

Parenting practices influencing academic outcomes of primary school children in Rarieda Sub-County-Kenya

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Abstract: This study investigated the parenting practices influencing outcomes of primary school children in Rarieda Sub-county. The Functionalism theory which views the society as a structure with symbiotic parts was used. A descriptive survey research design and co-relational design were used. The target population was 9,300 Standard 7 and 8 Pupils. Other respondents consisted of one Sub County Education Officer and 510 teachers from 120 Sub-County Primary Schools. Purposive sampling technique was used to select 10% from each of the schools, teachers and sub county education officer while simple random sampling was used to select 10% of pupils (girls, boys' and co-educational) from standard seven and eight classes. The sample size consisted of 930 Standard 7 and 8 Pupils, 1 Sub County Education Officer and 51 Teachers. Data was collected using questionnaires and oral interviews. Piloting was conducted to determine validity and reliability of the research instruments. Quantitative data was analyzed using means, frequencies, percentages, factor analysis and regression analysis at a significant level of 0.05 while qualitative data was transcribed and reported according to themes. The findings showed that parenting practices influence academic performance of Rarieda Sub-County by 62.7 percent and that the main factors determining parenting practices are poverty, poor parenting, low teacher-pupil ratio, and poor structure. The study concluded that poverty, poor parenting, and poor family structure cause psychological pressure on the pupils that consequently affects their academic performance. The study recommends that parents be enlightened on parenting practices. Capacity building be done for all the school head teachers and teacher counselors in schools to effectively handle psychological issues of parenting practices in primary schools. The study also recommends initiation of poverty eradication programmes, school-feeding programmes, positive parenting, provision of counseling services, and collaboration of stakeholders to help improve academic performance in Rarieda Sub-County.

Keywords: Parenting, Practices, Academic, Poverty, Children, Rarieda

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I. INTRODUCTION

Studies from western countries have reported that poor academic performance in developed countries has led to adjustment problems among children [1]. Disruption at home and in school and the children's failures to make friends are some of the main reasons for poor results. On the other hand, academic performance of a child will also depend on the type or level of family involvement in the studies of the child [2]. Some children live with parents but others do not. The family structures within which the children grow up differs, and that will affect the performance. For instance there are single parent families, both parents families, no parents families or guardian or grandparents families. The level of parenting of a grandmother cannot be compared to that of both parents in a child's education. Parents are the first educators of their children. The support they provide affects their child's learning and development, and is linked to subsequent educational outcomes [3]. The UNESCO report [3] further explains that a lot of parental support in learning is expected during the pre-schools years. In addition, exposing children to emergent literacy and numeracy prepares the children to be school-ready. The Irish Constitution Articles 41 and 42 recognize the position of a parent in the growth of a child [4]. Besides other things, education is highly regarded as a pillar in building the future of the children. Consequently, parenting approach will affect the child's academic performance. Less enlightened parents will expose their children to learning conditions not favorable for good academic outcome. In line with Article 26 of the United Nations' Universal Declaration on Human Rights, right to quality basic education for all is guaranteed for every child including poor performing ones [5]. However, the onset of Free Primary Education (FPE) came with its many challenges such as high teacher-pupil ratio making quality education a challenge, and consequently affecting academic outcomes in various schools. This may be attributed to the failure of parents and the

government to carry out their obligations towards children who are primed to be taught. King (2005) [6] asserts that school children aged between 11 and 14 years old are capable of learning mathematics, English and anything else which is not so abstract. This assertion is in line with Abraham Maslow's assertion that there is a natural curiosity in children to know, and that they are capable of learning many things provided the process of knowing and understanding is not inhibited by the action of the parents or teachers .

Literacy rates for those aged 15 and older average 59% in sub-Saharan Africa, the lowest of any region in the world [3]. Further, the difference between mother-only and father-only primary-school levels highlights the persistent gender gap in education, 4% versus 12%. Akpa et al., 2010 [1] in their study on educational performance in the West Africa sub-region reported that in spite of the attempt to improve the school curriculum and quality of teaching, performance is still poor. This problem has been associated with socio-cultural factors, poor parenting and mental and behavioral disorders in children.

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance [7]. Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. The parent's gender also affects the child's education. For example, a child whose both parents finished their primary education is likely to go through secondary education while a mother who did not finish the primary level will result in both girl and boy going through secondary education unlike the father who will contribute to only boy child's success.

In South Africa, Gould and Ward (2015) [8] indicate that parents face many challenges that deprive the children the parental care. The problems such as poverty, sicknesses causes depression and depressed parents opt for harsh punishments on their children. This results in low education level and poor academic performance. Children whose parents provide appropriate stimulation in the early years are more likely to be ready for school and to learn more easily [8]. They therefore derive ways of fighting financial instability, diseases and poverty of families to ensure there is a supportive home for a child's better academic performance.

The Kenyan Constitution article 53 [9] provides that every child has a right to free and compulsory basic education while the same constitution in article 55 states that the State shall take measures, including affirmative action, to ensure that the youth access relevant and quality education [10]. It can therefore be argued that every child has to get proper education and it is the duty of the government and the parents in collaboration with other stakeholders to ensure the provision of quality education to children who have the capacity to learn. But as the policy paper of the ministry of education affirms, providing quality education still remains a big challenge [10]. This poor academic performance is sometimes attributed to the failure of parents and the government to carry out their obligations towards the children who are to be taught [6].

Article 28 of the Kenyan Basic Education Act 2013 [11], for instance, states that every child has a right to free and compulsory basic education and Article 29 states that no public school shall charge or cause any parent or, guardian to pay tuition fees for or on behalf of any pupil in the school. Section 2, Part (b) of article 28, mandates the Cabinet Secretary to establish appropriate boarding primary schools in arid and semi-arid areas in consultation with the National Education Board and the relevant County Education Board. Regarding the duty of parents and guardians in regard to the education of their children, article 31 of the Education Act (2010) [10] states that, it shall be the responsibility of every parent or guardian to present for admission his or her child, as the case may be, to a basic education institution. Section 2 of the same article, states the consequences to be faced for defaulting in discharging parental responsibility concerning children's education. In spite of the fact that there are lapses in enforcing these legal instruments, efforts to follow ones legal obligation in regard to education, as stipulated in the legal instruments, have been manifested by various educational stakeholders and fruits are being exhibited even though they are not directly focusing on parenting practices. While these are appropriate steps towards access to education, the do not aim at changing the environment from which the pupils hail, that is, the family. By their failure to consider elements such as parenting, it may remain increased access but with poor academic outcomes.

In Kenya, the release of 2011 KCPE examination results witnessed a lot of controversies, ranging from nullification of the results due to examination cheating, to teachers being ejected from school due to pupils' poor academic performances. Some teachers and pupils also committed suicide because of poor results. For example, in Narok County, one teacher killed himself after the results were cancelled by the Kenya National Examination Council due to irregularities, while in Kakamega County two head teachers were attacked and blocked from entering their offices by angry parents who demanded their transfer because of poor performance [12]. On the same note, the Ministry of Education ordered investigation and possible closure of all non-performing private schools, while the Kenya National Union of Teachers (KNUT), through its Secretary General, threatened to take legal action against parents who have attacked teachers in their premises of work [12]. All this shows that teachers, parents and the Ministry of Education take the issue of poor performance very seriously. There has

been a lot of blame game between teachers, Ministry of Education and parents on who should take the responsibility for the massive failures in primary school examinations. Some have attributed the poor performance to lack of proper parenting and support for the candidates by parents as the causes of poor performance. Others blame it on low teacher-pupil ratio and lack of supervision on teachers. Other schools of thought blame it on poverty, dilapidated infrastructure, drug addition, female circumcision, early marriages and early pregnancies, while others blame it on lack of commitment on the part of teachers and negative politics.

The academic outcomes of primary school children in Rarieda Sub County have been very poor. This means that these children may not be admitted to prestigious Extra County and national schools. In the last three years, there has been a lot of concern among researchers and residents of Rarieda Sub County about the poor academic performance in KCPE. The poor performance is related to factors such as high level of poverty, low teacher-pupil ratio, lack of supervision of teachers and poor parenting. It is unfortunate that nobody seems to take responsibility for the poor academic performance. Instead, the parents blame the teachers and the ministry of education while the teachers blame the parents for poor parenting and lack of facilities. It is against this background that this study narrows down to the problem statement of this study.

The increasing global demand for high performance and high quality has led to application of performance measurement and evaluation at work places and in schools resulting into intense pressure on the working class, pupils and students. Although academic performance of pupils can be affected by various factors such as the child's aptitude, parental practices, home environment, school environment, ample revision time among others, evidence has showed that most people attribute poor academic outcomes to schools in general and teachers specifically. Attributing poor academic outcomes to teachers and school administration alone has led to intense pressure on teachers and schools to improve academic outcomes with some opting for crude ways such as helping pupils to cheat in exams or purchasing exams in advance to facilitate better performance of their pupils and schools. Apportioning blame of poor academic outcomes to teachers and schools only does not factor in the role of the family and specifically parents and parenting practices on the academic outcome of pupils.

While it is true that schools play a key role in academic outcome, it has to be acknowledged that because children spend almost an equal amount of time at home or even more in day schools, the home environment plays a key role with regard to parenting practices. With high enrolment in primary schools due to Free Primary Education (FPE) in Kenya, teachers have very little to do in order to be close to all the pupils and help indiscipline children who may have had poor parenting backgrounds.

Although Mbugua *et al.* (2012) [13] acknowledge that when there is poor administration, lack of infrastructure and lack of equipment, the pupils are likely to perform poorly and vice versa, it fails to point out that this may still vary depending on the parenting practices the child is exposed to. It would have been more beneficial and reasonable if he pitted a good administration, enough equipment, good infrastructure, learning materials and good teachers against poor parenting practices such as the uninvolved parenting practice which has been highly associated with poor academic performance and authoritative parenting which has been associated with high academic performance. This is why Mbugua *et al.* (2012) [13] and Reche *et al.* (2012) [14] emphasize the role of community-based factors including poor teacher-parent relationship, lack of commitment from the parents in the development of the schools and lack of the assistance to pupil when they are at home.

Even though researchers such as Mbugua *et al.* (2012) [13], Reche *et al.* (2012) [14], Okoro, (2013) [15], Kakkar (2016) [16], Egunsola, (2014) [17] and Hong (2012) [18] acknowledge the role of community-based factors, social, psychological, economical, spiritual and physiological factors, their studies are quite general and do not specifically analyze the impact of parenting practices on academic performance. This explains why most studies within the Kenyan setting and in particularly Rarieda sub-county consider various factors affecting academic outcomes in schools such as teacher-pupil ratio, infrastructure, learning materials while ignoring parenting practices as a key factor. The main objective of this study therefore is to establish parenting practices influencing academic outcomes of primary school children in Rarieda Sub-County-Kenya.

II. RESEARCH METHODOLOGY

2.1 Research Design

A mixed research design which involved the use of both quantitative and qualitative techniques was used. Mixed research design not only gives descriptions of phenomena or characteristics associated with a subject population and it also estimates the proportion of the population that has comparable characteristics and highlights the associations among different variables, but also offers in depth explanations [19]. Quantitative research comprises designs, techniques and measures which produce numerical or quantifiable data [20]. This will permit the study to test the hypothesis and the objectives. Since this method does not give a detailed explanation of the facts, the researcher will also use qualitative research. The use of the two types of research methods helps in removing the bias since the two types of research complement each other in a manner that facts found in one validate those found in the other (Cooper & Schindler, 2008).

2.2 Area of Study

The study was conducted in Rarieda sub-County in Siaya County in western part of Kenya. Rarieda is located at geographical coordinates of latitude 0.2 degrees (00° 12' 00") S and longitude 34.33 degrees (34° 20' 00") E. It has a population of approximately 134,558 persons and approximately 403 square Kilometers. It comprises of East Asembo ward, West Asembo, North Uyoma, South Uyoma and West Uyoma wards (Fig. 1). Rarieda Sub County is one of the sub counties in Siaya County. This location was chosen because according to Rarieda Sub-county Education Office, it recorded the worst academic performance in Siaya County in 2011, 2012, 2013, and 2014. It also recorded the highest number of extreme negative reaction of parents against teachers. Another reason for the choice of this area is that fishing, which is the main economic activity in the region, takes much time of the parents with possible effects on parenting practices and academic outcomes of their children. In addition, the area is characterized by early marriages, extreme poverty, insecurity, marital conflicts and substance abuse [21]. Given these facts, the researcher found the area quite ideal to carry out the study.

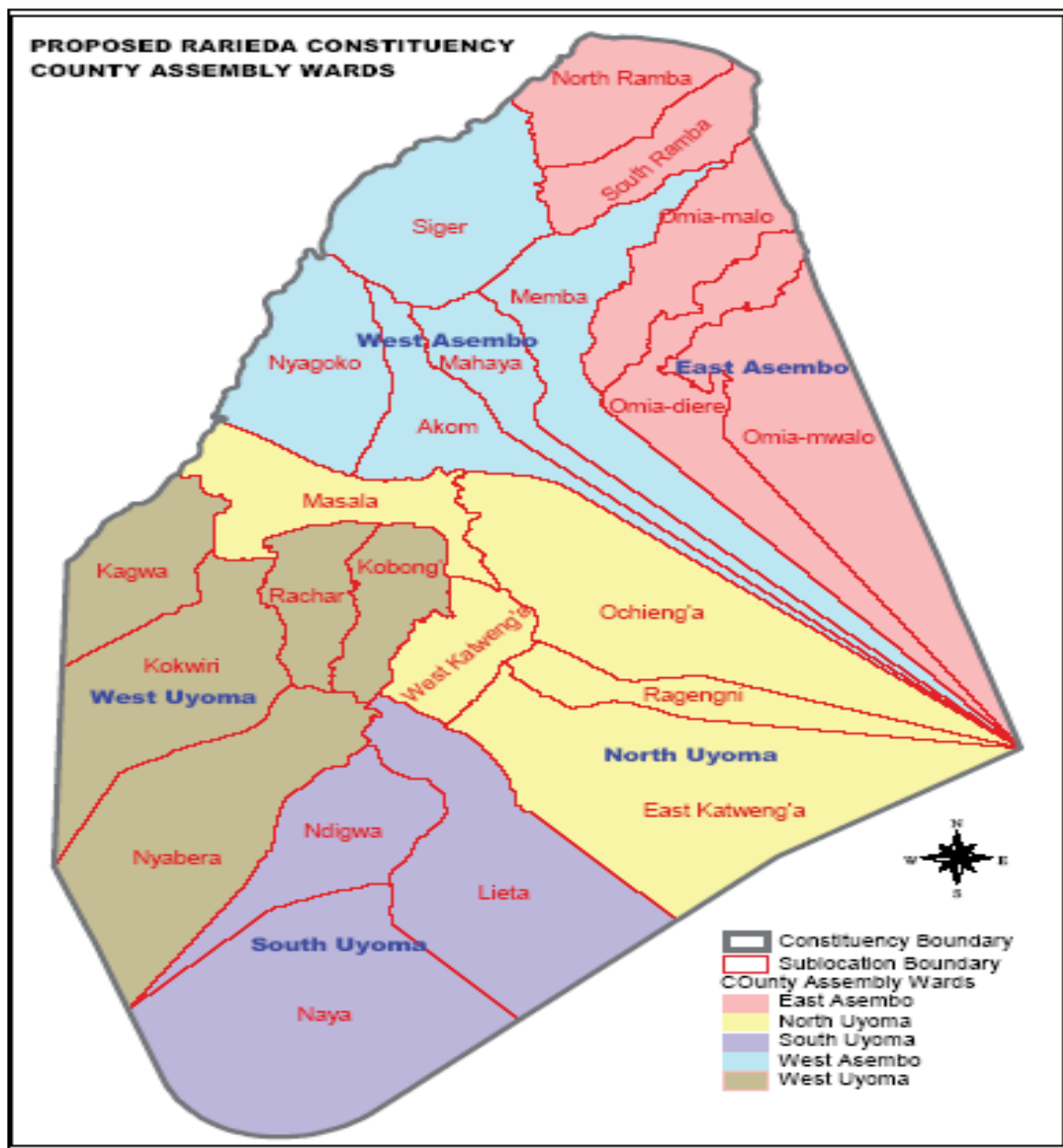


Fig. 1. The study area (Rarieda Sub-County)

2.3 Study Population

Population of this study consisted of all primary schools in Rarieda Sub-County. The total number of primary school in Rarieda Sub-county is 120 with a pupil population of 40,944 pupils out of which only 9,300 pupils which were the targeted population belonging to Standard 7 and 8 [21]. The Standard 7 and 8 were chosen because they were of reasonable literacy level and could therefore read, understand and answer the questionnaire by themselves. The population also included 1 Sub County Education Officer and 510 Teachers. The target population consisted of 9,300 Standard 7 and 8 pupils respondents from 120 public primary schools in Rarieda Sub-county. The Standard 7 and 8 were chosen because having been in school longer than the rest of the students, parenting practices may have had significant effect on their academic performance. The other respondents in the study were 1 Sub County Education Officer and 510 Teachers. The target population was calculated using 10% of the total population. On average, each category of the target population produced 10% to form the sample size.

2.4 Sampling Technique

First, the study employed cluster sampling to geographically categorize the schools into six zones based on their geographical locations. Cluster sampling is used when the population is either very large or scattered over a large geographical area [20]. Furthermore, this method is cheap and convenient even though it assumes that all members are similar in characteristics. In an attempt to get a more representative sample of the schools, the researcher used stratified sampling to select six schools from every zone based on whether the schools was day or boarding, boys only, girls only or mixed, public or private. Once the schools were identified, the researcher used stratified sampling. In stratified sampling, the population is divided into several sub-populations that are individually more homogeneous than the total population [22, 23]. In this research, the pupils were put in strata according to divisions, boarding/days schools, mixed, girls or boys only schools, and the classes for high inclusivity. Since the reality in boarding schools is different from that of day schools and private schools have different realities from public schools, the study also used purposive sampling. Purposive sampling was used to identify the class teachers of Standard 7 and 8 for interview and in this case researcher interviewed the class teachers of the selected schools. This is because in purposive sampling the researcher purposely targeted a group of people believed to be appropriate for the study. It is about selecting individuals who are believed to have right information [24]. Then 10% of the pupils who belonged to standard 7 and standard 8 from the selected schools were sampled using systematic sampling which was viewed as much more orderly and faster than simple random sampling due to availability of class lists for class 7 and 8 including classes with many streams. In systematic sampling nth item is selected from the list [22]. In this research, a list was made on the names of standard 7 and 8 pupils as picked from the class registers, and then picking every 10th pupil in the list to be part of the study.

2.5 Sample size

A sample of 10% is enough representation of the whole population [20]. Kothari (2004) [22] also affirms that representative sample should be in the range of 10% to 30%. Therefore, 36 primary schools out of 120 in the sub-county were sampled which represent 30% of the total number of schools in Rarieda Sub-County. From the population of 9,300 pupils in class 7 and 8, 4,830 were male and 4,470 female. A sample size consisting of 930 (439 male and 421 female) pupils, 51 teachers (constituting 10% of their total population), and 1 Sub-County Education Officer, constituting 100% of the population (Table 1). Only Standard 7 and standard 8 pupils were sampled because they were capable of understanding the questions and giving credible answers. Once the sampling was completed, data collection began.

Table 1 Sampling Matrix

Category	Population	Sample	% Sampled
Sub-County Primary Schools	Zone A 32	Zone A 9	30.0
	Zone B 29	Zone B 9	
	Zone C 31	Zone C 9	
	Zone D 28	Zone D 9	
Std. 7 & 8 Pupils	9,300	930	10.0
Sub County Education Officer	1	1	100.0
Teachers	510	51	10.0
Total	9,811	982	100.0

2.6 Data Collection Instruments

For this study, a self-administered questionnaire and oral interview were used as the principal data collection instruments.

2.6.1 Questionnaire for Pupils

The researcher preferred questionnaire method for the pupils because the schools were spread over a big area and also in line with Sekaran (2006) [25]. Questionnaires are also convenient for collecting information from the large sample population of 930 pupils. Self-administered questionnaire can be used in a research to obtain data about experience, belief, feelings, attitude, relationship and perceptions [24]. The questionnaire covered all the three objectives of the study.

The questionnaires comprised of two sections; the first section comprised unstructured questions seeking general and demographic information which are very important in the understanding of the structured questions which give limited information [23]. These demographic information included gender of the respondents, age of the respondents, and average scores over the last three terms. The second part of the questionnaire comprised structured questions on the three specific objectives that guided this study, that is, 5 point Likert scale items on parenting practices exhibited by parents in Rarieda Sub-County, factors determining parenting practices in Rarieda Sub-county, and parenting practices influencing academic outcomes of pupils in Rarieda sub-county.

2.6.2 Oral Interview Guide for teachers

This study used key informant interview guide covering all the three objectives to collect primary data from 51 teachers. The head teachers and teachers were briefed on the study having been accepted by the Sub-County Education Officer for easy acceptance and they were assured of confidentiality. Teachers and head teachers were deemed as key informants because they are knowledgeable of the topic under study as well as its actual situation with regard to Rarieda Sub-County. The advantage of using a key informant interview guide is that it assists in acquiring sensitive and confidential information that could not be suitably shared in an open group [26]. With the help of a research assistant, this study booked appointments with the head teachers and teachers of the sampled schools, and thereafter conducted the oral interviews.

The interviews were handy in obtaining in-depth information and explanation on parenting practices exhibited by parents in Rarieda Sub-County, factors determining parenting practices in Rarieda Sub-county, parenting practices influencing academic outcomes of Primary school children in Rarieda sub-county from the Sub-County Education Officer, head teachers and teachers. It also included demographic information such as gender of the respondents, age of the respondents, and average scores per school over the last three terms for analytical purposes and strategies for improving academic performance or outcome.

2.6.3 Oral Interview Guide for Sub-county Education Officer

This study used key informant interview guide covering all the three objectives to collect primary data from one (1) Sub-County Education Officer. The Sub-County Education was approached in advance the purpose of the study explained and his consent and permission to visit the primary schools sought. This facilitated easy acceptance by the head teachers and teachers. The Sub-County Education Officer was deemed as a key informant because he is knowledgeable of the topic under study as well as its actual situation with regard to Rarieda Sub-County which is under his jurisdiction. The use of oral interview for the Sub-County Education Officer helped harness the advantage of using a key informant interview guide in acquiring sensitive and confidential information that could not be suitably shared in an open group. With the help of a research assistant, this study booked appointments with the Sub-County Education Officer and thereafter conducted the oral interviews.

2.6.4 Pilot Study

All the instruments for data collection were piloted before being administered to ascertain the validity and reliability of the research instruments as presented here below.

2.6.5 Validity of the instruments.

Validity refers to whether a questionnaire is measuring what it purports to measure [25]. McMillan and Schumacher (2006) [27] describe validity as the degree of congruence between the explanations of the phenomena and the realities of the world. While absolute validity is difficult to establish, demonstrating the validity of a developing measure is very important in research [27]. This is done to verify if the questions measure what they are supposed to measure, if the wordings of the questions are clear, if all questions have been answered and the questions answered were skewed towards a certain issue more than the other.

This study used both construct validity and content validity. For construct validity, the questionnaire was divided into several sections to ensure that each section adequately assessed information for a specific objective, and also ensure that the same is closely tied to the conceptual framework for this study. To ascertain further the validity of the instruments, the researcher sought expert judgment from the supervisors from the Department of Educational Psychology of Masinde Muliro University of Science and Technology. Validity was improved further by analyzing the responses obtained from the respondents during the pilot study. The researcher then revised the items and worded them appropriately before using them in the actual study. For content validity, this study ensured that it only utilized scholarly materials from renowned scholars relating to the issues under scrutiny in this study. Logical flow of the content was adhered to by use of deductive arguments in line with the study objectives.

2.6.6 Reliability of the Instruments

Reliability refers to the repeatability, stability or internal consistency of a questionnaire [23]. Cronbach's alpha was established through the split half method to test the reliability of the measures in the questionnaire upon which items that do not strongly contribute to alpha, those that are too similar and those whose content were not critical were eliminated. Cronbach's alpha has the most utility for multi-item scales at the interval level of measurement, requires only a single administration and provides a unique, quantitative estimate of the internal consistency of a scale [19, 25]. To increase the reliability of the questionnaire, this study used Cronbach alpha for separate domains of the questionnaire rather than the entire questionnaire. The acceptable coefficient for reliability is 0.7.

The respondents in a reliability pilot test do not have to be statistically selected when testing the validity and reliability of the instruments though 5-10% has been cited by some scholars as adequate [19]. Split-half reliability test (coefficient of internal consistency) was employed to test the questionnaires dividing the items into two comparable halves (even and odd numbers) and calculating the coefficient of correlation for the two halves using spearman rank order correlation coefficient formula in line with that proposed by Richardson, 2005 [28]. The correlation was computed using Statistical Package for Social Sciences (SPSS) data analysis program version 22. The scores on the odd numbered items of the test were correlated with the even numbered items.

From the pilot study that conducted, section one had $r = 0.8776$ reliability estimate for half the test, while section two had 0.8963 reliability estimate. To transform split-half correlation into appropriate reliability for the test, the Spearman-Brown Prophecy Formula (equation 1) will be employed.

$$\text{total test} = \frac{2r \text{ split-half}}{1 + \text{split-half}} \dots\dots\dots (1)$$

Thus, a reliability coefficient of 0.911 was obtained. The correlation coefficient of 0.1 is rated as weak while that of 0.9 is strong while 1 is rated as perfect [20]. Therefore, the correlation was found to be reliable and consistent in determining the parenting practices influencing academic outcomes of primary school children in Rarieda sub-county-Kenya in line with the variables under study.

2.6.7 Data Collection Procedures

An introductory letter was sought from the department in Masinde Muliro University of Science and Technology (MMUST) Main Campus before collecting data. After acquiring the letter, the researcher used the same to obtain a informed consent from the parents and the pupils. Then, the researcher proceeded to the selected institutions, introduced himself and fixed appropriate dates for administering the questionnaires and conducting the oral interviews with the sampled respondents. After administering the questionnaire to the pupils, the researcher gave them a period of two (2) hours to fill them then collected the duly filled questionnaires back. The academic records in the schools were also sought to obtain data on the list of standard 7 and 8 pupils and academic performance of the school. The academic reports for the last three consecutive terms were obtained from the offices of the respective schools and the average marks of the selected pupils per school were calculated. The reports were made for the purposes of evaluating the academic performance of each pupil.

III. DATA ANALYSIS AND DISCUSSION

The quantitative data from the study was analyzed both descriptively and inferentially. The data collected through questionnaires was cleaned, sorted and key-punched into Statistical Package for Social Sciences (SPSS) computer software version 22 for analysis. SPSS was used to generate descriptive and inferential statistics in line with the objectives of the study. Qualitative analysis was also conducted using thematic analysis presented in narration form as summarized in Table 2 below.

Table 2 Summary of data analysis techniques

No	Objective	Statistical Analysis Technique
1	Establish the parenting practices exhibited by parents in Rarieda Sub-County	-Frequency distribution and percentages -Thematic analysis and narration
2	Find out the factors determining parenting practices in Rarieda Sub-county	-Frequency distribution and percentages -Summation and weighted average -Thematic analysis and narration
3	Establish the extent at which parenting practices influence academic outcomes of primary school children in Rarieda sub-county	-Regression Analysis and Confirmatory Factor Analysis -Thematic analysis and narration

3.1 Results of validity test

To determine the suitability of items, content validity was established through checking whether the items were inconsonance with theoretical framework of key variables. A content valid measure should contain all possible items that should be used in measuring the concept [20]. A team of experts also assessed the instruments against the theoretical framework and the objectives of the study.

3.2 Results of reliability test.

The reliability of research instrument was established using split-half method. The results are presented in Table 3. The results show that the instrument had an overall Guttman split-half reliability coefficient of 9.11 for the three sub-scores. This reliability coefficient is considered to be very high as compared with that proposed by Cooper and Schindler [19].

Table 3 Reliability Statistics.

Cronbach's Alpha	Part 1	Value	.895
		No. of Items	3
	Part 2	Value	.925
		No. of Items	31
	Part 3	Value	.915
		No. of Items	6
	Total N of Items		40
Guttman Split-Half Coefficient			.911

3.3 Weighted Score in the likert scale questions

Total weight was obtained by multiplying the total sample by the highest possible score in the likert scale. That is, 860 x 5 thereby giving 4,300. With the highest possible score for each of the thirty one (31) items as frequency multiplied by the weight of each likert scale category ranging from 1-5, that is, from lowest (NO-1) to highest (VO-5) possible likert score, divided by the highest possible score. For example, using for the first question in the table 5, Inability to control the important things in life affect academic performance, the weighted score is given by

$$1080+1432+234+230+93 = 3069 \text{ out of } 4300$$

$$\text{Weighted score} = 3069 / 4300 = \underline{\underline{0.71 \text{ or } 71\%}}$$

3.4 Parenting Practices exhibited by parents in Rarieda Sub-County

Table 4 shows the findings of the study. The study revealed that parenting practices exhibited by parents in Rarieda Sub-County were majorly authoritative (40.3%), permissive (33.8%), authoritarian (22.6%), and mixed parenting practice (3.1%).

Table 4. Parenting Practices in Rarieda Sub-County

Category	Parenting Practice	Frequency	Percent
Pupils	Authoritative	347	40.3
	Authoritarian	194	22.6
	Permissive	292	33.9
	Mixed	27	3.1
Teachers	Authoritative	19	47.5
	Authoritarian	16	40.0
	Permissive	5	12.5
	Mixed	0	0
Sub-County Education Officer	Authoritative	0	0
	Authoritarian	0	0
	Permissive	0	0
	Mixed	1	100.0
Total		901	100.0

The authoritative parenting practice which came first was deduced from the parents' responsiveness to their children's feelings and needs, parents taking wishes of their children into consideration before they ask them to do something, parents explaining to their children how they feel about their children's good or bad behavior, parents encouraging their children to talk about their feelings and problems, and parents encouraging their children to freely speak their mind even if they disagree with them. This auger well with authoritative parenting whereby explanations are given before punishment or refusal is done.

This finding is in line with Hong (2012) [18] and Harvey et al., (2011) [29] who reported that the most ideal parenting practice is the authoritative style since the parents are strong, warmth, and disciplined, and rely on positive reinforcement and modeling with reduced frequency of punishment while at the same time taking into consideration the child's feelings and capabilities. In addition, the parent encourages reasonable level of autonomy, a spirit of dialogue and communication which encourage positive development, self-control, and good moral behavior.

The permissive parenting practice which came second to authoritative parenting was determined from various questions answered by pupils such as parents spoiling their children, parents finding it difficult to discipline their children, parents response when children cause a commotion about something, and parents ignoring their children's bad behavior. With the increasing trend of human rights, separations and working couples, falling behind authoritative parenting was justified, and coincides with the findings of Hong (2012) [18]. Hong (2012) [18] reported that parents are low in discipline and strong in warmth while valuing or even over-valuing their children's freedom of expression and autonomy. Because permissive parents give in to manipulation and justification by their children, children brought up in such environment may be cheerful but with very low degree of self-reliance and control which are essential in the contemporary world. It is arguable that parents cannot intentionally wish to spoil their children but failure to take the right corrective disciplinary measures certainly points towards this direction. Nevertheless, there is also the unintentional spoiling of children through dynamics in family structure where most of the time parents engage significant others, for example, home care, house helpers among others while they go about economic activities thereby limiting their close interaction with their children. Another dimension is the permissiveness attributed to liberalized technology

The third hierarchical parenting was Authoritarian parenting practice was attested to by parents punishing their children by taking away privileges such as TV, games and visiting friends, asking their children to do something just because they are their parents, parents yelling to their children when they disapprove their behavior, parents spanking their children when they do not like what they do or say, and parents exploding in anger towards their children. A mixed parenting practice group also exists. This was noted from the testimony of some pupils. The pupils admitted that their parents used elements that the study noted came from more than one parenting practice. From the findings of Hong (2012) [18], this practice was not appealing to parents in Rarieda as it leads to less cheerful than others, hostile and vulnerable children, and is low in warmth.

From the findings originating from teachers, Authoritative parenting practice was the leading parenting practice followed by Authoritarian and Permissive parenting practices at 47.5%, 40.0%, and 12.5% respectively. It is tenable that in as much as most parents would wish to apply the authoritative parenting practice, some circumstances draw them towards authoritarian and permissive practices to help keep their children on the right path.

The findings from teachers and Sub-County Education Officer also revealed that alongside parenting practices such as authoritative, authoritarian, and permissive which affected academic performance in Rarieda Sub-County by 80.5%, 78% and 78% respectively, other factors such as poverty (80.5%), low teacher- pupil

ratio (90.2%), and poor structure (58.5%) had also contributed to the poor academic performance in Rarieda Sub-County.

The family as an institution is the pivot of the society and entire humanity at large. This implies that if certain right or wrong values dominate the immediate environment of the children especially pupils, they grow with it and may embrace them as normal ways of doing things. Parental duties go beyond provision of the basic necessities such as food, shelter, clothing, security and medication to education and sound moral nurture of the children. However, the HIV scourge which has left many orphan children, many widows and some guardians in abject poverty has made most parents in Rarieda Sub-County unable to provide food, clothing, housing, security, medication and even educational needs to their children. This affirms the assertions of Mbugua *et al.* (2011) [13] that poverty is associated with poor academic performance because it is linked to diminished resources. Consequently, most children from poor families therefore have inadequate financial resources to purchase school uniform, shoes, stationeries, lunch among others.

3.5 Factors Determining Parenting Practices in Rarieda Sub-County

The factors identified by the study which influence parenting practices in Rarieda Sub-County included psychological and socio-economic factors as shown by the responses to the various items under psychological and socio-economic factors (Tables 5 and 6).

3.5.1 Psychological Factors Determining Parenting Practices in Rarieda Sub-County

The responses to the various items on psychological factors Determining Parenting Practices in Rarieda Sub-County were identified and summarized in Table 5 for interpretation. The overall contribution of psychological factors which is 0.624 or 62.4% was obtained by getting the average weight for all the individual contributions of each of the six questions in the last column of Table 4.5 above. The weighting of the scores was done as explained in section 3.3. The weight of the relationship between psychological factors and academic performance showed that psychological factors had a strong average contribution of 0.624 or 62.4% which calls for appropriate strategies for dealing with psychological challenges that can affect the pupils. Of the psychological factors surveyed, inability to take control of things had the greatest effect on the academic performance of the pupils (39.9%), and also never affected the least number of pupils (5.9%).

3.5.2 Socio-Economic Factors

The responses to the various items to ascertain the effect of socio-economic factors on the academic performance of pupils solicited diverse responses which were also identified and summarized in Table 6.

The overall contribution of socio-economic factors was found to be 0.54. It was obtained by getting the average weight for all the individual contributions of each of the six questions in the last column of Table 6 above as explained in section 3.3 of the study. The weight of 0.54 or 54% on the relationship between socio-economic factors and academic performance showed that socio-economic factors had above average contribution which calls for appropriate strategies for dealing with socio-economic challenges that can affect the pupils. Of the socio-economic factors, lack of food and clothing affected majority of the pupils (18.8%) as compared with a death in the family and lack of school equipment whereas majority of pupils were least affected by being beaten by their parents (32.1%). This shows that the pupils interviewed take parental beating as a normal corrective form of discipline.

Table 5. Psychological Factors determining Parenting Practices in Rarieda Sub-County

Key: N- Never, AN-Almost Never, S-Sometimes, FO-Fairly Often, and VO-Very Often.

Category	N	AN	S	FO	VO	Weight
Inability to control the important things in life affect academic performance	93	115	78	358	216	0.71
Inability to cope with the challenges affect performance	126	141	218	145	229	0.65
Inability to cope with important changes occurring in life affect performance	133	229	248	199	51	0.55
Inability cope with all things you have to do do affect performance	207	241	139	154	119	0.54
Inability to take control of things affect your performance	51	97	178	191	343	0.76
Inability to control anger affect performance	101	115	236	109	299	0.69
Poor time management affect performance	110	97	259	191	203	0.67
Difficulties were too much to overcome and affected performance	72	102	149	308	229	0.72
Feeling discouraged affect performance	118	75	206	238	223	0.69
Feeling lonely affect performance	64	72	149	273	302	0.76
Feeling tired without doing a heavy work affect performance	61	66	197	229	307	0.75
How parents respond to children's feelings and needs affect performance	93	115	78	358	216	0.71
Parents ask their children to do something just because they are their parents	72	102	149	308	229	0.72
Parents' difficulty to discipline their children affect performance	51	97	178	191	343	0.76
Parents taking children's wishes into consideration before asking them to do something affect performance	118	75	206	238	223	0.69
Punishing children by taking privileges away from them affect performance	126	141	218	146	229	0.65
Parents response when children cause commotion on an issue affect performance	64	72	149	273	302	0.76
Parents' explanation to children on how they feel about their children's good / bad behavior affect performance	101	115	236	109	299	0.69
Parents yelling to children to disapprove their behavior affect performance	61	66	197	229	307	0.75
Parents spoiling their children affect performance	133	229	248	199	51	0.55
Parents' encouraging children to share feelings and problems affect performance	216	149	158	169	168	0.58
Parents exploding in anger towards their children affect performance	110	97	259	191	203	0.67
Parents ignoring their children's bad behavior affect performance	86	121	200	214	239	0.69
Parents encouraging children to speak their mind even if they disagree with them	207	241	139	154	119	0.54
Parents spark their children when they don't like what they do or say	138	144	232	149	197	0.63
Parents explain the reasons behind their expectations	307	115	192	108	138	0.52
Parents use criticism to make me improve my behaviour	86	121	200	214	239	0.69
Parents provide comfort and understanding when children are upset	216	149	158	169	168	0.58
Parents use threats as a form of punishment with little or no justification	207	241	139	154	119	0.54
Parents respect children's opinion and encourage their expression	118	75	206	238	223	0.69
Parents remind children that they are their parents	101	115	236	109	299	0.69
Individual Scale Weight	1	2	3	4	5	
Total Average Weight						0.624

Table 6. Socio-Economic Factors determining Parenting Practices in Rarieda Sub-County

Key:NAT- Not at All, SD-Small Degree, M-Moderate, HD-High Degree, and VHD-Very High Degree.

Category	NAT	SD	M	HD	VHD	Weight
Extent to which death of a relative impact on academic performance	120	202	207	218	113	0.60
Extent to which lack of food affect academic performance	207	169	192	131	161	0.57
Extent to which being beaten by parents affect academic performance	206	207	184	92	101	0.48

Extent to which lack of school equipment affect academic performance	131	207	276	100	146	0.58
Extent to which lack of clothing affect academic performance	254	176	154	115	161	0.54
Extent to which dirty and noisy environment affect performance	316	181	126	150	87	0.49
Individual Scale Weight		1	2	3	4	5
Total Average Weight						0.54

3.5.3 Teachers, Head teachers and Sub-County Education Officer

The teachers and Sub-County Education Officer interviewed in this study on parenting practices influencing academic outcomes of primary school children in Rarieda sub-county-Kenya submitted diverse responses which could not be correlated with the reality on the ground. However, they suggested some mitigative strategies for poor academic in Rarieda Sub-County which include poverty reduction (73.2%), positive parenting (65.8%), provision of counseling services (75.6%), and collaboration with stakeholders (75.6%). The measures are justified due to the multi-dimensional nature of academic performance which includes both psychological and socio-economic factors. While poverty eradication would empower the families in Rarieda to provide basic needs for their families, positive parenting would see proper nurturing of children. Counseling services would help solve psychological factors, and stakeholder collaboration would provide a concerted fight towards improvement of academic performance.

IV. CONCLUSIONS

The following conclusions may be drawn from the study:

1. Key parenting practices in Rarieda Sub-County are authoritative (40.3%), permissive (33.8%), authoritarian (22.6%), and mixed parenting practice (3.1%).
2. Although the overall contribution of psychological factors was 62.4% while that of socio-economic factors was 54%, some socio-economic factors such as lack of food, shelter, clothing, learning materials among others could be more sensitive as they could be the foundation of psychological factors as well as their solution. This means that solving the socio-economic factors could directly reduce the psychological factors and their impact on the pupils. Children require support in order to cope with deaths of close relatives.
3. Since parenting practices influence academic performance of Rarieda Sub-County by 62.7%, academic performance of pupils in Rarieda cannot be raised significantly higher if parents, teachers and educational stakeholders do not put emphasis on good parenting. This does not in any way mean ignoring non-parenting practice related factors such as teacher-pupil ratio, institutional structure, learning materials among others. It is in lieu of this that the suggested strategies such as poverty reduction, positive parenting, provision of counseling services, and collaboration of stakeholders were deemed handy in improving the academic performance in Rarieda Sub-County. The application of each parenting practice must factor in its contribution to academic performance for example, authoritative (0.713), permissive (0.679), mixed (0.64), authoritarian (0.431), and uninvolved (0.413).

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