

# ***THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES***

## **Effects of Parents Checking Boy Child's Home Work on Boy Child's Academic Performance in Public Primary Schools in Tinderet Sub-county Nandi County, Kenya**

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### **Abstract:**

*The purpose of the study was to determine the effect of parents checking boy child's home work on boy child's academic performance in public primary schools in Tinderet Sub-county Nandi County Kenya. The study was conducted in Nandi County. This study used descriptive survey design which allowed large amount of data to be collected over a short period of time. The study targeted 90 teachers, 90 parents and 987 standard 7 boys and will sample 27 teachers, 27 parents and 256 standard 7 boys which was 30% of the target population. The study used simple random sampling and purposive method to sample the respondents. The study adopted a conceptual framework where independent variables are itemized as parental involvement and whereas the dependent variables are indicated as boy-child's academic performance. The research study employed mixed approach methodology (both qualitative and quantitative techniques) in collecting and analyzing data. The study used purposively sampling method to select standard seven boy child. The study used questionnaire for boy child, parents and teachers as the main tool of collecting data. It is hoped that the findings of the study would provide useful insight and awareness on the roles and responsibilities of parents/guardians on academic performance. The results of the study included (i) parents had enough time to interact with the boy child, (ii) that there is a big gap between parent attending meetings and the boy child performance (iii) that discipline aids in academic performance and (iv) that motivated teachers will go a long way in improving the boy-child performance. The study recommended that parents should come home early to assist boy child in doing homework, they should be involved in school matters of their boy-child. The study also recommends that motivation in schools should be improved in order to improve the teachers' productivity in terms of academic performance of pupils. The study suggests that a study be done on the impacts of modern methods of parenting and technologies on the social aspect of a boy-child.*

**Keywords:** parents, boy, academic, performance, public, primary

### **1. Introduction**

Education is essential for the development of every society; the more educated the people of a society are, the more civilized and well-disciplined the society might be. Because of this, a family is a central core tasked with a responsibility to socialize boy child and make them productive members of a society. As a result, the more they put emphasis in involving them in the process of imparting education to their boy child, the more the boy child might succeed in their academic performance and become dependable, productive and responsible members of society (Paquette, D. & Ryan, J. 2011).

Parental involvement may refer to the interest a parent shows in their boy-child's schooling by encouraging them to do well in school, helping them with the school work, appreciating when a child does well in school, talking with the teachers about the child's progress among others. Involvement may vary from one family to another and can take different forms from communicating with teachers about boy-child's progress and helping boy-child with homework, to participating in the school policy-making. By getting involved, parents can reduce boy-child's risk of failure and dropping out of school. Parental involvement improves student's morale, attitudes and academic achievement across all subject areas. Boy-child's behaviour and social adjustment improve when parents are proactive with schools and neighborhoods to cultivate an environment that promotes learning, parents have been educators since time immemorial. Boy-child learns how to walk and talk from their parents. The initial learning that a child gets from the parents is very important because it is the foundation for future learning. Formal schooling however seems to rob the parents this noble function (McCoy. 2005).

Parents are important in providing environmental, social and economic factors, which have powerful effects on the students' performance. These factors, if not provided for adequately, place the child at great risk of underachieving in school (Kafas, P. 2009). Some of these factors include poverty, inadequate learning opportunities, exposure to drugs and/or violence at home or school, lack of after school care, dysfunctional families, inadequate healthcare, rundown schools, neighbourhood

distress, poor role models and poor nutrition (Nyarko, K. 2011). When boy-child are insecure both at school and at home, they cannot do well. This may result to stress that will impede academic progress. Such boy-child may even drop out of school or get involved in disruptive behaviour or become dangerous to other students and the teacher (Charlton and George (2006).

Parental influences has been identified as a factor affecting boy child achievement (Odhiambo, 2005) Ndiritu (2009) states that limited theme among lower class families have been found to restrict provision of school fees and other necessary moderates to ensure good performance and lower learners self-esteem leading to feeling of inadequacy and finally results to poor performance or school drop out of the boy child.

Teachers' service commission secretary Nancy Macharia has raised concern over the neglect of boys, adding that fathers have abdicated their family role. She said today's boy lacked role models due to absentee fathers and society's focus on growth. She said speaking at Moi High School Mbiruri. "Parenting has been left to women. It is mothers who turn up for school activities" Mrs Nancy Macharia said. (Ellis, 2000). The Kenyan constitution provides for an affordable and universal Free Primary Education (FPE), Basic Education Act (BEA) and Education for All (EFA) which lays a great emphasis on the importance of every child getting the basic education whatever the background.

## 2. Theoretical Review

Many theories have been proposed on how this study will based on ecological systems theory which was developed by Urie Bronfenbrenner (2007) where he tried to highlight on the effects of parental involvement in boy child's academic achievement in public primary schools. It majorly highlighted four dimensions upon which pupil's academic achievements can be realized when there are proper interactions. They will include community, school, family and social factors (Pena, 2007). Pupil's interactions in schools, community, family and social factors contribute to greater academic achievement.

Similarly ecological systems theory explains the four types of systems that keep shaping its developments by highlighting on norms, roles and rules to be followed. The system includes Microsystem, Mesosystem, Macrosystem and Exosystem. Microsystem encompasses the most immediate surroundings of the pupil which include family, school, church, classrooms and peer. As the central and immediate environment they greatly influence pupil's achievement. Mesosystem the combination of the two Microsystems interacting together results in this system. The combination of a pupil's school and peer or a combination of school and home impacts on academics of the boy child's.

Exosystem is a situation where a pupil's experience, though not directly involved to the environment, is affected by an external factor. For example neighbors, peers, mass media, parents work place and family friends or conflicts. Though these factors do not directly involve the pupil go a long way in affecting pupil's achievement. Macrosystem refers to one's inner feelings and ideologies about a culture. A lot of changes specifically personal way of thinking, and seeing things, affects pupil's achievement. For instance a developed person, a highly competent person and a knowledgeable person directs, guides and support on how best pupil can live.

One sub-system works hand in hand with the other's for the good realization of the results. However, its variation in any system like parents refuse to work with teachers results negatively (Kafas,P. (2009), the unpredictability and instability of family life gives boy child little interaction with parents and results in a most destructive force to a pupil's development. Putting first things first should be encouraged because they go a long way in one's life time therefore parents can bring about the right developmental needs of the boy child's. This study will look at parental influence on academic achievement where parents, boy boy-child and teachers are part of the system.

## 3. Nature of Parental Involvement in Checking of Boy-child's Homework

Parental association in training is the support of guardians in general important correspondence that include student's learning and other school exercises including guaranteeing that guardians assume a basic part in helping their kid tyke's learning at home and at school the contribution of parental inclusion on singular understudy is of awesome centrality since understudy advantage an extraordinary arrangement if school and home supplement each other in instruction and socialization. In any case, when guardians neglect to be engaged with training of their kid youngster to determined levels, the law views that as parental carelessness (Bergsten, 2008).

It is recommended that family inclusion enhances aspects of kid training, for example, every day participation (Simon, 2010), understudy accomplishment conduct, (Chambers, and Schruher, 2004). They emphatically affect the understudy's scholarly execution and improve common relationship among every one of the gatherings.

Accomplishment of scholastics in the students passes by the underlying childhood of the tyke by the parent particularly referring to on train nature of the kid, instructors work effortlessly with kid's whose records of teach are great, this was bolstered by Chambers, Schruher, 2004) who announced that scholarly accomplishment is decidedly identified with having guardians who uphold leads at home.

Mbingi and Mbughuni (2011) discovered that paying little respect to kid youngster's experience or earlier school accomplishment including guardians in different ways had positive effect on accomplishment, participation, conduct and course credits finished. Essentially, parental direction and support of their youthful understudy is basic to student's school and future achievement (Sanders and Epstein, 2010). It has it hence that the understudy's experience can't be expected as it has scholastic effect at later circumstances.

Guardians can get associated with kid's exercises in a few ways; checking assignments, verbal consolation or connection in regards to homework, coordinate fortification for scholastic change and general scholarly direction or support. Studies directed among particular evaluations and branches of knowledge bolster the dispute that parental association can impact understudy's scholarly accomplishment paying little heed to the kid child's' age or subject for instance Stegelin (2003), Butterly, and Anderson, (2009, Fall) concentrated on early youth instruction and proficiency, noticing a connection between families who take part in education exercises at home and their kid's prosperity with perusing and composing.

Different investigations have added to the significance of guardians' contribution even in school. For instance, hypothesized that guardians who have and keep up visit contact with the school have higher accomplishing kid tyke than guardians who have occasional contact. Also, schools that are all around associated with the group have a tendency to have higher accomplishing kid tyke's than schools with less ties. Other than this the guardians who end up plainly associated with their kid's work of school have a tendency to create uplifting state of mind towards their kid tyke's educators. What's more, in light of this they likewise rate educators' relational and showing aptitudes, see them as needing them to help their kid youngster and as exceptionally accommodating in recommending thoughts for home exercises (Epstein, 2007).

It is contended that the guardians desire on kid's scholastics are effective as they urge kid youngster's to exceed expectations scholastically bolstered the possibility that there is an expanded high scholarly accomplishment when there is a higher desire on guardians and also an expansion in the measure of time spent finishing home work outside the classroom. Therefore parental association in their kid youngster's instruction has been connected to expanded levels of scholastic execution in the classroom (Butterly, and Anderson (2009)

Guardians regularly end up plainly associated with their kid youngster's training through homework. Regardless of whether kid do homework at home, entire it in after school projects or work on it amid the school day, homework can be an intense device for (a) telling guardians and different grown-ups what the youngster is realizing, (b) giving kid tyke and guardians motivation to discuss what's happening at school, and (c) giving educators a chance to get notification from guardians about kid tyke's learning.

#### 4. Research Methodology

This study used descriptive survey design which allows large amount of data to be collected over a short period of time. It is also describes and reports appropriate information collected from a population. Survey design has also been found to be more useful in descriptive studies and generalization of the results (Mugenda, 2009). The design function enabled the researcher to use both qualitative and quantitative approaches in data analysis.

The target population for this study included: teachers, standard 7 boys and parents representative. The researcher targeted 30 schools. Because there are three groups namely teachers, parents and standard seven boys, the study targeted all standard seven boys, 3 parents and 3 teachers from each school. The target groups for this study were 1167 respondents in public schools within Tinderet Division, Nandi County.

The research study used questionnaire and researcher's own observations were used, based on research design. The Reliability of data collection instruments were determined through a pilot study where the researcher administered the research instruments to the respondents of the schools not included in the sample.

The data collected from this study was summarized, coded and tabulated. The data was coded, and analyzed by the use of SPSS, then was presented in tables and figures. Data was interpreted in relation to research questions. Conclusions and recommendations were derived from the findings of the study on the other hand qualitative data generated was analyzed and categorized in accordance to research questions and reported in a narrative form.

#### 5. Results

##### 5.1. Nature of Parental Involvement in Checking Homework of Boy Child's

There is a wide range of views about nature of parental involvement in checking homework of boy-boy-child in Africa. In Kenya there appear to be mounting concerns that high proportions of boy-boy-child in public school systems are poorly motivated due to poor parental involvement in checking homework. Therefore the study sought to find out the nature of parental involvement in checking homework of boy-child's and the findings are illustrated in table 1.

	5	4	3	2	1
Parent get involved in boy child's homework checking	246(64%)	120(30%)	8(2%)	4(1%)	12(3%)
Parents come home early to assist boy child in doing homework	197(51%)	129(33%)	24(6%)	12(3%)	28(7%)
Parents get enough time to interact with the boy child at home	260(65%)	100(25%)	8(2%)	16(4%)	16(4%)

Table 1: Nature of parental involvement in checking homework of boy child's

The finding shows that majority of the respondent 246(64%) strongly agreed that parents get involved in boy child's homework checking, 120(30%) agreed, 8(2%) were undecided, 4(1%) disagreed and the remaining 12(3%) strongly disagreed. Furthermore, 197(51%) of the respondent strongly agreed that parents come home early to assist boy child in doing homework, 129(33%) agreed, 24(6%) were undecided, 12(3%) disagreed and the remaining 28(7%) strongly

disagreed. Finally, 260(65%) of the respondent strongly agreed that parents get enough time to interact with the boy child, 100(25%) agreed, 8(2%) were undecided, 16(4%) disagreed and the remaining 16(4%) strongly disagreed. For the research finding majority of the respondents 260(65%) were in agreement that parents get enough time to interact with the boy child. Parental involvement in checking homework should specifically touch the prime nature of how a parent assesses their boy's performance before any supervisor or teachers may interfere in the evaluation process. The results showed that most of the respondents strongly disagreed that most of the parents are not involved in checking homework of boy child's. This is contrary to Starkey & Klein (2010) who state that parental involvement in education is the participation of parents in regular meaningful communication that involve pupil's learning and other school activities including ensuring that parents play an integral role in assisting their boy child's learning at home and at school.

The study also carried out correlation analysis and the output is shown in table 2

		Nature of parental involvement in checking homework of boy child's	Boy-Child's Academic Performance
Nature of parental involvement in checking homework of boy child's	Pearson Correlation	1	-.002
	Sig. (2-tailed)		.976
	N	400	400
Boy-child's academic performance	Pearson Correlation	-.002	1
	Sig. (2-tailed)	.976	
	N	400	400

Table 2: Correlations between parental involvement in checking homework and Boy-Child's Academic Performance

The results in table shows that there was a weak, negative correlation between parental involvement and boy-child's academic performance which was statistically significant ( $r = -0.002$ ,  $n = 400$ ,  $p < .005$ ). The results showed that the association between checking homework by parents and academic performance was not strong. This implies that most parents did not involve themselves in their children homework. This could be because they are much involved in other activities to fend for their family and at the end of the day they are tired, others even have to work day and night in order to provide for their families and therefore have no time to check their children's' homework. Contrary to this Smith, (2011) assertion on parental involvement in their children education. Smith, (2011) noted that parents can become an effective academic influence in their child's life by: reading together daily, making sure that conversations between parent and child are "vocabulary rich", and using the resources, which may be available to them, within their communities. Similarly Antoine (2015) reported that there existed a strong correlation between student's views of the assistance that they received from their parents and their level of confidence in their parents' abilities to assist them.

## 6. Conclusion

Based on the findings of the study it was concluded that there is a big breach between parent checking homework and the boy child's performance much should be done to support the boy child. Moreover it was also concluded that motivated teachers are committed in their work and would work beyond their expectation to ensure that the academic performance of learners is improved.

## 7. Recommendation

Since the study reported that parents did not commit their time to working with their boy-child. Policy makers, educators, researchers and all stakeholders should come up policies that govern parental involvement in their boy child education. These policies should be fully documented and legalized to curb the parental negligence in education of their children. This will ensure that parents devote their attention to the child when working with them during an assignment or checking it over at the end of the assignment.

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