignorance and innocence on their daughters'

school needs, yet others readily defend themselves asserting that they have all the right to treat their daughters anyhow since they are more or less their properties. These parental prejudices not only limit the girl child's enrollment in schools, but deprives them the understanding of reasons why they should be in school and work towards achieving excellence.

Parental involvement and influence to academic achievement of their daughters is also dictated by their socio-economic status. According to Laureau's (1987) study, middle-class parents often have more information about schooling, cooperate with other parents in the school community, and foster interdependence between home life and school life. These parents tend to have higher expectations for their children's performance and career aspirations. On the other hand, the working class culture, views home life and school life as independent entities, emphasize family values in up-bringing children. These parents more often pay little attention to the schooling of their children, says Laureau (1987).

In Kenyan secondary school education system, academic achievement is measured at the end of four years cycle, in which students are subjected to rigorous national examination tests in various subjects running a whole month under strict invigilation. The tests jointly termed as Kenya Certificate of Secondary Education (KCSE) are administered by the Kenya National Examination Council (KNEC). There are over 30 subjects that are offered for examination. Overall, candidates are required have at least seven and at most nine subjects. The performances are then graded, and students who score a minimum of C+ are qualified to join any public or private university. The competition in these exams is so stiff, and not achieving this pass-mark is viewed as real failure in life. According to Kisumu County Education

Office, (2013), in-depth analysis of KCSE results over time, have revealed that girls not only under-perform in many specific subjects, but also under-enroll in key but elective science-based subjects like physics. However, the overall latest KCSE results have consistently shown girls' achieving quality performances, with an almost gender parity performance. Nonetheless, this feat is only seen in a few selected girl schools, especially those with improved facilities. This leaves the majority of schools with the bulk of enrolled girls still struggling to perform.

Juma and Simatwa (2014) noted that girl-children perform poorly in Kisumu East District now Kisumu East and Central Sub-Counties when compared to the boy-children in KCSE. For instance in 2008, in Nyanza Province only 5 girls compared to 25 boys were ranked among the top 100 nationally. Among the 5 girls there was only one girl from Kisumu East District. In 2009, only 6 girls compared to 26 boys were ranked among the top 100 position nationally from Nyanza Province; and there was no girl while there were 4 boys from Kisumu East District. They further examined the impact of cultural factors on girl students' academic achievement and revealed that girls lag behind in academics in secondary education. They identified such cultural factors as domestic chores and practices by parents of marrying off their daughters negatively affect girl child perception in education and academic achievement. The girl-child is subjected to intensive domestic chores daily in case of day schools, and during school holidays for those attending boarding schools; and worse of, they secretly get married-off without their knowledge.

So far, little had been carried out on parental contribution to girl child academic achievement in Kisumu Town East and Central sub-counties. Juma and Simatwa (2014) dwelt on the

impact of cultural factors on girl students. Chinyoka and Naidu (2012) focused on Home Based Factors on Academic Performance of Girl Learners from poverty stricken families in Zimbabwe. The study established that girl child academic performance is affected by multiple contexts including, family, home, neighborhood and school. The study did not specifically quantify parental contribution. The current study attempted to establish the contribution of parents to their girl child's performance in the continuous assessment tests and in national examinations as perceived by selected stakeholders to bridge the knowledge gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research design, description of the area of study, study population, sample size and sampling techniques, data collection instruments, data collection procedures and methods of data analysis.

3.2 Research Design

The study adopted a descriptive survey design. A descriptive survey attempts to collect data from members of a population in order to determine the status of the population with respect to one or more variables (Mugenda & Mugenda, 2003). This design was suitable for the study because it permitted gathering of data from Class Teachers, Deputy Head Teachers, girl child and Parents on parental contribution to girl child physical discipline, academic discipline, talent development and academic achievement of the girl child at a given point in time without manipulation of the variables. Contribution was measured using rating scales.

3.3 Area of Study

This study was conducted in Kisumu East and Central sub-counties of Kisumu county, which lies within longitudes 34° 45'E and 34° 52'E and latitudes 0°20'North and 0° 10'South, with Equator crossing to the North and land coverage of 2085.9km² and another 567km² covered by water. Kisumu East and Central sub-counties border Kisumu West and Seme to the South, Vihiga to the North East, Nyando to the East, Nyakach to the South West and Muhoroni to the East. The area has 26 public schools of which 2 are female gender boarding schools, while 24 are mixed gender day schools.

According to data from the Kisumu County Education Office (2011-2013) many schools attended by teenage girls experience many cases of indiscipline involving- fights, heckling, unruliness, truancy, lesbianism among others. For instance, Between the years 2011-2013, indiscipline cases experienced in Kisumu East and Central sub counties were 15.9% and 18.4% 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. These vices negatively affect the performance of individual girls attending secondary schools in Kisumu East and Central sub-counties.

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. Many of the students do not participate in various talent development activities despite the fact that some of the schools in the area of study are actively involved in talent based activities such as drama, music and sports. Other schools equally give their children a chance to excel in discipline and academics as evidenced in prize days held in the schools (KCEO, 2013). Both the students and their parents are given a chance in majority schools in the area of study to participate in various activities such as sports during sports days and drama during cultural days when parents are also invited.

Academic discipline in many girl schools also remain wanting. They therefore perform dismally in form 4 national examinations, KCSE. Kenya Certificate of Secondary Education Examinations performance of girls in the sub counties of Kisumu County from the year 2011 to 2013 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 quality performances however had been realized in a few selected girl schools with improved facilities. (Appendix F).

3.4 Study Population

The study population consisted of 405 girls and their parents (405), 26 deputy head teachers and 177 class teachers from selected schools that effectively participate in co curricular activities. Kisumu East and Central sub-counties have 26 public schools of which 2 are female gender boarding schools, while 24 are co educational schools. Majority of parents can only afford taking their children to co-educational schools, thus exposing especially girls to circumstances that endanger their performance. Study participants included Form 4 teenage girls attending public secondary boarding and day schools, and who stay with their parents or guardians within Kisumu East and Central sub-counties. Form 4 girls were chosen for the study because they had lived long enough in the school hence had adjusted to the school. Further, trend of parental support had been established for them since they had even registered for KCSE examinations, therefore were not likely to leave. Their records were also adequate and available for study.

Many respondents were used for purposes of triangulation to avoid biasness and therefore better information. Furthermore, the child benefits from the parent, the class teacher takes care of the child, the deputy principal is in charge of discipline and the parent is the contributor and focus of the study therefore key respondent in the study. Class Teachers were selected for this study because they know both the child and the parent in terms of discipline

and provision of required items respectively therefore were in a position to give authentic information on contribution of the parents. Parents were selected for the study because they were the actual contributors and in cases where the girls were not honest they would verify. Deputy Principals were selected for this study since they were in charge of student discipline and were therefore conversant with matters of discipline and they also kept students records. The girl child was chosen for this study because she is the direct beneficiary of parent's contribution to her well being.

3.5 Sample Size and Sampling Techniques

The sample size was determined from the target population of Form 4 teenage girls attending selected public secondary schools that effectively participate in co curricular activities within Kisumu town East and Central, of which Kisumu East has female population of 150 while Kisumu Central has a female population of 255. Study population consisted of 405 parents, 405 girls, 26 Deputy Head Teachers and 177 class teachers from 26 public schools. Fisher's formula (Mugenda & Mugenda, 2003) was used to determine sample sizes of 197 form 4 girls and their parents (197) and 121 class teachers. Simple random sampling was used to select class teachers, girls and parents and done proportionately to take care of different numbers from different schools. Saturated sampling technique was used to select 24 deputy head teachers. 197 parents would be equal to students sample size considering the parent who frequently visited the school established from lists of attendance records on open days. The sample sizes were calculated as follows:

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where,

nf = the desired sample

n = sample size when population is < 10,000, in this case 384.

N = estimate of the population size (target population). Form 4 students are used in the study.

Distribution is shown in the Table 3.1.

Table 3.1: Sample Frame

Category of Respondents	Study Population	Sample Size
Deputy Head teachers	26	24
Class teachers	177	121
Girl Child	405	197
Parents	405	197

3.6 Instruments of Data Collection

The instruments that the researcher used to collect data were questionnaires, interview schedules, observations and document analysis guides.

3.6.1 Class Teacher's Questionnaire (CLTQ)

The class teachers questionnaire comprised of closed ended questions and an open part. This questionnaire was used to gather information from class teachers about contribution of parents to girl child's physical discipline, academic discipline, talent development and academic achievement in school. All the selected 121 class teachers were expected to respond to the questions (Appendix A).

3.6.2 Girl Childs' Questionnaire (GCQ)

The girl child's questionnaire comprised of closed ended questions and an open part. The questionnaire was used to gather information from the selected girl children about parental contribution to their physical discipline, academic discipline, talent development and academic achievement in school. All the selected 197 students were expected to respond to the questions (Appendix B).

3.6.3 Deputy Principal's Interview Schedule (DP)

The deputy principals interview guide consisted of questions that had either been repeated or rephrased as they were in the questionnaires. The interviews were used to gather information from selected deputy principals about parental contribution to girl child physical discipline, academic discipline, talent development and academic achievement in school. All the selected 24 deputy principals were expected to respond to the questions (Appendix C).

3.6.4 Parents' Interview Schedule (PI)

The parents interview guide consisted of questions that had either been repeated or rephrased as they were in the questionnaires. The interviews were used to gather information from selected parents about their contribution to the girl child physical discipline, academic discipline, talent development and academic achievement in school (Appendix D).

3.6.5 Document Analysis Guide

Record books on students discipline and students report forms were perused for data on contribution of parents to girl child physical discipline, academic discipline, talent development and academic achievement in Kisumu East and Central sub-counties, Kisumu County (Appendix E).

3.7. Validity of Instruments

The face and content validity of the questionnaires and interview guides were established by experts in educational administration. They gave comments and suggestions, which were used to revise the instruments. Questions and statements were checked for their relevance to or consistency with areas of parental contribution.

3.8. Reliability of Instruments

Reliability of the questionnaires were ascertained by a pilot study using test-retest method involving 37(10%) of the study population. Pearson's r co-efficient for class teachers' questionnaire was 0.78 and girl child was 0.81 at a set P value of 0.05.

3.9. Data Collection Procedures

The researcher obtained permission from the National Council of Science and Technology through the School of Graduate Studies (SGS) Maseno University. Letters notifying the sampled schools of intended study were dispatched to the schools at least two weeks earlier. Questionnaires were distributed to respondents as follows; 197 to girl child and 121 to class teachers. The researcher personally visited the sampled schools to administer the questionnaires. The interviews were conducted personally involving 60 parents and 24 deputy principals taking 30 minutes with each interviewee. The responses were written down in a note book. School records on students discipline and report books were perused through and relevant data written down.

3.10. Data Analysis

The sources of data analyzed included questionnaires, interview schedules and school records on discipline. The quantitative data obtained from closed-ended parts of the questionnaire were analyzed using descriptive statistics in form of frequency counts percentages and means. The interpretation of mean ratings was as follows, 1.00-1.44 meant Very Low contribution, 1.45-2.44 meant Low Contribution, 2.45-3.44 meant Moderate Contribution, 3.45-4.44 meant High Contribution and 4.45-5.0 meant Very High contribution. Qualitative data from the interviews were transcribed and analyzed in emergent themes and sub-themes based on the objectives. This was done by rewriting logically the interview scripts. They were analysed for content line by line and categorized according to objectives thematically.

3.11 Ethical Considerations

In conducting the research, the researcher ensured utmost confidentiality of the respondents and no respondent was mentioned. The respondents made their own decisions to participate based on adequate knowledge of the study. Anonymity was upheld by not mentioning the respondents name or use of pseudo names, (Mugenda & Mugenda, 2003). Consent was also obtained from the schools to collect data. The researcher ensured appointments were made in various schools to allow effective collection of data. A friendly approach to schools was employed to encourage maximum cooperation from the schools.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results, analysis and discussion of the data collected during the study on contribution of parents to girl child's discipline, talent development and academic achievement in public secondary schools in Kisumu East and Central sub-counties. The results and discussion of the data collected are presented thematically based on the following objectives of the study.

- i. To establish the contribution of parents to girl child physical discipline as perceived by selected stakeholders.
- ii. To determine the contribution of parents to girl child academic discipline as perceived by selected stakeholders.
- iii. To establish the contribution of parents to girl child talent development as perceived by selected stakeholders.
- iv. To determine the contribution of parents to girl child academic achievement as perceived by selected stakeholders.

The return rate of questionnaires was as shown in Table 4.1.

4.2 Return Rate of Questionnaires

The study administered the research instruments to the subjects and the response rate was as shown in Table 4.1.

Table 4.1: Return Rate of Questionnaires

Respondents	Number issued	Number returned	Percentage
Class Teachers	121	121	100%
Girl Child	197	197	100%

From Table 4.1, it can be observed that the return rate was 121(100%) for class teachers and 197(100%) for girl children. It can be noted that some sections of questionnaires were not filled. However according to Oso *et al.* (2009) the acceptable response rate for survey questionnaire administered personally by the researcher is achieved when the questionnaire return rate is between 80% to 85%. This was achieved because the instruments in this study were personally administered by the researcher to the respondents. With percentage of 100% return rate it means that the response was good enough for the study and the gaps left therefore had no impact.

4.2.1 Demographic Data of Respondents

The respondents included: Deputy Principals, Class teachers, parents and girl children in public secondary schools in Kisumu East and Central sub-counties.

Table 4.2: Demographic Characteristics of Respondents

Respondents	Class Teachers (CT)	
	F	%
Gender		
Male	42	34.7
Female	79	65.3
Total	121	100
Highest Level of Education		
Certificate	3	2.5
Diploma	3	2.5
Degree	86	71.1
Masters	24	19.8
PHD	5	4.1
Total	121	100
Girl Child's Age		
15-18yrs	153	77.7
19yrs and above	44	22.3
Type of School		
	No of Students	Percentage
Mixed Day	141	71.6
Girls boarding	56	28.4
Total	197	100

Source: Field data (2015)

Male class teachers were 42 while female class teachers were 79. This means equal representation in terms of gender on what is required in terms of responses as loco parentis. Their level of education as 99% degree and above qualification would enable them to respond to questions effectively and to give authentic information on parental contribution. They also understand contribution of parents towards physical discipline, academic discipline and talent development to improve academic achievement in the girl child. The girl child

with age of 15 years and above are old enough to be able to distinguish/recognize parental contribution through questioning use of money paid. They are able to understand the fee structure and purpose of money paid, and can question money which has been paid and not received. If the parent is not educated, they can explain whether parent is making any contribution on them or not. They also understand discipline and already know their careers.

4.2.2 School Data

A good number of schools were of double stream and more with total population of 50 students and above per stream indicating a low teacher student ratio which may have a negative implication on physical discipline thus demand more on parental contribution. Boarding and day schools call for different forms of contribution as schools make specific requests. For instance, boarding schools directly demand for visiting days whereby parents are reminded of their need for contribution unlike the day schools where children go home every day and parents are expected to contribute.

4.3 Contribution of Parents to Girl Child Physical Discipline

The research Question responded to was; what is the contribution of parents to Girl Child physical discipline as perceived by selected stakeholders. The class teachers and girl child were asked to rate on a 5-point rating scale the contribution of parents to physical discipline of the girl child. Their responses were as shown in Table 4.3. The interpretation of the ratings were that the ratings of 1.00-1.44 meant very low contribution, 1.45-2.44 meant low contribution, 2.45-3.44 meant moderate contribution, 3.45-4.44 meant high contribution and 4.45-5.0 meant very high contribution to physical discipline of the girl child. The overall mean rating was meant to make the study findings conclusive on each objective. Document

analysis helped to make the findings conclusive. The class teachers and girl child were used in the ratings to take care of biases that would arise when either the class teacher or students were used to the exclusion of the other. Pseudonyms are names used to conceal the identity of a respondent while revealing the gender. This is acceptable in research (Mugenda & Mugenda, 2003) and helps to inform the non gender biasness.

Table 4.3: Parents' Contribution to Physical Discipline of the Girl child as rated by class teachers and girl child (n=121, n=197)

Aspects of Contribution	RES	Mean	Overall mean
Guidance and counseling	Class Teacher	3.36	3.75
	Girl Child	4.14	
Essential needs e.g. shoes, ties, socks, shoe polish, stationery, sanitary towels	Class Teacher	3.56	3.76
	Girl Child	3.97	
Caning	Class Teacher	2.27	2.30
	Girl Child	2.33	
Withdrawing Privileges e.g. playing games, trips	Class Teacher	2.39	2.71
	Girl Child	3.03	
Slapping	Class Teacher	1.91	1.92
	Girl Child	1.93	
Pinching	Class Teacher	1.74	1.84
	Girl Child	1.93	
Recognition /Praise e.g. good conduct, punctuality, attendance	Class Teacher	3.17	3.31
	Girl Child	3.45	
Kneeling	Class Teacher	1.98	1.80
	Girl Child	1.62	
Verbal reprimands e.g. on punctuality, borrowing	Class Teacher	2.84	2.63
	Girl Child	2.42	
Denial of attention e.g. lame excuses, turning deaf ear to requests	Class Teacher	2.28	2.09
	Girl Child	1.90	
Withholding of basic needs e.g. excess pocket money, new pair of shoes, new socks	Class Teacher	2.36	2.43
	Girl Child	2.50	
Overall Mean	Class Teacher	2.54	2.61
	Girl Child	2.67	

KEY: RES – Respondents CT-teachers, GC-girl Child n- Sample size

Interpretation of Mean Ratings

1.00-1.44 = Very Low

2.45 -3.44 = Moderate

1.45 -2.44 = Low

3.45 -4.44 = High

4.45 -5.0 = Very High

From Table 4.3, it can be observed that contribution of parents to girl child physical discipline through guidance and counseling was moderate (M=3.36) and high (M=4.14) as rated by class teachers and girl child respectively. The overall mean was 3.75 which meant that parents' contribution to the girl child physical discipline through guidance and counseling was high in terms of teaching child honesty, obedience and time keeping.

It is important to note that parents are the first teachers to their children and therefore the first guidance and counseling agents to them. The rating of the girl child could be considered realistic because the child stays with the parents who are expected to provide guidance especially to their adolescent children in enhancement of their physical discipline. However, the class teacher rated the parents' contribution as moderate and this is probably because the class teacher in most cases teaches the child only one subject and perhaps learns the child more during disciplinary cases, hence the child's rating is more realistic than the class teacher on their parents' contribution to physical discipline through guidance and counseling.

These views were supported by the interview findings from the deputy principals and the parents who indicated that parents contributed to girls' physical discipline through guidance and counseling. However, one deputy principal highlighted, "three quarters of our parents are not biological. The girls stay with their relatives who are too busy to create time both at home and at school to offer guidance and counseling. One parent, Mr. Peter (Pseudonym) explained, "I talk to my daughter frequently and caution her against vices." Admission records revealed that parents were involved in informal jobs like selling foodstuffs, '*jua kali*,' carpentry and '*boda boda*' transport which means that parents have time constraints in counseling their children. Punishment books revealed indiscipline cases touching on boy-girl

relationships, theft and poor dressing code among others, implying that guidance and counseling is important.

Guidance and counseling however, is a complex process which requires professionals. The parents mainly emphasize on dos and don'ts leading to increase in incidences of indiscipline. Furthermore, the parent-child relationship does not allow the parent to counsel their children effectively since most children will not take their parents seriously. Parents also lack time since they are too busy looking for jobs and bread for the family indicating that counseling the girl child is entirely left for the teacher to handle.

The findings of this study concur with those of Koros *et al.* (2013) in Kericho District, Kenya which observed that schools which involved parents to a great extent in guidance and counseling of their children had their children's moral standards and discipline in such schools improved, although the study did not measure the contribution of parents. It is therefore important to enlighten the parents on the significance of their contribution through guidance and counseling to enhance the physical discipline of the girl child. Parents must be reminded that they bear heavy obligations on the physical discipline of the girl-child and that parenting demands a lot to improve the discipline of the girl child.

Class teachers and the girl child rated the contribution of parents to girls' physical discipline through provision of essential needs such as sanitary towels, shoes, ties, socks, shoe polish as high as their means were (M=3.56) and (M=3.97) respectively. The overall mean was 3.76 which meant that the parents provided essential items for their girl child in terms of shoes, socks and sanitary towels among others. Cases of indiscipline do arise from lack of essential needs. When all girls are provided with such needs, the need to steal for use and sale does not

arise. However, provision of such needs vary for individual students at any one time hence students still borrow, sell and even steal from one another. The interview findings from deputy principals and parents support questionnaire findings which indicated that parents contributed to girls' physical discipline through provision of essential needs. However, one deputy principal stated, "these girls have been found to use tissue paper and blanket cuttings in place of sanitary towels and their school uniforms are hardly replaced." One parent, Mr. Norman (pseudonym) expressed, "I give my daughter money to buy essentials that she may not necessarily disclose to me." Occurrence records revealed that sanitary towels and panties were stocked in school through donations from the school and organizations such as Afya Plus, Kenya which support the girl-child thus mitigating cases of physical indiscipline.

The money that some parents give to their children to buy the essential needs is diverted to other use such as buying snacks from the school canteen thus not serving the purpose for which it was intended hence giving rise to physical indiscipline. The findings of this study agreed with previous findings of Gitome, Katola and Nyabwari (2013) in Kenya who observed that vices develop in children right from home contributed by many factors including: absent parents, influence from neighborhoods, neglect by parents among others. An absentee parent is not there for the child to know exactly what the child needs or has the time to check what they lack hence this encourages physical indiscipline. Parents should therefore be sensitized to fully play their roles by creating time for their children and be role models in the society in order to enhance girls' physical discipline. Gitome *et al.* (2013) focused on correlation between students discipline and performance in Kenya Certificate of Secondary Education and the study did not measure the contribution of parents.

Class teachers and girl child rated the contribution of parents to girls 'physical discipline through caning as low as their means were (M=2.27) and (M=2.23) respectively. Class teachers and the girl child rated the contribution of parents to girls 'physical discipline through slapping as low as their means were (M=1.91) and (M=1.93) respectively. Class teachers and the girl child rated the contribution of parents to girls 'physical discipline through pinching as low as their means were (M=1.74) and (M=1.93) respectively. Class teachers and the girl child rated the contribution of parents to girls' physical discipline through kneeling as low as their means were (M=1.98) and (M=1.62) respectively. The overall means were 2.30, 1.92, 1.84 and 1.80 respectively. This meant that parents were perceived to contribute to physical discipline in terms of caning, slapping pinching and kneeling. Parents are aware that any physical punishment meted on the child is punishable by law, therefore they fear inflicting pain on their children. The children likewise know their rights and will question if their rights are infringed. The child of today is also exposed and this gives them the reason to question things especially when they know their rights are violated, which means parents are cautious when handling discipline in their children.

These views were supported by interview findings from the deputy principals and the parents which indicated that parents contributed to physical discipline of the girl child through caning, slapping, pinching and kneeling. However, one deputy principal stated, "most of our parents decline to cane their children when asked to do so and instead ask the teacher to do it." One parent expressed, "I cannot cane an adult as it is against our tradition." Punishment records revealed cases of caning over some serious offences implying that the role of the parent on discipline is diverted to the teacher to deal with.

The findings agreed with those of UNICEF (2010), Kenya and Constitution of Kenya (Republic of Kenya, 2010) under fundamental rights and freedom of individuals which prohibits any form of physical punishment to be meted on any child either at school or at home, in any institution charged with the responsibility of caring for the child. This was witnessed in the recent arrest case of police officers who allegedly mistreated (showing humiliating pictures) students who were caught smoking bang, drinking alcohol and having sex in a hired bus in Nyeri and Kirinyaga Counties (Wanzala, 2015).

When children are allowed to have their way in this manner, discipline is compromised. In support to the study findings, Straus (1996) and Cohen (1996) in USA found that children subjected to corporal punishment tend to be angrier adults, support spanking, may resort to physical aggression, abusive, substance abuse, crime and violence. Students engaging in destructive behavior could be experiencing difficulties from psychosocial growth challenges that may not have been addressed right from their homes. Parents who subject their children to physical punishment therefore are likely to increase indiscipline instead of reducing it by making their children become rebellious.

UNICEF (2010) and the Constitution of Kenya (Republic of Kenya, 2010) focused on global initiative to end all corporal punishment of children and did not measure the contribution of parents. Cohen (1996) on the other hand focused on testing generative theories of effects of punishment and Straus (1996) spanking and making of a violent society. They also did not measure the contribution of parents. Class teachers and girl child rated the contribution of parents to girls 'physical discipline through withdrawal of privileges such as playing games and going for trips/outings as low (M=2.39) and moderate (M=3.03) respectively. The overall

mean was 2.71 which meant that parents' contribution to girl child physical discipline was moderate through withdrawing privileges in terms of playing games, withdrawing trips among others. The rating of the girl child could be considered realistic because there are other hidden privileges to the child not known to the teacher. The girl child therefore is in a better position to tell since she stays with the parent. If privileges are withdrawn from the child they learn to change from bad behavior thus reducing cases of indiscipline.

Interview findings from the deputy principals and parents support the questionnaire findings which indicated that parents contributed to physical discipline of the girl child through withdrawal of privileges. However, one deputy principal explained, "some of our parents have cooperated with us on discipline issues by writing statements and endorsing that their daughter be left out of school trips if they misbehave." One parent emphasized, "I would support if my daughter would be exempted from trips to make her desist from that bad behavior." Occurrence records revealed written and signed statements by parents on warnings/ restrictions on the girls in relation to privileges in school such as luncheon for form 4 students/prefects away from the school. This clearly communicates to the girl child that their misbehavior is unacceptable thus mitigating cases of indiscipline. The findings of this study concur with those of Straus (1999) in a study in USA who observed that physically disciplining a child serves both to punish and to guide. As a guide it aims to forestall or deter bad behavior in children. Withdrawals of privileges from children therefore inhibit unacceptable behavior although the study did not measure the contribution of parents.

Class teachers and girl child rated the contribution of parents to girls' physical discipline through verbal reprimands such as on punctuality and over-borrowing as moderate (M=2.84) and low (M=2.42) respectively. The overall mean was 2.63 which meant that parents'

contribution to girl child physical discipline through verbal reprimands was moderate in terms of reprimanding on punctuality and over-borrowing among others. The rating of the girl child could be considered realistic because there are many cases of indiscipline which would warrant verbal reprimands. Students are punished on lateness and other offences in school which the parents are not aware of therefore reprimanding verbally by the parent may not arise at school level.

The interview findings from the deputy principals and the parents supported the questionnaire findings which indicated that parents contributed to physical discipline of the girl child through verbal reprimands. One deputy principal however expressed, “most of our parents are not ready to reprimand their daughters and are hands off. They say, let the girl finish.” One parent, a mother, Mrs. Mary (pseudonym) stated, “The children are in the teachers’ hands, deal with them accordingly.” The findings of this study concur with that of Hyman (1996) who observed that punishment make students feel victimized, fatigued and dejected with difficulty to sleep, the children feel sad and worthless. The study emphasized on eliminating corporal punishments in school and did not measure the contribution of parents. Children subjected to threats all the time learn to tolerate these threats and keep misbehaving hence giving rise to physical indiscipline.

Class teachers and the girl child rated the contribution of parents to girls’ physical discipline through denial of attention such as giving lame excuses and turning a deaf ear to child’s requests as low as their means were ($M=2.28$) and ($M=1.90$) respectively. The overall mean was 2.09. This meant that parents’ contribution to girl child physical discipline through denial

of attention was low by use of lame excuses to their children and turning a deaf ear to their children's requests among others. Interview findings from the deputy principals and the parents support the questionnaire findings which indicated that parents contributed to physical discipline of the girl child through denial of attention. One deputy principal however explained, "it is often difficult for most of our parents to ignore or turn a deaf ear to their children's requests even after committing." One parent emphasized, "I develop distress when dealing with denial of attention as it may encourage the girl to seek attention from wrong people." Denial of attention if done carefully will increase compliance, thus reducing indiscipline.

The findings of this study concur with those of Larzelere's (2000) study in USA which supported physical punishment arguing that it enhances short term compliance with parental reprimands, however this applies to younger children and not necessarily adolescent girls especially on long term observation, thus giving rise to physical indiscipline among them, although the study did not measure the contribution of parents. Class teachers and girl child rated the contribution of parents to girl child physical discipline through withholding of basic needs such as excess pocket money, new pair of shoes and socks as low ($M=2.36$) and moderate ($M=2.50$) respectively. The overall mean was 2.43. This meant that parents' contribution to girl child physical discipline through withholding of basic needs was moderate in terms of withholding extra pocket money, new pair of shoes, new socks among others. The rating of the girl child could be considered realistic because such needs are different and the class teacher does not know exactly what needs the parent withholds from the girl. Interview findings from the deputy principals and the parents supported the questionnaire findings which indicated that parents contributed to physical discipline of the

girl child through withholding of basic needs. However, one deputy principal highlighted, “most of our parents withhold some basic items required by the girls especially if they lose them or cannot explain where the items are.” One parent explained, “I see it a big risk withholding basic needs of the girl child, and can only do it for a short time.” If basic needs are withdrawn from adolescent girls they quickly find a way of acquiring them which gives rise to physical indiscipline.

These findings concur with those of Chand’s (2012) study in Fiji which observed that the pivotal role of maintaining discipline in schools is incumbent upon parents who should be firm and vigilant on outward behavior of their children but should ensure a conducive environment for the children without destructive graffiti, although the study did not measure the contribution of parents. Withholding of basic needs teaches the children the natural consequence of breaking rules thus reducing cases of physical indiscipline. Class teachers and girl child rated the contribution of parents to girls’ physical discipline through recognition/praise over good conduct, punctuality and attendance as moderate (M=3.17) and high (M=3.45) respectively. The overall mean was 3.31 which meant that parents’ contribution to girl child physical discipline through recognition/praise was moderate in terms of praising good conduct, punctuality and attendance among others. The rating of the girl child could be considered realistic because she stays with the parent. The interview findings from the deputy principals and the parents support the questionnaire findings which indicated that parents contributed to physical discipline of the girl child through recognition/praise. One deputy principal however remarked, “most of our parents are not aware of the impact of recognition/praise.” One parent stated, “the child of today is unique and therefore must be complemented often for their well being.”

The findings of this study concur with those of Max's (2011) study in Britain which observed that despite adolescents challenging attitudes and assertions of independence, many of them want parental guidance and approval, although the study did not measure the contribution of the parents. When children are complemented often it impacts on their physical discipline. It should be noted that there is yet no clear evidence establishing psychological forms of punishment to improve child control in school and at home. This is in agreement with Hyman's (1996) study who noted that such punishments make students feel victimized, fatigued and dejected with difficulty to sleep; the children feel sad and worthless. Parents should be sensitized on the need to counsel their children on what works and what does not work, thus not just tell them about the negatives but explain the pros and cons. Hyman (1996) focused on 20 years of effort to eliminate corporal punishment in schools and the study did not measure the contribution of parents.

Overall, the contribution of parents to girl child physical discipline was rated as moderate by both class teachers (M=2.54) and girl child (M=2.67). This means that parents' contribution to girl child physical discipline was perceived to be moderate through guidance and counseling, provision of essential needs, physical punishment like caning among others. Responsibility of physical discipline rests more with the teacher in the schools as the parents play little role. Parents are not doing as much as expected leading to many cases of indiscipline in schools. They are the first agents of discipline to the child and therefore the child's discipline in most cases is a reflection of home environment. These findings contrast with those of other studies in that the studies reviewed did not establish the actual contribution of parents to girl child physical discipline in schools which this study has established as moderate. Therefore the new knowledge that this study has generated is that in

Kisumu East and Central sub-counties parents' contribution to physical discipline of the girl child was moderate by applying different approaches such as guidance and counseling, provision of essential needs, physical punishment like withdrawing of privileges, recognition/praise and verbal reprimands. However, parental contribution in terms of essential needs was rated highest at 3.76 while kneeling was rated lowest at 1.80.

4.4 Contribution of Parents to Girl Child Academic Discipline

The research Question responded to was; what is the contribution of parents to Girl Child academic discipline as perceived by selected stakeholders. The class teachers and girl child were asked to rate on a 5-point rating scale the contribution of parents to academic discipline of the girl child. Their responses were as shown in Table 4.4.

Table 4.4

Parents' Contribution to Academic Discipline of the Girl child as rated by class teachers and girl child (n=121, n=197)

Aspects of Contribution	RES	Mean	Overall mean
Checking homework e.g. reading, problem solving	Class Teacher	2.60	2.94
	Girl Child	3.28	
Discussing schoolwork e.g. class work, assignment, corrections /revision	Class Teacher	3.20	3.65
	Girl Child	4.09	
Provision of stationary e.g. pens, calculators and exercise books	Class Teacher	3.44	3.64
	Girl Child	3.83	
Discussing time management e.g. supper time, preps time, grooming, study time table.	Class Teacher	2.96	3.21
	Girl Child	3.46	
Supervising holiday assignment e.g. making notes and reading.	Class Teacher	2.62	2.98
	Girl Child	3.34	
Discussing progress e.g. continuous assessment tests and syllabus coverage.	Class Teacher	3.22	3.58
	Girl Child	3.94	
Creating study time at home e.g. making time table	Class Teacher	3.01	3.26
	Girl Child	3.52	
Attending school open days e.g. scrutinizing books, discussing progress.	Class Teacher	3.37	3.36
	Girl Child	3.34	
Guiding /counseling on academics e.g. on study skills	Class Teacher	3.31	3.60
	Girl Child	3.90	
Regularly talking about school e.g. purpose of education , career	Class Teacher	3.15	3.61
	Girl Child	4.08	
Overall Mean	Class Teacher	3.07	3.38
	Girl Child	3.69	

KEY: RES – Respondents CT-Class Teachers, GC-Girl Child n- Sample size

Interpretation of Mean Ratings

1.00-1.44 = Very Low

1.45 -2.44 = Low

2.45 -3.44 = Moderate

3.45 -4.44 = High

4.45 -5.0 = Very High

From Table 4.4, it can be observed that contribution of parents to girl child academic discipline through checking homework on reading and solving problems in various subjects was moderate as the means of class teachers and the girl child were (M=2.60) and (M=3.28) respectively. The overall mean was 2.94 which meant that parents' contribution to girl child academic was moderate through checking homework in terms of reading, solving problems in various subjects among others. Deputy Principals during interviews agreed with the findings that checking homework on reading and solving problems in various subjects was moderate. This could be true as there was no documentary evidence on parental input on guidance and counseling of academics.

Class teachers and the girl child rated the contribution of parents to girl child academic discipline through supervising holiday assignment on making notes and reading as moderate as their means were (M=2.62) and (M=3.34) respectively. The overall mean was 2.98 which meant that parents' contribution to girl child academic discipline through supervision of holiday assignments was moderate in terms of making notes and reading. The interview findings from the deputy principals and the parents supported the questionnaire findings which indicated parents contributed to academic discipline of the girl child through checking homework and supervising holiday assignments.,

One deputy principal, however, explained, "most of our parents do not bother with their children's homework and holiday assignment." One parent stated, "I am not familiar with the subjects my daughter does but I do ensure she does her work." Punishment Books revealed cases of punishment on failure to do homework and holiday assignments. Parents' called to school over academic indiscipline were on record, implying need for meaningful homework

checking and holiday assignments supervision. The parents are not familiar with subjects taught in school and this is the challenge as some students take advantage of them hence giving rise to academic indiscipline.

The findings of this study concur with those of Adeyemo's (2005) study in Nigeria which established that parental involvement in their child's school environment significantly affected their academic achievement. The researcher observed that parents foster academic discipline in their children by regularly checking their school homework, supervising over home and holiday assignments, and controlling leisure and television viewing, although the study did not measure contribution of parents. Adeyemo (2005) focused on parental involvement, interest in schooling and school environment as predictors of academic self – efficacy among secondary school students.

Class teachers and the girl child rated the contribution of parents to girl child academic discipline through discussing schoolwork on class work, assignments and doing corrections/revision as moderate (M=3.20) and high (M=4.09) respectively. The overall mean was 3.65 which meant that parents' contribution to girl child academic discipline was high through discussing schoolwork on class work, assignments and doing corrections. Class teachers and the girl child rated the contribution of parents to girl child academic discipline through discussing time management such as preps, grooming and study timetable as moderate (M=2.96) and high (M=3.46) respectively. The overall mean was 3.21 which meant that parents' contribution to girl child academic discipline was moderate through discussing time management such as preps, grooming and study time table. Class teachers and girl child rated the contribution of parents to girl child academic discipline through discussing progress

on continuous assessment tests and syllabus coverage as moderate (M=3.22) and high (M=3.94) respectively. The overall means were 3.65 which meant that parents' contribution to girl child academic discipline was high through discussing progress on continuous assessment tests and syllabus coverage. Class teachers and the girl child rated the contribution of parents to girl child academic discipline through regularly talking about school such as purpose of education and careers as moderate (M=3.15) and high (M=4.08) respectively. The overall mean was 3.61 which meant that parents' contribution to girl child academic discipline was high through regularly talking about school such as on purpose of education and careers. The ratings of the girl child could be considered realistic because most discussions take place at home.

The interview findings from the deputy principals and parents supported questionnaire findings which indicated that parents contributed to academic discipline of the girl child through discussing school work, discussing time management, discussing progress and regularly talking about schooling. One deputy principal however expressed, "most of our parents are illiterate and do not ask their children for report forms and only do so when they need it for bursary funds application." One parent stated, "I check my daughters' books and notes frequently, to keep her on toes. We also discuss academic issues on a daily basis." Admission records revealed occupation of most parents as self employed, implying they are engaged in informal jobs such as '*boda boda*' transport depriving them of time to discuss matters of school with their children.

The findings of this study concur with those of Pasternak's (2013) study which observed that parents help their daughters observe perseverance and diligence at school work, timely

completion of tasks, setting academic and future life goals. The study by Ferguson (2007) in support argued that parents promote reading at home, discuss reading materials with their children in ways that encourage children to enjoy learning, seek opportunities at home to discuss and apply what children are learning in school among others. When parents discuss school matters with their children, the children are kept abreast and they realize the concern of both parents and teachers hence this improves the academic discipline in them. Both the studies did not measure the contribution of parents. Pasternak (2013) focused on learning skills and academic achievement while Ferguson (2007) focused on research-based tips for high achievement parenting.

Class teachers and the girl child rated the contribution of parents to girl child academic discipline through creating study time at home on using study timetable and reducing on household chores as moderate (M=3.01) and high (M=3.52) respectively. The overall mean was 3.26 which meant that parents' contribution to academic discipline of the girl child through creating study time at home was moderate in terms of using study time table and reducing household chores among others. The rating of the girl child could be considered realistic because these activities take place at home and therefore the girl is in a better position to know better than the class teacher.

The interview findings from the deputy principals and parents supported the questionnaire findings which indicated that parents contributed to academic discipline of the girl child through creating study time at home. One deputy principal highlighted, "In this school, some students who do not complete their assignments often give reason of being overburdened with household chores at home." One parent stated, "I have employed a house help to enable

my daughter to have adequate time to study.” Occurrence books revealed records of punishment on lateness, incomplete assignments and notes implying students require extra time for completion of school work. The findings of this study concur with those of Okeke’s (2004) study in Nigeria which blames socialization process of girl-children for lack of academic discipline which teaches girls to be submissive. The study observed that based on African cultural attitudes and connotations, some parents give their girl children excess house chores depriving them time for school work, therefore fail to do and hand in their assignments for marking and cheat in examinations. Cases of academic indiscipline arise from lack of sufficient time for the girl child to study. The study by Okeke (2004) focused on women and girls participation in science, technology and mathematics and did not measure the contribution of parents.

Class teachers and the girl child rated the contribution of parents to girl child academic discipline through guiding/counseling on academics such as on study skills as moderate (M=3.31) and high (M=3.90) respectively. The overall mean was 3.60 which meant that parents’ contribution to girl child academic discipline was high through guidance/counseling on academics in terms of study skills and time management among others. The rating of the girl child could be considered realistic because the teacher is at school and only knows what takes place in school. Parents guide/counsel at home as well, therefore the child knows better. On the contrary, the parents may only be offering guidance and not counseling the girl child as counseling is a complex process which requires professionals.

The interview findings from the deputy principals and parents supported questionnaire findings which indicated parents contributed to academic discipline of the girl child through

guidance and counseling. One deputy principal however remarked, “Some of our parents do not bother to find out why their children are sent home, how then would they guide and counsel the children?” One parent emphasized, “I give advice on the benefits of adhering to school rules.” Occurrence records revealed a number of students referred to guidance and counseling teacher, implying that guidance and counseling is important in enhancing academic discipline. The findings of this study were consistent with those of Epstein (1989) and Hoover-Dempsey and Sandler (1995) in New York who observed that parents who maintain a closer contact with their children at home pertaining to school work, help build up their child’s self belief. The studies however did not measure the contribution of parents as Epstein’s (1989) study focused on family structures and student motivation while Hoover-Dempsey and Sandler’s (1995) study focused on parental involvement in children.

Class teachers and the girl child rated the contribution of parents to girl child academic discipline through provision of stationery such as pens, calculators and exercise books as moderate (M=3.44) and high (M=3.83) respectively. The overall mean was 3.64 which meant that parents’ contribution to academic discipline of the girl child was high through provision of stationery in terms of pens, calculators and exercise books among others. The rating of the child could be considered realistic because the child is the receiver. These views were supported by interview findings from the deputy principals and parents which indicated that parents contributed to academic discipline of the girl child through provision of stationery. One deputy principal however expressed, “our parents only provide stationery when the girls join form 1, other times it is often delayed. Borrowing from lower forms is common among the upper classes.” One parent explained, “I buy stationery when I am informed in time.”

The findings concur with those of Robertson's (1999) study in London which observed that some children become disruptive and interfere with other students who are attentive, seeking attention in classroom because they have been subjected to neglect or inadequate care throughout childhood due to a variety of family and economic difficulties. When the children lack essential stationery at any one time, they will not concentrate, giving rise to academic indiscipline. Robertson (1999) focused on parental perception of child physical abuse in Britain and did not measure the contribution of parents.

Class teachers and the girl child rated the contribution of parents to girl child academic discipline through attending school open days by scrutinizing books on open days and discussing progress as moderate as both the means were ($M=3.37$) and ($M=3.34$) respectively. The overall mean was 3.36 which meant that parents' contribution to academic discipline of the girl child was moderate through attending school open days in terms of scrutinizing books and discussing progress among others. Parents attended school functions because it was mandatory to do so, furthermore their children were sent home when they failed to attend. These views were supported by the interview findings from the deputy principals and parents which indicated that parents contributed to academic discipline of the girl child through attending school open days. One deputy principal however stated, "most of our parents arrive late and some are in a hurry to leave therefore do not listen to teachers to learn their daughters challenges. Some of the parents also come carrying small babies who cause distractions." Open days then do not serve the purpose.

The findings concur with those of Bempechat's (1992) study which noted that, while home environment stimulate or inhibit adolescents learning, there are many occasions that the

parent literally become an active participant in not only the activities of the school, but also the learning and progress of their individual children in school. Parents should therefore realize that they contribute a great deal in laying the academic discipline foundation for their daughters to enhance better academic discipline. Bempechat (1992) focused on promoting the achievement of at-risk students and did not measure the contribution of parents.

On the whole, the contribution of parents to girl child academic discipline was rated as moderate by class teachers (M=3.07) and high by girl child (M=3.69). The overall mean was 3.38 which meant that parents' contribution to girl child academic discipline was perceived to be moderate through checking homework, discussing schoolwork, provision of stationery among others. This is because some girls may have responded in a biased manner that could be due to insincerity on responding to some issues that they could view as having negative reflection on them. The teachers rating could be more realistic because the teacher is the manager of students' academic discipline on a day to day basis. These findings contrast with those of other studies in that the studies reviewed did not establish the actual contribution of parents to girl child academic discipline in schools which this study established as moderate (M=3.38)-Table 4.4. Therefore the new knowledge that this study generated is that in Kisumu East and Central sub-counties parents' contribution is moderate to the academic discipline of the girl child by applying different approaches such as checking homework, discussing school work, providing stationery, discussing time management among others. However, parental contribution in terms of discussing school work was rated highest at 3.65 while checking homework was rated lowest at 2.94.

4.5 Contribution of Parents to Girl Child Talent Development

The research Question responded to was; what is the contribution of parents to Girl Child talent development as perceived by selected stakeholders. The class teachers and the girl child were asked to rate on a 5-point rating scale the contribution of parents to talent development of the girl child. Their responses were as shown in Table 4.5.

Table 4.5: Parents’ Contribution to Talent Development of the Girl Child as rated by the class teachers and the girl child (n=121, n=197)

Aspects of Contribution	RES	Mean	Overall Mean
Paying for sports /games participation e.g. games, athletics	Class Teacher	3.15	3.40
	Girl Child	3.64	
Providing sports/ games needs .e.g. hockey, handball, rackets	Class Teacher	2.70	3.29
	Girl Child	3.88	
Paying for clubs /societies participation e.g. CU, YCS.	Class Teacher	2.35	2.74
	Girl Child	3.14	
Paying academic tours e.g. scouts, bench marking, public speaking	Class Teacher	3.30	3.69
	Girl Child	4.08	
Paying for participation in drama, music e.g. in festivals	Class Teacher	2.80	3.28
	Girl Child	3.76	
Giving prizes for talent	Class Teacher	2.80	2.89
	Girl Child	2.98	
Sponsoring for participation at regional national	Class Teacher	2.15	2.62
	Girl Child	3.10	
Guidance/ counseling on co-curricular importance e.g. before departure	Class Teacher	2.75	3.30
	Girl Child	3.86	
Acting role model in talent development e.g. football, volley ball	Class Teacher	2.55	3.05
	Girl Child	3.56	
Overall Mean	Class Teacher	2.73	3.13
	Girl Child	3.56	

KEY: RES – Respondents CT- Class teachers, GC-Girl Child n- Sample size

Interpretation of Mean Ratings

1.00-1.44 = Very Low

1.45 -2.44 = Low

2.45 -3.44 = Moderate

3.45 -4.44 = High

4.45 -5.0 = Very High

From Table 4.5, it can be observed that contribution of parents to talent development of the girl child through paying for sports/games participation such as football and athletics was moderate (M=3.15) and high (M=3.64) respectively. The overall mean was 3.40 which meant that parents' contribution to girl child talent development was moderate through paying for sports/games participation such as football and athletics. Class teachers and the girl child rated contribution of parents to girls' talent development through paying academic tours such as scouts camping and benchmarking as moderate (M=3.30) and high (M=4.08) respectively. The overall mean was 3.69 which meant that parents' contribution to girl child talent development was high through paying academic tours such as scouts camping and bench marking. Class teachers and the girl child rated the contribution of parents to girl child talent development through paying for participation in drama/music such as drama festivals and music festivals as moderate (M=2.80) and high (M=3.76) respectively. The overall mean was 3.28 which meant that parents' contribution to girl child talent development was moderate through paying for participation in drama/music.

Class teachers and the girl child rated the contribution of parents to girl child talent development through giving prizes for talent such as verse speaking and art work as moderate as the means were (M=2.80) and (M=2.98) respectively. The overall mean was 2.89. Class teachers and the girl child rated the contribution of parents to girl child talent development through sponsoring for participation at regional/national level as low (M=2.15) and moderate (M=3.10) respectively. The overall mean was 2.62. This meant that parents' contributed to girl child talent development through paying for sports/games participation,

paying for academic tours, paying for participation in drama and music, giving prizes for talent, sponsoring for participation at national/regional level.

It is important to note that schools charge activity fee of Ksh. 1,200 per year that cater for sports/games participation, participation in drama/music, participation in any co curricular activity at regional/national level. Motivation charges are also done for academic tours and talent prizes upon agreement with parents. All charges are included in the school fees. This meant that parents have no option but to pay for sports/games participation, drama/music participation, regional/national level participation, academic tours and prizes. These views were supported by questionnaire findings from the deputy principals and parents which indicated that parents contributed to talent development of the girl child through paying Ksh.1, 200 for sports/games participation, paying for participation in drama/music, sponsoring for participation at regional/national level, paying for academic tours and giving prizes for talent. One deputy principal however stated, “fee payment of Ksh. 27,000 per year is not done promptly by most parents however, some children always overstay at home when sent home for fee. We have to call them back at times because otherwise you have no students to teach.” One parent, Mrs. Rose (pseudonym) whose daughter won a talent award to China stated, “I am not able to raise Ksh.20, 000.” Fee register revealed huge balances of fee which lead to absenteeism of the students from school.

The findings concur with those of Damarin’s (1995) study which noted that physical activities enhance neural activity in the brain and have positive correlation with academic achievement. This was supported by Alfred-Liro *et al.’s* (1998) study who observed that parents play integral role in identifying the talents in children, creating good environment by

encouraging and supporting children, signing them in specific academies and sponsoring group activities for the children. This implies that developing talent require tact effort and hard work from parents. Damarin (1995) focused on Gender and Mathematics from a feminist stand point while Alfred-Liro *et al.* (1998) focused on nurturing teenagers talent-The role of parents, teachers and coaches. Both studies did not measure the contribution of parents. Class teachers and the girl child rated the contribution of parents to girl's talent development through paying for clubs/societies such as Christian union and Young Christian Societies as low (M=2.35) and moderate (M=3.14) respectively. The overall mean was 2.74 which meant that parents' contribution to talent development of the girl child was moderate through paying clubs/societies such as Christian union and young Christian societies.

These views were supported by questionnaire findings from deputy principals and parents which indicated that parents contributed to talent development of the girl child through paying for club/societies. One deputy principal highlighted, "We are about to call off a wildlife trip to Nakuru if all the parents do not to pay the Ksh. 500 per child requested from them." One parent stated, "My daughter is a good swimmer but must now drop it and start concentrating in her academics." AGM minutes revealed various co curricular activities offered in the school, implying that co curricular is important.

The findings were consistent with those of Weiss's (2006) study which observed that it is important to note that through children's parents' participation, they not only gain cognitive and social development but also develop positive attitudes and behaviors, talent, personality and potential skill development. The study by Leung (2005) supported this by noting parents can also influence talent development and future career choices by exposing their children

through field excursions and exhibitions, nature tours and children's holiday seminars where they can interact with diverse other children. Weiss (2006) focused on Family involvement in Early Childhood Education while Leung (2005) focused on modeling of parenting style in Hong Kong, China. Both the studies did not measure the contribution of parents.

Class teachers and the girl child rated the contribution of parents to girl child talent development through acting as role model such as in football and in volleyball as moderate (M=2.55) and high (M=3.56) respectively. The overall mean was 3.05 which meant that parents' contribution to talent development of the girl child was moderate through acting as role models in terms of playing football and volleyball among others. These views were supported by questionnaire findings from deputy principals and parents which indicated that parents contributed to talent development of the girl child through acting as role models. One deputy principal explained, "some of our parents have mentioned they participated in co curricular activities while in school." One parent, a father, Mr. John (pseudonym) emphasized, "I was a very good soccer player and was offered employment by a company due to that." Children who see their parents as role models are more encouraged and get interested in co curricular.

The findings of this study concur with those of Rintaugu's (2012) study in which it was observed that parents influence their children in choosing extra curriculum physical activities as seen in children whose parents are themselves athletes and artists although the study dwelt on parental role of influence in the teaching-learning of physical education and did not measure the contribution of parents.

Class teachers and the girl child rated the contribution of parents to girl child talent development through providing sports/games needs such as hockey sticks, rackets, soccer shoes which costs Ksh.1500 as moderate (M=2.70) and high (M=3.88) respectively. The overall mean was 3.29 which meant that parents' contribution to talent development of the girl child was moderate through provision of sports/games needs in terms of hockey sticks, rackets and soccer shoes among others. The rating of the girl child could be considered realistic because sports/games needs are different and therefore children's needs differ at any one time of which the class teacher is not aware if they are provided.

These views were supported by interviews from the deputy principals and parents which indicated that parents contributed to talent development of the girl child through providing sports/games needs. One deputy principal however expressed, "provision by most of our parent is mainly done when the students join F1. Some children in this school play bare feet and others do so in their school uniform." One parent stated, "I do not see the need of providing sports/games needs for a girl in F4 class who is about to complete high school." Occurrence records revealed donations of shoes and track suits from Non-Governmental Organizations to players in the school, implying that the items are important.

Findings of this study concur with those of Zhou and Kim's (2006) study which observed that parents work hard in helping their children to develop different talents as a prestige and as away to save the image of the family. The study focused on Community forces, social capital and educational achievement in China, and did not measure the contribution of parents.

Class teachers and the girl child rated the contribution of parents to girl child talent development through guidance/counseling on co curricular importance such as counseling before departure for games as moderate (M=2.75) and high (M=3.86) respectively. The overall mean was 3.30. This meant that parents' contribution to talent development of the girl child was moderate through guidance/counseling on co curricular importance such as before departure for games. The girl child is better informed since she stays with the parent while Class teachers interact fewer times with the child. These views were supported by interviews from the deputy principals and parents who indicated that parents contributed to talent development of the girl child through guidance and counseling. One deputy principal stated, "most of our parents are well informed of the co curricular activities that exist in school, only they do not take interest." One parent stated, "My daughter should drop netball because she is not performing in her academics."

The findings concur with those of Wangai's (2012) study in which it was observed that insufficient positive parental involvement in co curricular activities that their children participated in. The researcher focused on determinants of development of students' talents in co curricular activities in Mwatate district, Kenya and the study did not measure the contribution of parents.

Overall, the contribution of parents to girl child talent development was rated as moderate by class teachers (M=2.73) and high by the girl child (M=3.56). The overall mean was 3.13 which meant that the contribution of parents to girl child talent development was moderate as perceived by selected stakeholders through paying for sports/games participation, providing sports/games needs, giving prizes for talent, guidance/counseling on co-curricular importance

among others. Over and above the activity fee of Ksh.1200 which schools charge per year that cater for co curricular activities, the student is providing more realistic information because of hidden costs which the class teachers may not be aware of.

These findings contrast with those of other studies in that the studies reviewed did not establish the actual contribution of parents to girl child talent development which this study has established as moderate (M=3.13). Therefore, the new knowledge that the study has generated is that in Kisumu East and Central sub-counties parents' contribution to talent development of the girl child is moderate by applying different approaches such as paying for sports/games participation, providing sports/games needs, paying for clubs/societies among others. However contribution in terms of paying for sports/games participation was rated highest at 3.40 while sponsoring for participation at regional/national level was rated lowest at 2.62.

The performance of students in talent development is generally below average as evidenced in most participation that ends at county level. In Kenya performance in co curricular activities though important is never considered in grading students (KCEO, 2013). This is the reason some parents would not allow their children to engage in any co-curricular activities even if they were good and the school offers it. It is, therefore, important to enlighten parents on the significance of their contribution to girl child talent for enhancement of girls' talent development. Furthermore, good performance in co curricular activities is recognized by certificates and other prizes which could be an added advantage at other levels when seeking employment.

4.6 Contribution of parents to Girl Child Academic Achievement

The research Question responded to was; what is the contribution of parents to Girl Child academic achievement as perceived by selected stakeholders. The class teachers and the girl child were asked to rate on a 5-point rating scale the contribution of parents to academic achievement of the girl child. Their responses were as shown in Table 4.6.

Table 4.6: Parents' Contribution to Academic Achievement of the Girl Child as rated by the class teacher and the girl child (n=121, n=197)

Aspects of Contribution	RES	Mean	Overall Mean
Controlling free time at home e.g. viewing TV, visiting friends	Class Teacher	3.00	3.24
	Girl Child	3.48	
Paying for remedial lessons e.g. mathematics, English.	Class Teacher	3.49	3.63
	Girl Child	3.77	
Paying levies on time .e.g. school fees	Class Teacher	2.91	3.15
	Girl Child	3.39	
Creating study time at home e.g. making time table, punctuality	Class Teacher	3.05	3.34
	Girl Child	3.62	
Reducing domestic chores e.g. cooking, cleaning.	Class Teacher	2.95	3.17
	Girl Child	3.38	
Monitoring other activities from home e.g. free time, TV programmes and cell phones.	Class Teacher	3.15	3.47
	Girl Child	3.78	
Discussing academic progress e.g. continuous assessment tests, quizzes and end term tests.	Class Teacher	3.30	3.65
	Girl Child	3.99	
Buying recommended books/ reading materials e.g. English and Kiwahili set books, revision books	Class Teacher	3.30	3.46
	Girl Child	3.61	
Monitoring academic performance regularly e.g. CATs and end term exams	Class Teacher	2.87	3.09
	Girl Child	3.31	
Identifying academic problems e.g. solving problems, checking work.	Class Teacher	3.03	3.28
	Girl Child	3.52	
Contributing to school prizes for high achievers e.g. prize day.	Class Teacher	2.75	2.91
	Girl Child	3.07	
Participating in book harvest e.g. prize day	Class Teacher	2.78	2.91
	Girl Child	3.03	
Guiding /counseling on academics e.g. study habits, time management	Class Teacher	3.10	3.46
	Girl Child	3.81	
Rewarding good/ improved performance e.g. class, school subject	Class Teacher	2.99	3.19
	Girl Child	3.38	
Overall Mean	Class Teacher	3.05	3.28
	Girl Child	3.51	

KEY: RES – Respondents CT- Class teachers, GC-Girl Child n- Sample size

Interpretation of Mean Ratings

1.00-1.44 = Very Low

1.45 -2.44 = Low

2.45 -3.44 = Moderate

3.45 -4.44 = High

4.45 -5.0 = Very High

From Table 4.6, it can be observed that contribution of parents to girl child academic achievement through controlling free time at home such as viewing of television and visiting friends was moderate (M=3.00) and high (M=3.48) respectively. The overall mean was 3.24 which meant that parents' contribution to girl child academic achievement through controlling free time at home was moderate. Class teachers and girl child rated the contribution of parents to girl child academic achievement through monitoring other activities from home such as Television programs and phone calls as moderate (M=3.15) and high (M=3.78) respectively. The overall mean was 3.47. This meant that parents' contribution to girl child academic achievement was high through controlling free time at home such as viewing of television, visiting friends and monitoring other activities from home such as Television programs and cell phones.

The rating of the girl child could be considered realistic because the girl stays with the parent and therefore the teacher does not know all home activities that the girl engages in. These views were supported by the interview findings from the deputy principals and the parents which indicated that parents contributed to academic achievement of the girl child through controlling free time at home and monitoring other activities from home. One deputy principal however stated, "most of our parents are too busy searching for ways to put food on the table to control free time of their children, neither are they at home to monitor their children's other activities." One parent explained, "I ensure my daughter is engaged by assigning tasks at home which must be completed."

The findings agreed with the previous findings of Keith *et al.*'s (1993) study in which it was observed that students whose parents were involved in checking their homework had higher

achievement than students whose parents were not involved, where home supervision and rules refer to moderate levels of parental support, such as appropriate monitoring of home related behavior such as television viewing. The study focused on “does parental involvement affect eighth grade student achievement?” and did not measure the contribution of parents.

Class teachers and the girl child rated the contribution of parents to girl child academic achievement through paying for remedial lessons as high as the means were (M=3.49) and (M=3.77) respectively. The overall mean was 3.63. This meant that parents’ contribution to girl child academic achievement was high through paying for remedial lessons. Class teachers and girl child indicated that contribution of parents to girl child academic achievement through paying levies on time was moderate as the means were (M=2.91) and (M=3.39) respectively. The overall mean was 3.15. This meant that parents’ contribution to girl child academic achievement was moderate through paying levies on time in terms of school fees and remedial payments among others.

Class teachers and the girl child rated the contribution of parents to girl child academic achievement through contributing to school prizes for high achievers as moderate as their means were (M=2.75) and (M=3.07) respectively. The overall mean was 2.91. Class teachers and the girl child rated the contribution of parents to girl child academic achievement through rewarding good/improved performance as moderate as their means were (M=2.99) and (M=3.38) respectively. The overall mean was 3.19. This meant that parents’ contribution to girl child academic achievement was moderate through contributing to school prizes of high achievers and rewarding good/improved performance on prize day. Schools charge

motivation fee that caters for paying remedial lessons, rewarding good/improved performance, contributing to school prizes and this is included in the fees which means that all parents must pay and failure to pay the Ksh. 500 would result in the child being sent home. These views were supported by the interview findings from the deputy principals and the parents who indicated that parents contributed to academic achievement of the girl child through paying for remedial lessons, paying levies on time and contributing to school prizes for high achievers. One deputy principal explained, “our parents do not pay for remedial lessons, reward good/improved performance, contribute to school prizes and pay levies out of their own volition but are compelled to do so through fee payment. One parent expressed, “I am aware that the government sends funds to schools. Why does the school charge extra money?” Fee register revealed balances and delayed payments of school fees.

The findings of this study concur with those of Fatokun’s (2007) study which maintained that many parents are careless and insensitive to their girl children needs in school; they feign ignorance and innocence on their daughters school needs. The researcher however, focused on child abuse and educational attainment of secondary school students in science subject and did not measure the contribution of parents.

Class teachers and the girl child rated the contribution of parents to girl child academic achievement through creating study time at home on using study time table and punctuality as moderate (M=3.05) and high (M=3.62) respectively. The overall mean was 3.34. This meant that parents’ contribution to girl child academic achievement was moderate through creating study time at home. Class teachers and the girl child rated the contribution of parents to girl child academic achievement through reducing domestic chores such as helping with domestic chores and employing house helps as moderate as the means were (M=2.95) and

(M=3.38) respectively. The overall mean was 3.17. This meant that parents' contribution to girl child academic achievement was moderate through creating study time at home and reducing domestic chores in terms of employing house helps and helping with domestic chores among others. The class teacher does not stay with the child, therefore is not aware of all activities that take place at home hence child's rating is more realistic.

These views were supported by the interview findings from the deputy principals and the parents which indicated that parents contributed to academic achievement of the girl child through creating study time at home and reducing domestic chores. One deputy principal however highlighted, "most of our parents are absent parents at home, which means the girl is left in charge with all the home responsibilities." One parent explained, "my daughter is a candidate and therefore I do most of the house chores to enable her to have time for her studies.

The findings were consistent with those of Juma and Simatwa's (2014) study which after examining the impact of cultural factors on girl students' academic achievement revealed that girls lagged behind in academics and identified cultural factors such as domestic chores and practices of parents marrying off their daughters as hindrances to girl's achievement. They observed that the girl-child is subjected to intensive domestic chores daily in case of day schools, and during school holidays for those attending boarding schools. The study did not measure the contribution of parents.

Class teachers and the girl child rated the contribution of parents to girl child academic achievement through discussing academic progress such as continuous assessment tests and

end term examinations as moderate (M=3.30) and high (M=3.99) respectively. The overall mean was 3.65. This meant that parents' contribution to girl child academic achievement was high through discussing academic progress. Class teachers and the girl child rated the contribution of parents to girl child academic achievement through monitoring regularly academic performance such as continuous assessment tests and end term examinations as moderate as the means were (M=2.87) and (M=3.31) respectively. The overall mean was 3.09. This meant that parents' contribution to girl child academic achievement was moderate through discussing academic progress and monitoring regularly academic performance such as continuous assessment tests and end term examinations.

Some monitoring of academic performance and discussing academic progress may be done at home, of which the teacher is not aware. These views were supported by the interview findings from the deputy principals and the parents which indicated that parents contributed to academic achievement of the girl child through discussing academic progress and monitoring academic performance. One deputy principal expressed,

Most of our parents do not make follow-ups on their children's progress and their attendance of open days is often poor or late after one on one session is done. They often blame the teacher when their children fail and yet they hardly check their children's report cards and newsletters. Due to their poor socio-economic status most parents do not have information about schooling therefore pay little attention to the schooling of their children. In some cases during open days, one parent even doubles up for two or more students who are from the same village.

One parent stated, "school meetings sometimes take too long. The school should be considerate as we have other commitments."

The findings of this study concur with those of Laureau's (1987) study which observed that, middle class parents often have more information about schooling, therefore tend to have

higher expectations for their children's performance and career aspirations while the working class culture views home life and school life as independent entities and emphasize family values in up-bringing children hence these parents often pay little attention to the schooling of their children. The study by Laureau (1987) focused on social class differences in family-school relationships. The researcher did not measure the contribution of parents.

Class teachers and the girl child rated the contribution of parents to girl child academic achievement through buying recommended books/materials such as English and Kiswahili set books and revision books as moderate ($M=3.30$) and high ($M=3.61$) respectively. The overall mean was 3.46. This meant that parents' contribution to girl child academic achievement was high through buying recommended books/materials such as English and Kiswahili books, set books and revision books among others. These views were supported by the interview findings from the deputy principals and the parents which indicated that parents contributed to academic achievement of the girl child through buying recommended books/materials. One deputy principal lamented, "our parents often delay in buying books/material." A parent explained, "I know that it is my responsibility to provide for my daughter's needs, even if there is delay." Annual General Meeting minutes revealed donation of revision books and materials by certain organizations, implying that adequacy of books/materials is necessary to improve performance.

Class teachers and the girl child rated the contribution of parents to girl child academic achievement through participation in book harvest as moderate as their means were ($M=2.78$) and ($M=3.03$) respectively. The overall mean was 2.91. This meant that parents' contribution to girl child academic achievement was moderate through participation in book harvest by

donating particular text books. Parents are at times requested to bring a particular text book on reporting to form 1. These views were supported by the interview findings from the deputy principals and the parents which indicated that parents contributed to academic discipline of the girl child through participation in book harvest. One deputy principal however explained, “Our parents on their own volition rarely participate in book harvest.” One parent stated, “I have occasionally donated English and Mathematics text books to the school.”

The findings of this study agreed with those of Katherine’s (2007) study in which it was observed that parents who themselves are educationally socialized, create a suitable learning environment, provide reading and learning materials and finances to foster good academic achievement in their children. Katherine (2007) focused on Maternal Education and Children’s’ Academic Achievement during middle childhood and did not measure the contribution of parents.

Class teachers and the girl child rated the contribution of parents to girl child academic achievement through guidance/counseling on academics study habits and time management as moderate and high as their means were (M=3.10) and (M=3.81) respectively.) The overall mean was 3.46 which meant that parents’ contribution to girl child academic achievement was high through guidance/counseling on academics. These views were supported by the interview findings from the deputy principals and the parents which indicated that parents contributed to academic discipline of the girl child through guidance/counseling on academics. One deputy principal however explained, “our parents do not take charge over their children during holidays and most of them are hustlers who do not know how to

motivate their children.” One parent however stated, ‘I often advise my daughter about the good study habits and how to manage her time. ’Occurrence records revealed that professional counselors were invited to schools to guide/counsel on academics every year.

Findings of this study were consistent with the findings of Scotts-Jones’s (1987) study which observed that parents need to understand the child’s ability and beliefs vis -a -vis their own so as to support the learning process. Scotts-Jones (1987) focused on mothers as teachers in the families of high and low achieving black first graders and did not measure the contribution of parents.

On the whole, the contribution of parents to girl child academic achievement was rated as moderate by class teachers (M=3.05) and high by the girl child (M=3.51). The overall mean was 3.28 which meant that parents’ contribution to girl child academic achievement was moderate. These findings contrast with those of other studies in that the studies reviewed did not establish the actual contribution of parents to girl child academic achievement which this study has established as moderate (M=3.28). Therefore the new knowledge that the study has generated is that in Kisumu East and Central sub-counties was that parents’ contribution to girl child academic achievement was perceived to be moderate by applying different approaches such as controlling free time of the girl at home, paying for remedial lessons, paying levies on time, creating study time and reducing domestic chores among others. These findings compare favorably with what is practice in that, where parents contribute, the teacher complements for better results. However, parental contribution in terms of discussing academic progress was rated highest at 3.65 while contributing to school prizes for high achievers was rated lowest at 2.91.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the summary of the findings, conclusions and recommendations are presented based on the study objectives;

5.2 Summary of Findings

The findings of the study were summarized as follows:

5.2.1 Contribution of parents to Girl Child Physical Discipline as perceived by selected Stakeholders

The study established that the contribution of parents to girl child physical discipline as perceived by class teachers and girl child was overall moderate (M=2.61), however high in guidance and counseling (M=3.75), provision of essential needs (M=3.76); and low in slapping (M=1.92), pinching (M=1.84) and kneeling (M=1.80).

The interview findings revealed that parents were involved in informal jobs such as selling foodstuffs, '*boda boda*' transport and were therefore too busy to find adequate time for their children. Parents used physical and psychological punishments sparingly in instilling physical discipline on their children. They asserted that physical discipline was more of the responsibility of teachers than them. Record books revealed that parents caned the girl child in school and recommended physical punishment on the girl child by the teachers.

5.2.2 Contribution of Parents to Girl Child Academic Discipline as perceived by selected Stakeholders

The study established that the contribution of parents to girl child academic discipline was overall moderate (M=3.38) but high in discussing school work (M=3.65), provision of stationery (M=3.64), guidance and counseling on academics (M=3.60), regularly talking about school (M=3.61) and moderate in supervision of holiday assignments (M=2.98) discussing time management (M=3.21) and checking homework (M=2.94).

The interview findings revealed that parents were semi-illiterate and therefore their children took advantage by giving them wrong information, for instance on homework and holiday assignment. Parents expressed that they did not understand the nature of the homework and assignments given to their children. Occurrence records revealed parents did not check their children's homework and therefore contributed little to academic discipline of the girl student.

5.2.3 Contribution of Parents to Girl Child Talent Development as perceived by selected Stakeholders

The study established that the contribution of parents to girl child talent development as perceived by class teacher and girl child was overall moderate (M=3.13) but high in paying academic tours (M=3.69) and moderate in paying for sports/games participation (M=3.40), guidance and counseling in co-curricular importance (M=3.30), provision for sports needs (M=3.29), paying for clubs/societies (M=2.74) and acting as role model in talent development (M=3.05).

The interview findings revealed that parents did not pay for co-curricular activities such as clubs/society. Parents expressed they would not wish their children to engage in co-curricular activities particularly while in F4 class as it was a waste of time according to them. Occurrence book register revealed donations of sports/games items by organizations such as banks. Also revealed was that parents hardly paid for co-curricular activities in terms of sponsorship at national levels.

5.2.4 Contribution of Parents to Girl Child Academic Achievement as perceived by selected Stakeholders

The study established that the contribution of parents to girl child academic achievement as perceived by class teacher and girl child was overall moderate (M=3.28), however high in paying for remedial lessons (M=3.63), discussing academic progress (M=3.65), monitoring other activities from home (M=3.47) and moderate in participating in book harvest (M=2.91) paying levies on time (M=3.15), creating study time (M=3.34), monitoring academic progress regularly (M=3.09) and reducing domestic chores (M=3.17) among others.

The interviews findings revealed that parents did not make follow ups on their children's' progress in school and when invited to attend open days, a good number arrived late and at the same time were in a hurry to leave. Parents on the other hand explained that they tried their level best to provide for their children items such as recommended books and created time for their studies hence expected the best of them. Occurrence book register revealed donations of various textbooks during prize giving days by parents.

5.3 Conclusions

The study concluded that parents' contribution to physical discipline of the girl child as perceived by selected stakeholders was overall moderate but high in provision of essential needs, guidance and counseling and low in kneeling and pinching.

The contribution of parents to girl child academic discipline as perceived by selected stakeholders was overall moderate however high by discussing schoolwork, provision of stationery, discussing progress, guidance and counseling and moderate in supervision of holiday assignment, checking homework and attending school open days.

Parents' contribution to girl child talent development was overall moderate but high in paying for academic tours and moderate in paying for clubs and societies and sponsorship for participation at regional level.

The contribution of parents to girl child academic achievement was overall moderate but high in payment for remedial lessons, discussing academic progress, guidance and counseling, monitoring TV programmes and use of cell phones and buying recommended books; and moderate in contributing to school prizes for higher achievers, participation in books harvest and reducing domestic chores.

5.4 Recommendations

- i. In the light of the findings that parents contribute moderately to girl child physical discipline through provision of essential needs and guidance and counseling; this study recommended that:
 - a) The school principals should encourage parents to provide essential needs for their girl child adequately to reduce theft in schools.
 - b) School principals should discourage use of physical punishments since it has little contribution and is illegal.
- ii. In the light of the findings that parents contribute to girl child academic discipline through checking homework and supervising holiday assignment, discussing schoolwork, discussing time management, discussing progress and creating study time at home the study recommended that: School principals should encourage parents to create adequate time for their children to improve on their academic discipline.
- iii. In the light of the findings that parents contribute to girl child talent development through paying for sports/games needs, providing sports/games needs, sponsoring child for participation at regional level and guidance and counseling on co curricular importance the study recommended that: School principals should enlighten parents on the significance of their contribution and their positive attitude towards co curricular activities for enhancement of girl child talent development.
- iv. With regard to the findings that parents contribute to girl child academic achievement through discussing academic progress, buying recommended books/reading materials, identifying academic problems and rewarding good/improved performance the study

recommended that: School principals should encourage parents to fully support the learning process of their girl child for better academic achievement by providing the required teaching/learning resources. This is because when parents fully provide essential needs and supplement guidance and counseling to the girl child they are bound to desist from engaging in deviant behavior like theft, fighting and destroying other student's property.

5.5 Suggestions for Further Research

The study exposed the following areas that require further research.

- i. Empirical study on influence of physical discipline on student academic performance.
This will help the MOE to formulate policies on how to effectively deal with physical discipline.
- ii. Determinants of parental participation in the students' academic achievement. Parents will understand their role in promoting academic achievement.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR CLASS TEACHERS

The purpose of this questionnaire is to collect data on the contribution of parents to girl child’s discipline, talent development and academic achievement in public secondary schools in Kisumu East and Central Sub-Counties in Kisumu County, Kenya. You are chosen to participate in this research, kindly fill or tick (√) in the spaces provided. The information collected will be treated with utmost confidentiality and used for the purpose of this study only.

SECTION I: BACKGROUND INFORMATION

Please tick appropriately

- | | | |
|-------------------------------|-------------|-----|
| 1. Gender | Male | () |
| | Female | () |
| 2. Highest Level of education | Certificate | () |
| | Diploma | () |
| | Degree | () |
| | Master | () |
| | PHD | () |

Any other (s) specify

.....

.....

SECTION II: Physical Discipline of Girl Child

1. Based on your knowledge and experience as a class teacher, rate (indicate your position on) the listed forms of contribution parents make to the girl-child on their **physical discipline**,(that is, obedience manifested by the girl child by adhering to school rules, regulations and norms in society) where **1**=Extremely Low Contribution (ELC); **2**=Low Contribution (LC); **3**=Moderate Contribution (MC); **4**=High Contribution (HC); **5**=Extremely High Contribution (EHC).

Form of parental contribution	Ratings				
	ELC 1	LC 2	MC 3	HC 4	EHC 5
a. Guidance and Counseling on the need for honesty, obedience to school rules and regulations and time management					
b. Providing sanitary towels, pocket money, stationery and uniforms					
c. Caning					
d. Withdrawing Privileges e.g. watching television, field trips etc					
e. Slapping					
f. Pinching					
g. Recognition /Praise					
h. Kneeling					
i. Verbal reprimands					
j. Denial of attention					
k. Withholding of basic requirements e.g. pocket money					

Any other (s) specify.....

SECTION III: Academic Discipline of the Girl Child

2. Based on your knowledge and experience as a class teacher rate, (indicate your position on) the listed forms of contribution parents make to the girl-child’s **academic discipline** (that is timeliness in doing assignments, homework and adhering to regulations governing learning processes, good library use, paying attention to instructions in school and revising adequately for examinations and tests) at school and at home, where **1=Extremely Low Contribution (ELC); 2=Low Contribution (LC); 3= Moderate Contribution (MC); 4=High Contribution(HC); 5= Extremely High Contribution (EHC).**

Form of parental contribution	Ratings				
	ELC 1	LC 2	MC 3	HC 4	EHC 5
a) Checking homework					
b) Discussing about schoolwork with girl child during open days					
c) Provision of stationery					
d) Discussing time management at school					
e) Supervising holiday assignment					
f) Discussing progress of the girl child					
g) Creating study time at home					
h) Attending school open days					
i) Guiding and counseling girl child on academics and examinations					
j) Regularly talking to child about school					

Any other (s) specify.....

SECTION IV: Talent Development of the Girl Child

3. Based on your knowledge and experience as a class teacher, rate (indicate your position on) the listed forms of contribution parents make to their children at school and at home on their **talent development** (that is, sports, singing, theatre arts, athletics, volleyball and boxing). Where **1= Extremely Low Contribution (ELC)**;
2= Low Contribution (LC); **3= Moderate Contribution (MC)**;
4= High Contribution (HC); **5= Extremely High Contribution (EHC)**.

Form of parental contribution	Ratings				
	ELC 1	LC 2	MC 3	HC 4	EHC 5
a) Paying for participation in sports and games e.g. high jump, football, volleyball, netball, racket games e.t.c.					
b) Providing sports and games requirements e.g. games kit, rubber shoes e.t.c.					
c) Paying for participation in clubs and societies e.g. journalism and wildlife					
d) Paying for academic tours e.g. public speaking and science fairs					
e) Paying for participation in drama and music co curricular activities					
f) Giving prizes for talent					
g) Sponsoring girl child for participation at National and regional levels					
h) Guidance & Counseling on the importance of participation in co-curricular activities					
i) Acting as role models in talent development e.g. in football, public speaking, netball, athletics etc					

Any other (s) specify.....

.....

SECTION II: Academic Achievement Girl Child

4. Based on your knowledge and experience as a class teacher, rate (indicate your position on) the listed forms of contribution parents make to the girl-child at home and at school on their **academic achievement**.(that is performance in class work, quizzes, continuous assessment tests, end of term and national examinations) where **1=** Extremely Low Contribution (ELC); **2=** Low Contribution (LC); **3=** Moderate Contribution (MC); **4=** High Contribution (HC); **5=** Extremely High contribution (EHC).

Form of parental contribution	Ratings				
	ELC 1	LC 2	MC 3	HC 4	EHC 5
a) Controlling leisure time at home					
b) Paying for remedial lessons					
c) Paying levies on time					
d) Creating study time at home					
e) Reducing domestic chores					
f) Monitoring girl child activities in other places other than home					
g) Discussing girl child’s academic progress					
h) Buying recommended books and reading materials					
i) Monitoring academic performance from time to time e.g. making impromptu visits to school					
j) Identifying academic problems faced by the girl child					
k) Contributing to school prizes for high academic achievers					
l) Participating in open days by supporting book harvest					
m) Guidance and counseling on academics					
n) Rewarding good or improved performance					

Any other (s) specify.....

APPENDIX B

QUESTIONNAIRE FOR GIRL CHILD

The purpose of this questionnaire is to collect data on the contribution of parents to girl child's discipline, talent development and academic achievement in public secondary schools in Kisumu East and Central Sub-Counties in Kisumu County, Kenya. You are chosen to participate in this research, kindly fill or tick (✓) in the spaces provided. The information collected will be treated with utmost confidentiality and used for the purpose of this study only.

SECTION 1: BACKGROUND INFORMATION

Please tick appropriately.

- | | | |
|-------------------|----------------|-----|
| 1. Age | 15-18 | () |
| | 19 and above | () |
| 2. Type of school | Girls day | () |
| | Mixed day | () |
| | Girls boarding | () |

SECTION II: Physical Discipline of the Girl Child

1. Based on your knowledge and experience as a girl-child rate (indicate your position on) the listed forms of contribution your parents make to you at home and at school on your **physical discipline**, (that is, on obedience manifested by you on adherence to school rules, regulations and norms in society) where **1**=Extremely Low Contribution (ELC); **2**= Low Contribution (LC); **3**= Moderate Contribution (MC); **4**= High Contribution (HC); **5**= Extremely High contribution (EHC).

Form of Parental Contribution	Ratings				
	ELC 1	LC 2	MC 3	HC 4	EHC 5
a) Guidance and Counseling on the need for honesty, obedience to school rules and regulations and time management					
b) Providing sanitary towels, pocket money, stationery and uniforms					
c) Caning					
d) Withdrawing Privileges e.g. watching television, field trips etc					
e) Slapping					
f) Pinching					
g) Recognition /Praise					
h) Kneeling					
i) Verbal reprimands					
j) Denial of attention					
k) Withholding of basic requirements e.g. pocket money					

Any other (s) specify.....
.....
.....

SECTION III: Academic Discipline of the Girl Child

2. Based on your knowledge and experience as a girl-child, rate (indicate your position on) the list of the following forms of contribution your parents make to you at home and at school on **academic discipline**,(that is attending classes without fail, completing assignments as required, actively participating in class activities, desisting from noise making in class, seeking teaching assistance in academics, making good use of textbooks, writing notes as per teacher instructions, preparing personal study timetable, presenting report cards to parents, honesty in academics to curb cheating, hard work) where **1=Extremely Low Contribution (ELC); 2= Low Contribution (LC); 3= Moderate Contribution (MC); 4= High Contribution (HC); 5= Extremely High Contribution (EHC).**

Form of parental contribution	Ratings				
	ELC 1	LC 2	MC 3	HC 4	EHC 5
a) Checking your homework					
b) Regularly talking to you about school					
c) Provision of stationary for you					
d) Discussing time management at school					
e) Supervising holiday assignments					
f) Discussing your progress at school					
g) Creating study time for you at home					
h) Discussing reading materials with you					
i) Attending school open days to discuss your schoolwork with teachers					
j) Guidance and counseling on your academics					

Any other (s) specify.....

SECTION IV: Talent Development of the Girl Child

3. Based on your knowledge and experience as a girl-child, rate (indicate your position on) the listed forms of contribution your parents make to you at home and at school on your **talent development** (that is sports to include ball games, drama, acting, singing) where **1= Extremely Low Contribution (ELC); 2= Low Contribution (LC); 3= Moderate Contribution (MC); 4= High Contribution (HC); 5= Extremely High Contribution (EHC).**

Form of parental contribution	Ratings				
	ELC 1	LC 2	MC 3	HC 4	EHC 5
a) Paying for participation in sports and games e.g. High jump, football, volleyball, netball, racket games e.t.c.					
b) Providing sports and games requirements e.g games kit, rubber shoes e.t.c.					
c) Paying for participation in clubs and societies e.g. journalism and wildlife					
d) Paying for academic tours e.g. public speaking and science fairs					
e) Paying for participation in drama and music co curricular activities					
f) Giving prizes for talent					
g) Sponsoring girl child for participation at National and regional levels					
h) Guidance & Counseling on the importance of participation in co-curricular activities					
i) Acting as role models in talent development e.g. in football, public speaking, netball, athletics etc					

Any other (s) specify.....

SECTION V: Academic Achievement of the Girl Child

4. Based on your knowledge and experience as a girl-child rate (indicate your position on) the listed forms of contribution your parents make to you at home and at school on **academic achievement**, (that is performance in class work, quizzes, continuous assessment tests, end of term and national examinations) where **1= Extremely Low Contribution (ELC)**; **2= Low Contribution (LC)**; **3= Moderate Contribution (MC)**; **4= High Contribution (HC)**; **5= Extremely High contribution (EHC)**.

Form of parental contribution	Ratings				
	ELC 1	LC 2	MC 3	HC 4	EHC 5
a) Controlling leisure time at home					
b) Paying for remedial lessons					
c) Paying levies on time					
d) Creating study time at home					
e) Reducing domestic chores					
f) Monitoring girl child activities in other places other than home					
g) Discussing girl child's academic progress					
h) Buying recommended books and reading materials					
i) Monitoring academic performance from time to time e.g. making impromptu visits to school					
j) Identifying academic problems faced by the girl child					
k) Contributing to school prizes for high academic achievers					
l) Participating in open days by supporting book harvest					
m) Guidance and counseling on academics					
n) Rewarding good or improved performance					

Any other (s) specify.....

APPENDIX C

DEPUTY PRINCIPALS' INTERVIEW GUIDE

Parental contribution to physical discipline of the girl child

1. In what ways do parents assist their girl child not to involve in vices like theft, fighting e.t.c. in school?
2. When the girl is reported to be a bully to other girls and a truant, what do the parents do?
3. What do parents do when the girl is reported to be disrespectful to the teachers and support staff?

Parental contribution to academic discipline of the girl child

1. What does the parent do to a child who fails to do assignments or write notes and is sent home?
2. What do parents do to support education programmes in school like tuition, remedial?
3. What do parents do to meet teaching and learning requirements of the girl child in school? Do they buy for them calculators, geometrical sets, set books etc?

Parental contribution to talent development of the girl child

1. In what ways do parents support their girl child to participate in co curricular activities?
2. Do the parents pay for the girl child's co curricular trips?

Parental contribution to academic achievement of the girl child

1. What do parents do for their girl child who persistently fails in exams?
2. How do parents participate in celebration of results? Do they contribute to the prizes?
3. What do the parents do to motivate their girl child in preparation for exams?

APPENDIX D
PARENTS' INTERVIEW GUIDE

Parental contribution to physical discipline of the girl child

1. In what ways do you assist the girl child not to participate in anti-social behavior e.g theft in school?
2. When your girl is reported to have bullied others, what do you do?
3. In what ways do you assist your girl not to destroy school property?
4. When your girl is reported to have sneaked from school, what do you do?

Parental contribution to girl child academic discipline

1. In What ways do you assist your girl to observe study times?
2. Does your child need extra reading materials and learning tools? Who takes care? The school or you?
3. When your girl child fails to do assignment and is sent home, what do you do?
4. In what ways do you assist your child to meet assignment deadlines?
5. What do you do to monitor your girl child's academic progress?

Parental contribution to talent development of the girl child

1. What materials do you provide for the girl to participate in co curricular?
2. Does your child go for co-curricular trips? Who takes care? The school or you?
3. What do you do to encourage talent in the girl child?

Parental contribution to academic achievement of the girl child

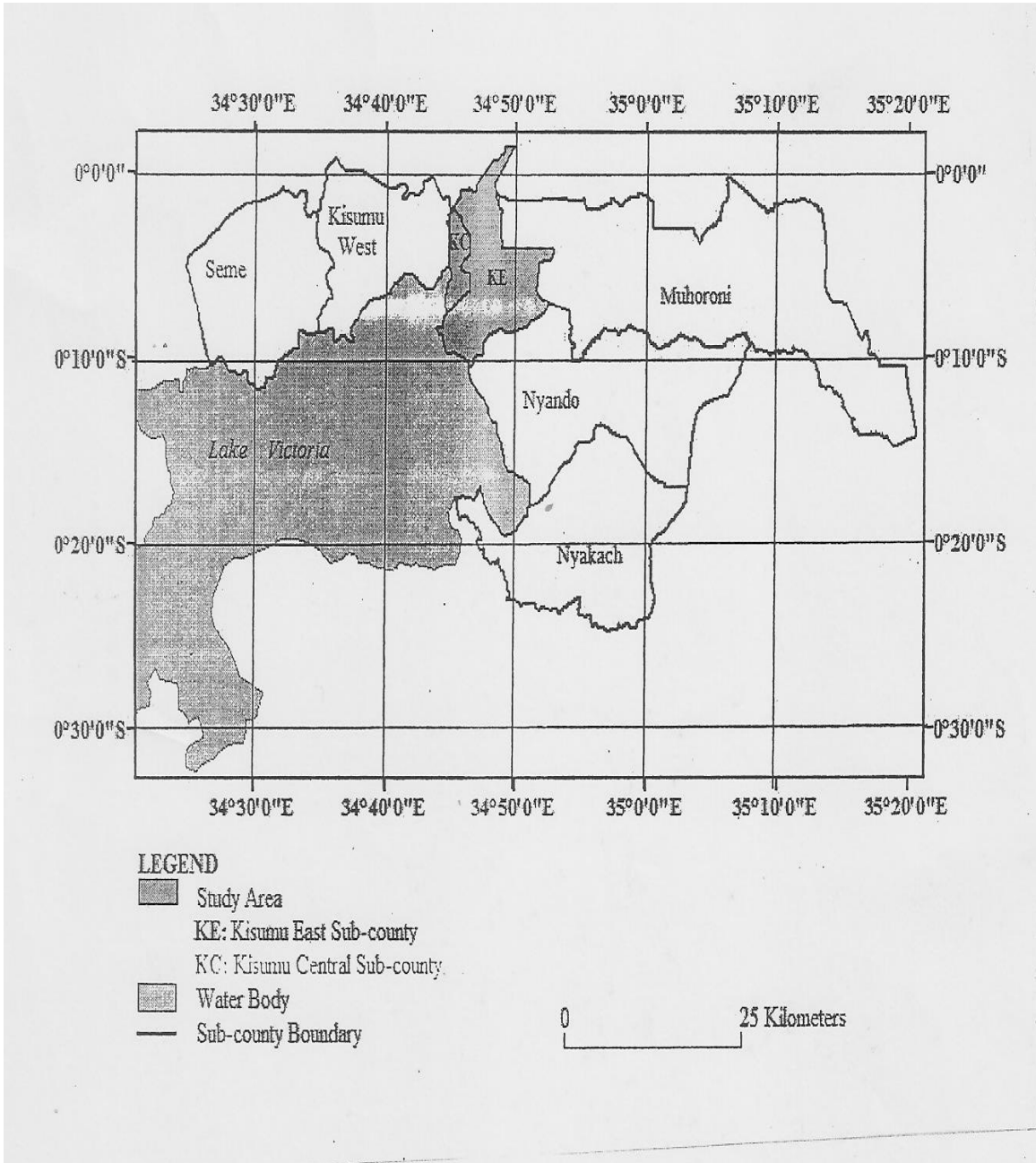
1. What do you do when your girl child persistently does not perform?
2. What do you do to motivate the girl child in preparation for exams?
3. How do you participate in celebration of results? Do you contribute to the prizes for prize giving?

APPENDIX E
DOCUMENT ANALYSIS GUIDE

Aspect of contribution	Document used	Remarks
Physical indiscipline where parents were involved e.g. theft, fighting etc.	Occurrence book register	
	Attendance list for trips	
	Leave out copies	
	Punishment books	
	Levies	
	Guidance and counseling records	
	AGM minutes	
Academic indiscipline where parents were involved e.g. failing to write notes etc.	Occurrence book register	
	Attendance list for trips	
	Fee register	
	Leave out copies	
	Punishment books	
	Levies academic progress	
	End term results	
Talent, records and payments	Participation in co-curricular records,	
	guidance and counseling,	
	AGM minutes	
Academic achievement payments made.	Levies	
	Academic progress records,	
	End term results	
	Guidance and counseling	

APPENDIX F

MAP SHOWING LOCATION OF KISUMU EAST AND CENTRAL SUB COUNTIES



Source: Kisumu County Integrated Development Plan 2013-2017