

Teacher Parenting Administration: Implication on Pupils' Academic Performance in Kenya Certificate of Primary Education in Hamisi Sub-County, Vihiga County, Kenya

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Abstract: The purpose of this study was to explore the Implication of Teacher Parenting Administration on Pupils' Academic Performance in Kenya Certificate of Primary Education in Hamisi Sub-County, Vihiga County, Kenya. A descriptive survey research design was used to guide the study. The objectives that guided the study were, Find out Teacher Parenting, to find out teacher parenting styles in Hamisi Sub-County, Vihiga County, Kenya. The study population was 104 head teachers, 1683 Standard eight class teachers, 4420 Standard eight pupils and 532 Parents and a County Director of Education (CDE). Simple random sampling was used in selecting 34 head teachers while stratified random sampling technique was used to select 536 standard eight class teachers and 1734 standard eight pupils and 45 parents and saturated sampling was used to select a CDE. The data were collected using Questionnaires, in- depth interviews and document analysis. Quantitative data were analysed using descriptive statistics in the form of the percentages and means. The qualitative data were analysed according to themes and sub themes and the categories and sub-categories as they emerged from the data. The findings of the study showed that the main teacher parenting styles were: Authoritative, naturalistic and attached teacher parenting; Provision of teaching facilities, regular teacher parent conferences, The factors that favoured teacher parenting were: identification of students individual needs and addressing them, regular assessment and extra tuition for weak students, effective syllabus coverage, supervision of teachers in class, rewarding both teachers and students were effective ways of administering teacher parenting. The major challenges that faced schools in administering teacher parenting needs were: high enrolment resulting from FPE, shortage of teachers and delay in disbursement of Government funds. It was concluded that teacher parenting is critical in KCPE performance.

Keywords: Teacher Parenting Administration, parenting style, Hamisi District and implications.

1. INTRODUCTION

1.1 Background to the Study.

Education for all is an international initiative first launched in Jomtien, Thailand, in 1970 and also in 1990 to bring the benefits of education to every citizen in every society. In order to realize this aim, a broad coalition of national governments, civil society groups and development agencies such as UNESCO and the World Bank were committed to achieving the six specific education goals. It was In Dakar, Senegal, in the year 2000, where 189 countries and their partners adopted the two Educations for All goals that are also millennium development goals, that is the Universal Primary Education and the gender parity .The World Bank recognizes that achieving these goals requires supporting the full Education for All commitment. Poor learning out comes and low quality education als o remain overriding concerns in curriculum sector for example, in many developing countries, less than sixty percent of primary school pupils who enroll in first grade reach the last grade of schooling (World Bank, 2003).

The final challenge that faced the global monitoring team 2008 was that of attracting more and better teachers. The teacher shortage is a major problem, particularly in the developing world, where pupil/trained teacher ratios (PTR) could reach 40:1 or more (the average for North America and Western Europe is 15:1). In the developing world this shortage is exacerbated by an even more acute shortage of adequately trained teachers. Exceedingly high PTRs (above 100:1) were found in Afghanistan, Chad, Madagascar, Mozambique and Nepal, and high ones (above 100:1) in Sub-Saharan (World Bank, 2003).

The NARC Government of Kenya's introduction of Free Primary Education was a commitment to realize Universal Primary Education (UPE) by 2005 and Education for all (EFA) by 2015. UPE should be achieved by ensuring that all boys and girls complete a full course of primary education. Providing Free Primary Education is a shared responsibility and requires partnership among the government, parents, teachers, communities' political leaders' religious organization, civil societies, trade unions, private investors and development agencies (Republic of Kenya, 2005)

The Implication of Teacher Parenting Administration on Pupils' Academic Performance Input could improve access and equity, as well as the learning outcomes. Implication of Teacher Parenting Administration on Pupils' Academic Performance Could help the education system to cope with emerging issues like HIV/AIDS, promote early childhood development. Implication of Teacher Parenting Administration on Pupils' Academic Performance are linked to a variety of parental outcomes during childhood and adolescence; the teacher parent- child relationships in childhood affects children's social relationships and behaviour adjustment during middle childhood and adolescence (Scaramella&Leve, 2004).

Some factors in Hamisi sub –county may be serious causes of poor academic performance in Kenya Certificate of Primary Education. Teacher-Pupil interactions enable the teacher to attend to each individual learner's needs. The teachers in Hamisi-sub County spend more time with the pupils than their parents, so the teachers are the front-line providers of quality education. For pupils/ students to perform well, the interaction between the student and the teacher if well done is one of the key determinants of the quality of education programmes (Hall & Bruce 1996).The degree to which a child's education is part of the Implication of Teacher Parenting Administration on Pupils' Academic Performance in Kenya Certificate of Primary Education in Hamisi Sub-County is an issue that this study seeks to explore.

Today Parents in Hamisi Sub County are too busy with daily activities that have made it hard to attend to their children (McDermott &Rothenberg, 2000). The parents rarely supervise the pupils' academic work, guide and counsel them on emerging issues, and how to overcome challenges that may obstruct their education, some pupils in Hamisi sub county do not have parents, so they can be effectively taken care of by teachers. This calls for the teachers to monitor the children as they are in better position to advice on the Implication of Teacher Parenting Administration on Pupils' Academic Performance in Kenya Certificate of Primary Education in Hamisi Sub-County, Vihiga County, Kenya

1.2 Purpose of the Study:

The purpose of the study was to explore the Implication of Teacher Parenting Administration on Pupils' Academic Performance in Kenya Certificate of Primary Education in Hamisi Sub-County, Vihiga County, Kenya

1.3 Objectives of the Study:

The Objectives that guided the study were to:

- i. Find out Teacher Parenting styles in Hamisi Sub-County, Vihiga County, Kenya
- ii. Establish the Implication of Teacher Parenting Administration on Pupils' Academic Performance in Kenya Certificate of Primary Education in Hamisi Sub-County, Vihiga County, Kenya

1.4 Research Questions of the Study:

The following research questions guided the study:

- i. What were the teachers parenting styles used in Primary education in Hamisi Sub-County, Vihiga County, Kenya?
- ii. How did the Implication of Teacher Parenting Administration on Pupils' Academic Performance affect the Kenya Certificate of Primary Education in Hamisi Sub-County, Vihiga County, Kenya?

1.5 Assumptions of the Study:

The Study operated under the assumptions that Pupil respondents would be those who had gone through the same level of tuition and teaching in terms of time and covered the same syllabus and so would be able to respond with no difficulty

1.6 Significance of the Study:

The findings of the study would have theoretical and practical implication in enhancing the pupils' performance in primary schools in Hamisi Sub- County. Theoretically the study would contribute to the advancement of knowledge about Teacher Parenting Administration on Pupils' Academic Performance in Kenya Certificate of Primary Education in Hamisi Sub-County; Vihiga County, Kenya. Head teachers in many schools would apply Teacher Parenting Administration on Pupils' Academic Performance in Kenya Certificate of Primary Education in learning situations. In Hamisi Sub-County, Vihiga County, Kenya

1.7 Conceptual Framework:

The implementation of administration of teacher parenting and pupils' academic performance in Kenya Certificate of Primary Education in Primary Schools in Hamisi Sub County is shown in the conceptual frame work that depicts the relationship between variables, illustrating the factors that affect quality pupils' academic performance in Kenya Certificate of Primary Education. These were: effective administration of teacher parenting, teacher parenting styles, effects of administrative teacher parenting on pupils' academic performance and administration of teacher parenting practices. Effective administration by proper procurement of relevant resources, active participation in co-curricular activities, monitor the school health and nutrition, guidance and counseling effective resource management and supporting learners effectively.

Teacher parenting styles: authoritative, authoritarian, neglectful, and permissive, effects of administration on teacher parenting on pupils' academic performance in Kenya Certificate of Primary Education the pupils 'who avoided school, were more engaged in learning, and were cooperative These attracted stakeholder's support so they provided resources like desks, classrooms, books, and teachers. The administration of teacher parenting practices include: knowing learners needs, assessing and evaluation, and good teaching methods, provision of learning material and discipline.

2. REVIEW OF RELATED LITERATURE**2.1 Teacher Parenting Styles in Primary Education in Hamisi Sub-County, Vihiga County, Kenya:**

Teacher parenting styles has been described as the combination of parental control with parental responsiveness'. It is the collection of parent's behaviour which creates an atmosphere of administration of teacher parenting in the parent-child interaction across situations (Mize & Pettit, 1997). Based on the work of Baumrid (1995), these styles tended to differ along the dimension of warmth and control. (Hart, Newell, Olsen, 2003). Baumrid (1995) proposed that parents fall into one of three categories: authoritarian (telling their children exactly what to do), indulgent (allowing their children to do whatever they wish), or authoritative (providing rules and guidance without being overbearing). The theory was later extended to include negligent parents (disregarding the children, and focusing on other interests). A number of ethical parenting styles have been proposed, some based on the authoritarian model of strict obedience to scriptural law (for example in the Bible), and others based on empathy with the emotional state of a child (Kremers, Brug, De Vries, &Engels, 2003). The intensity of parental involvement remains a matter of debate. At the opposite extreme is Slow parenting in which parents stand back, merely supporting their children in doing what they want to do as independent individuals (but guiding them when the children are not developing healthy attitudes), versus Concerted cultivation in which children are driven to attend a maximum number of lessons and organized activities, each designed to teach them a valuable skill which the parent has decided for them.

Locke's (1996) book on Some Thoughts Concerning Education is a well-known foundation for educational pedagogy from a Puritan standpoint. He highlights the importance of experiences to a child's development and recommends developing their physical habits first. Soetard (1995) published a volume on education. He proposed that early education should be derived less from books and more from a child's interactions with the world. Other theorists, mainly from the twentieth century, have focused on how children develop and have had a significant impact on childhood education and how parents rear their children.

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Darling, Nancy, Steinberg, Laurence (1993) argued that despite broad consensus about the effects of parenting practices on a child, Particularly pressing issues were the variability in the effects of parenting style as a function of the child's cultural background, the processes through which parenting style influenced the child's development, and the operationalization of two parenting style. Drawing on historical review, the authors presented a model that integrated traditions in socialization research, the study of specific parenting practices and the study of global parent characteristics. They proposed that parenting style is best conceptualized as a context that moderates the influence of specific parenting practices on the child. It was argued that only by maintaining the distinction between parenting style and parenting practice could address questions concerning socialization processes.

Children of permissive-indulgent parents exhibited high levels of impulsivity, aggressiveness, lack self-control and independence (Baumrid, 1995). The uninvolved or neglectful parenting style has been associated with high levels of aggression and externalizing anti-social behaviours (Granic.& Patterson, (2006). Thus, the lack of control associated with both styles of permissive parenting affects children in different ways. In contrast, research has indicated that authoritative parenting, combining reasonable demands and control within a responsive and accepting environment, has been linked with positive child outcomes and children's well-being across a range of domains of functioning, such as social competence, behaviour and academic performance, Steinberg & Silk, (2002); asserts, these findings suggest that parental control was important and beneficial to children's development. However, research also consistently indicated that an authoritarian parenting style, also consisted of high levels of parental control but in the context of low support and acceptance (low warmth and lack of clarity of communication), was not well associated with positive developmental outcomes. Thus, the context within which parents achieve appropriate regulation and control appears to have been a crucial factor in mediating the effectiveness of parental control. One caveat is important in interpreting these research findings. Increasingly, it was recognized that what defined optimal development goals for parents might vary depending on the specific culture and context within which parents were raising their children (Arendell, 1997). Indeed, more recent research was questioning the applicability of these parenting styles across different contexts and more consideration was now being given to the diversity of ecological niches within which parents and families were nested (McGroder, 2009 Garcia , Meyer & Brillon (1995).

Baumrid (1995) became particularly interested in the connection between the parental behaviour and the development of instrumental competence, which referred to the ability to manipulate the environment to achieve ones goals. In her research, she found what she considered to be the four basic elements that could help shape successful parenting: responsiveness vs. unresponsiveness and demanding vs. undemanding. From these, she identified three general parenting styles: authoritative, authoritarian, and permissive. (Gracia & Gracia., 2009). Sought to establish which parenting style is associated with optimum youth outcomes among adolescents of Spanish families. A sample of 1,416 teenagers from 12 to 17 years of age, were taken of whom 57.2% were females, who reported on their parents' child-rearing practices. The teenagers' parents were classified into one of four groups (authoritative, authoritarian, indulgent, or neglectful).

In Garcia and Garcia (2009) research they sought to establish the optimum youth outcomes among the females adolescent in Spanish families. The samples were collected from one gender of females .Descriptive statistics involving means and percentages were used to analyse the data .The findings were that both the indulgent and administrative parent ing styles were associated with better outcomes than the authoritarian and neglectful parenting. The research was conducted in Anglo-Saxon context with American samples that traditionally identified authoritarian parents. The study was conducted with ethnic minority groups.

Maccoby (1992) expanded the styles to four: authoritative, authoritarian, indulgent and neglectful. These four styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other. Baum rid (1991) believed that parents should be neither punitive nor aloof. Rather, they were to develop rules for their children and be affectionate with them. These parenting styles were meant to describe normal variations in parenting, not deviant parenting, such as might be observed in abusive homes. Most parents did not fall neatly in one category, but fell somewhere in the middle, showing characteristics of more than one style. In addition, parenting stress could often cause changes in parental behaviour such as inconsistency, increased negative communication, decreased monitoring and/or supervision, setting vague rules or limits on behaviour, being more reactive and less proactive, and engaging in increasingly harsh disciplinary behaviours. Examined the effects of parent-adolescent relationships on school performance to provide a clearer understanding of why authoritative parenting did not have beneficial effects, for Asian

Americans as it did for European Americans. Over 500 adolescents of Chinese- (148 first and 176 second generation) and European-descent (208 primarily third generation or more) families from seven different high schools completed measures of parenting style.

The study also found that those with neglectful parents scored the lowest on these tests, while those with authoritative parents scored the highest, with authoritarian and permissive (indulgent) parenting on opposite sides of the spectrum. Most conventional and modern models of parenting fall somewhere in between, the model or style that parents employ depends partly on how they themselves were reared, what they consider good parenting, the child's temperament, their current environmental situation, and whether they place more importance on their own needs or their idea of what will benefit the child. Parents who place greater importance on the child's physical safety may be more authoritarian. Historic developmental model also called the Child as Apprentice model. As a child's independent capacities emerge, opportunities are continuously presented at an age appropriate level. The child gains self-worth simultaneous to the emergence of various competencies in an ever-growing number of essential venues, as adulthood is approached. From the initial highly dependent relationship with parents, high levels of independence are attained seamlessly while special skills and abilities of the child have emerged in a manner relevant to adult vocational choices and life interests

Parent-adolescent closeness, (cohesion, subscale from the family adaptability, cohesion environment scales and relationship satisfaction), and School performance. Positive effects of both authoritative parenting and relationship closeness on school performance were found for European Americans and, to some extent, second-generation Chinese, but not first-generation Chinese. These effects were also stronger for European American than first-generation Chinese. Through examination of the mediating role of parent-adolescent relationships, this study also found that among European American families, the beneficial effects of authoritative parenting were explained through relationship closeness in contrast with reports on the effect of authoritarian parenting in the west, some studies indicate that Arab children and youth were satisfied with this style and did not complain of the abusive-aggressive behaviour of teachers.

Chao, (2001)., Used a smaller sample of only 500 adolescent Chinese. The data used was only collected from seven different high schools, stratified sample was used Over 500 adolescents of Chinese- (148 first and 176 second generation) and European-descent (208 primarily third generation or more).the study also found that among European American families, the beneficial effects of authoritative parenting were explained through relationship closeness in contrast with reports on the effect of authoritarian parenting in the west. The data analysis was done by descriptive statistics.

Dwairy, (1998). Found among Egypt college students 64.4% of women and 33.1% of men favoured Absolute submission to the parents. As a differentiation from parents, 57.7% of female and 25.7% of male students favoured children having the same character and morals as their parents. (Al-Khawaja, 1999). In a study conducted among Saudi female college students, 67.5% of the sample reported that they were physically punished at various stages in their life. When their attitudes toward physical punishment were studied, it was found that 65.1% of the students justified it (Achoui, 2003). If these were the attitudes of college Students, one could expect that similar or more pronounced results might be obtained in the general Saudi populace, although Saudi society was considered among the conservative societies as compared to other Arab or Muslim societies. Generally speaking, female Arabs were identified more than males with the traditional norms (Al-Khawaja, 1999), even when they were the victims of some of the norms, which were exemplified by the justification by females of female circumcision (Al-Kaa'ki, 2000).In some other studies indicated that authoritarianism was not associated with any detriment to the mental health of Arab youth.

(Dwairy & Menshar (2004), in press thought that authoritarian socialization had a meaning and effect different from that known in the West when it was applied within an authoritarian culture such as the Arab or Muslim. Within this culture, children considered application of the authoritarian style of punishment as the normal duty of parents and teachers (Dwairy, 1997).Despite that the Arab society treated women more strictly than men (Zakareya, 1999); Achoui (2003) found that male children undergo more physical punishment than female children in Saudi Arabia. Studies on Arab-Palestinian adolescents in Israel indicated that boys perceived their parents' style to be more authoritarian than girls do (Dwairy, 2004a, 2004b). Palestinian boys in the Gaza Strip also perceived both their parents as treating them more negatively than the girls did; they perceived their parents as being stricter in disciplining, more rejecting, and more hostile than did the girls (Punamaki, Qouta, & El Sarraj, 1997) and similar results were reported in Algeria.

Fershani, (1998) Zegheena, (1994). A research study conducted in Egypt indicated an interesting interaction between sex and urbanization. Rural male adolescents reported a higher level of authoritarian parenting on their part than females, whereas urban females reported a higher level of authoritarian parenting than males (Dwairy&Menshar, 2004). Parents treated first-born children in a special way. Axelson (1999) claimed that first-born children “tended to receive more attention, were likely to carry the family’s ambitions, and were assigned a dominant role with respect to later children”. This description fitted the Arab first-born children, too, who carried their parents’ aspirations, on one hand, and enjoyed more parental attention, care, and indulgence, on the other. Some researches indicated that a first-born Arab child was treated more gently than the other children in the family (Achoui, 2003; Al-Teer, 1997). These differences between first-born and other children were expected to influence the process of individuation and the parent-child connectedness.

In Algeria, Sahrawi, (1998) and Mahmoud (1997) reported that mothers of a higher socioeconomic level tend to be more authoritative and encouraged their children’s independence than lower socioeconomic-level mothers. In a comparison between gifted children and non-gifted children, parenting of gifted Palestinian children was more authoritative and less authoritarian. It was interesting that authoritarian parenting was associated with poorer mental health of gifted but not of non-gifted children (Dwairy, 2004b). In those studies, it was hypothesized that parenting styles vary across Arab countries (societies), with parenting styles in traditional countries such as Yemen and Saudi Arabia tended to be more authoritarian than parenting styles in modern countries such as Lebanon and Jordan; the parenting styles applied to girls tended to be more authoritative and less authoritarian than those applied to boys; parenting in rural areas tended to be more authoritarian; first-born children experience less authoritarian and more permissive parenting styles; and the socioeconomic level of the family had a positive correlation with permissive and authoritative parenting styles and a negative correlation with the authoritarian style.

The present study used a bigger sample collected from the education stakeholders including the County director of education, head teachers, class teachers, and pupils ‘gave their input on the parenting styles in primary Education in Hamisi Sub County, Vihiga County, Kenya It also included dual gender male and female samples and concentrated on teacher parenting in a school situation to enhance pupils’ performance in Kenya Certificate of Education Examinations

2.3 The Implication of Teacher Parenting Administration on Pupils’ Academic Performance in Kenya Certificate of Primary Education in Hamisi Sub-County, Vihiga County, Kenya:

An intensive literature on effective administration of teacher parenting styles provides evidence that the three models of parental control were linked to a variety of outcomes during childhood and adolescence. For example, the quality of the administration of teacher parenting in parent-child relationship during early childhood would affect children’s social relationship and behavioral adjustment during middle childhood and adolescence (Scaramella & Leve, 2004). The administration of teacher parenting control is the demand or the expectations placed upon or held for their children and degree of monitoring teacher parenting. Taken together, the three teacher parenting styles of authoritative, authoritarian and permissive, parenting differ in several important features including : support shown to a child aimed at forming an emotional connection with the child , behaviour control of the child aimed at promoting mature behaviour and autonomy granting aimed at fostering self-reliance (Hart, Newell & Olsen, 2003).

Talib (2011) conducted a study in Malaysia; the study involved 200 intact families which comprise 200 full time working mothers and 200 full time working fathers. The study’s samples comprised 200 Malay families, 200 children and 45 class teachers. The study focused on Malay dual earner families because majority of them were in the urban environment as compared to another major ethnic in urban Malaysia, the Chinese group. The researcher used survey method which involved parent’s responses to questionnaires. The researcher used descriptive statistics to analyse data by using means, standard deviation for scores and coefficient of variables. The research study emphasized its scope on effects of administration of teacher parenting styles of working parents on children development. Two aspects of development examined were children behaviour and cognitive development or school achievement.

Talib (2011), smaller samples were used based on Malay dual earners and the majority of the samples were collected in the urban environment as compared to other major ethnic in urban Malaysia. The researcher used a survey method which involved parents’ responses, to questionnaires. The researcher used descriptive statistics to analyse the data Tiller, Garrison, Block, Crammer, and Tiller (2011), carried a study in a medium sized city of the United States. He examined the influence of administering the teacher parenting style on children’s cognitive development. The sample used was from first and third grade children and their families. From 19 schools, parental permission was received from 431 families. A

parental survey that assessed internal family processes, including parenting styles and socio economic demographic Characteristics, was mailed to each participating family. Parental surveys were returned from two hundred and ninety families. The study collected data through interviews and teacher parenting surveys, and questionnaires. The study used descriptive statistics in form of means, frequencies, standard deviation and spearman's correlation moment was used to analyse data in the findings. The findings indicated that administration of the teacher parenting style was not a better predictor of children's cognitive ability than socio economic demographic characteristics.

Deutscher and Mary (2003) conducted a study in Southern California and examined the role that administration of teacher parenting involvement has on children academic performance. The study's sample included four hundred students in the 7th through 11th grade. The data collection was done by questionnaires and self-report survey. The variables of analysis included volunteering home involvement, attending parent/teachers classes, school political involvement, talking to staff, talking to teachers. The descriptive statistics was used to analyse the data. The overall results indicated that those who did family involvement survey, went to the collegial teaching certificate class or were involved in more home type involvement. They might also have had children that performed better in various areas of the test or had better grades.

McKay (2006) conducted a study on administration of teacher parenting practices in emerging adulthood in United States. The sample consisted of eight hundred and forty four parents of emerging adults (four hundred and sixty three mothers, three hundred and eighty one fathers). The data was collected through questionnaire. Descriptive statistics was used to analyse data. The findings illustrated that dimensions of authoritative, authoritarian and permissive parenting was identified to have an effect on emerging adulthoods.

Gottfried, Bathurst, and Gottfried (1995) conducted their own longitudinal research which focused on maternal employment, Family development and children development from infancy through adolescence. The outcomes of this study support the previous studies that there is no difference in outcomes between full time and part time employed mothers and the data consistently showed that maternal employment status was not significant for children development across age, development, domains and gender. The study indicated that children of employed mothers were equivalent in their development, in the cognitive, social, emotional, academic, and behavioural domains. The study is from infancy through to the adolescence. This is rather regardless of maternal employment status. The study indicated that proximal environment itself involves a variety of experiences provided. The administration of teacher parenting involvement is related to child's development. He further suggested that there were other specific aspects related to proximal home environment: involvement, role satisfaction in employment, teacher parenting in work related issues (work-family conflict) job flexibility, employment schedules and children development.

The present study had a bigger sample of a third of the population so that they could be used to represent the population .the current study employed descriptive statistics and ex-post-facto research design. The descriptive research design was a self-report study which required the collection of quantifiable information from the sample. The design helped in collection of original data for the purpose of describing a population that is too large to observe directly. The present study also focused on the Implication of Teacher Parenting Administration on Pupils' in relation to behaviour and school achievement at the Kenya Certificate of Primary Education and Academic Performance in Kenya Certificate of Primary Education in Hamisi Sub-County, Vihiga County, Kenya. It used in depth interview in collecting data from pupils who gave their own views for performance. Teacher and Head teachers included in the Study had bigger sample, the researcher employed descriptive statistics techniques in analysing data collected. The data collected from the questionnaire was tabulated in the form of frequencies and means and percentages. The data collected from in depth interview was noted and analysed in an ongoing process according to themes and sub themes, categories that emerged from the data. It explored the Implication of Teacher Parenting Administration on Pupils' Academic Performance in Kenya Certificate of Primary Education in Hamisi Sub-County, Vihiga County, Kenya

3. RESEARCH METHODOLOGY

3.1 Research design:

The study employed a descriptive survey and ex-post Facto research designs. The descriptive research design is a self-report study which requires the collection of quantifiable information from the sample (Mugenda & Mugenda, 2003).

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3.2 Area of the Study:

Hamisi district is a newly created District of Vihiga County in the Republic of Kenya. The name “Hamisi” comes from an old rural shopping centre situated about 15 kilometres from the main Kisumu-Kakamega Road. The first shopkeeper to settle there was Mr. Hamisi who traded there for many years. Thus the place came to be known as Hamisi Trading centre. This then became the District headquarter. Hamisi District lies between Latitude 0° longitude 33° 58' East and 35° 0' East and between longitude 0° and 0° 15' north. The Equator cuts across the southern tip of the District. It covers a total area of 189.1 km². Hamisi is in Vihiga County, its immediate neighbours are: Nandi County, Kakamega County, and Kisumu County. The District is divided into four administration divisions namely Jepkoyai, Shamakhokho, Shaviringa and Tambua. It has six locations and thirty sub-locations.

3.3 Study Population:

The study populations were 104 head teachers, 1683 Standard eight class teachers, 4420 Standard Eight pupils, 532 Parents and a County Director of Education (CDE).

3.4 Sample and Sampling techniques:

The sample consisted one third of the schools population, (Mugenda & Mugenda, 2003). Therefore simple random sampling was used in selecting 34 of head teachers while stratified random sampling technique was used to select 536 of standard eight class teachers and 1734 of standard eight pupils, saturated sampling technique was used to select the one CDE in the sample. Random selection ensures that the law of Statistical regularity is followed, which states that if on an average the sample chosen is a random one, (Orodho 2005).

3.5 Research instruments:

The instruments of data collection were Questionnaires, in-depth interviews and document analysis guide.

3.6 Reliability of Research Instruments:

Reliability is a measure of the degree to which research instruments yield consistent results after repeated trials (Gall, Borg & Gall, 1996). The researcher established content and criterion related reliability. The reliability of the research instruments was addressed through pilot study. The pilot study should be between 9-10% of the study population (Gall, Borg, & Gall, (1996) and for the present study it consisted of eleven out of one hundred and four schools, which was 9.5% of the study population. During piloting the researcher tried out the research instruments namely: Questionnaire, in-depth interview guide and document analysis guide. The aim was to identify any problems that the respondents would encounter in responding to the instruments, find out ambiguous items, identify how items were perceived and interpreted and to allow emerging of relevant issues not considered before in the study. Eleven head teachers, one hundred and fifty seven standard eight teachers, three hundreds and ninety seven class eight pupils from the eleven schools in Hamisi sub county were engaged in the pilot study.

3.7 Validity of Research Instruments:

Validity is the degree to which a test uses to measures what it purports to be measuring as appraised by experts in other words the degree to which results from the analysis of the data actually represent the phenomenon under investigation Golafshani, (2003). This was established by giving the instruments to the two experts in the department of Educational Administration Planning and Economics, who read it for content and criterion validity and gave their feedbacks which were incorporated in the study.

3.8 Data Collection Procedure:

Before the administration of research instruments to the respondents, a research permit was obtained from the National Council for Science, Technology and Innovation of Kenya, Through the Faculty of Education and Human resource Development of Kisii University. The researcher also sought permission for the study from the county Director of Education (CDE) Vihiga County. The researcher personally visited the sampled schools and explained the purpose of the study to the respondents. The researcher made appointments and used appropriate time to administer the instruments of data collection without interfering with the school learning schedules. The researcher administered these instruments himself during the study period between May and July, 2013.

3.9 Methods of Data Analysis:

The researcher employed descriptive statistics techniques in analysing the quantitative data. The quantitative data collected by the questionnaire were analysed and tabulated using frequencies, percentages, and means. The qualitative data collected through the in depth interview schedule were analysed in an ongoing process on the basis of themes and sub themes, categories and sub-categories that emerged from the study.

4. DATA PRESENTATION, ANALYSIS RESULTS AND DISCUSSIONS

From the head teachers’ questionnaire, the respondents were asked to indicate the type of leadership style used by head teachers in primary schools in Hamisi Sub County Their responses were in table 4.3

Table 4.1The leadership style for Head teachers and Teachers in the working station..

Respondent	Gender		Democratic		Autocratic		Laizzes fare		Not decided	
	F	%	F	%	F	%	F	%	F	%
H/teacher n(34)										
Male	21	61.76	11	23.35	2	5.88	4	11.76	1	2.94
Female	13	38.23	4	11.76	4	11.76	6	17.64	3	5.88
Teachers n(536)										
Male	317	61	43	8.02	139	25.93	26	4.85	51	1.49
Female	219	40.8	67	12.5	205	38.25	43	8.02	57	1.67

Source field Data 2013

On leadership style 21(61.76 %) male and 13(38.23%) female responded 11(23.35%) male and 4 (11.76%) female head teachers felt they used Democratic leadership, while 2(5.88%) and 4(11.76%) female claimed to use autocratic, 4 (11.76%) male and 6 (17.76%) female used laizzes faire and only 1(2.94%) and 3(5.88%) could not make judgment on the questions asked.

When asked the some question to teachers, 43(8.02%) male and 67(12.5%) female teachers felt the head teachers used democratic leadership style, while 139(25.93%) male and 205(38.25%) female felt that the head teachers were autocratic, 26(4.85%) male and 43(8.02%) female felt laizzes faire and only 51(0.95%) male and 57(10.63% female felt do not known was the respond to the questions asked.

These indicated that gender disparity is mostly in adults due to social patriarchal structures in society. This affected distribution of teachers and the administration of teacher parenting. This view was supported by Mwangi J, W, (2009) who found out that gender roles cause gender imbalance in Education among teachers. This had many female parents responding to the questions than males as in African cultures a child was mostly taken care of by the mother.

The class Teachers spends more time with pupils than parent/guardians hence they felt the length of time in a station had a positive implication in teacher parenting. The teacher thought they had enough time to understand the learners’ individual differences and then offered appropriate teacher parenting. Most parents today are too busy to supervise their pupils’ academic work, guide and counsel their children on emerging issues. As the children entered school the class teachers thought parenting played an important role in shaping children’s experiences outside of the home environment .This could assisted in supporting youth, children adaptation to new challenges and therefore ease the transition into a classroom, environment. A part from the teacher’s formal role in teaching academic skills, Teachers were often responsible for negotiating pupils’ activity level, communication and their conduct with peers. Hawkins, Stancavage, and Dossey, (1998) strongly supported the view and found evidence that although teaching experience appears to be related to student achievement, the relationship might not be linear; students whose teachers had fewer than 5 years of experience had lower levels of mathematics achievement as measured by the NEAP mathematics assessment

4.1 Teacher parenting styles used in Primary education:

The first research question responded to was: What are the teacher parenting styles used in Primary education? .The class teachers were asked to indicate the teacher parenting styles that they used in primary education. The responses are presented in Table 4.4.

Table 4.2: Teacher parenting styles employed in schools as given by class teachers (n=536)

Teacher parenting styles	F	%
Authoritative teacher parenting	348	64.93
Indulgent teacher parenting	42	7.84
Neglectful teacher parenting	5	0.93
Attachment teacher parenting	275	51.31
Naturalistic teacher parenting	501	93.47
Over teacher- parenting	7	1.31
Positive teacher parenting	169	31.53
Spiritual teacher parenting	54	10.07

Source field data 2013

The findings from the class teachers’ responses were recorded in Table 4.4 indicated that naturalistic teacher parenting 501(93.47%) was frequently suggested by the standard eight class teachers. Authoritative teacher parenting was responded to by 348 (64.93%) class teachers as the second popular parenting style in primary education. Attachment teacher parenting 275(51.31%).The three parenting styles were the most popular respectively as per the percentages in reference to the responses recorded. Neglectful teacher parenting 5 (0.93%) was the least mentioned parenting style. Over teacher parenting style 7 (1.31%) followed neglectful parenting styles in terms of being the least parenting style mentioned by the standard eight class teachers on the other hand Indulgent teacher parenting, 42(7.84%) and positive teacher parenting styles 169 (31.53%) and spiritual teacher parenting54 (10.07%) had the responses as indicated as it must be partially used to parent pupils in primary education.

Naturalistic teacher parenting 501 (93.47%) was frequently suggested by the standard eight class teachers probably because of the parenting style. Nurturing parenting were a family model where children were expected to explore their surroundings with protection from their parents. Narcissistic parenting style, Parents were driven by their own needs, their children were an extension of their own identity used their children to live out their dreams.

The teacher felt it was a child centred learning where they were engaged into their own learning, the teachers probably felt they had time to plan for the other activities to come that made naturalistic the popular parenting style, The class teachers responded to Authoritarian parenting, also called strict parenting which, was characterized by high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between parent and child. Authoritarian parenting was a restrictive, punitive parenting style in which parents made their children follow their directions and respect their work and effort. Authoritarian parents expected much from their children, but generally did not explain the reasons for the rules or boundaries. Authoritarian parents were less responsive to their children’s needs, and were more likely to ground their children rather than discuss the problems that faced them. Authoritarian parenting dealt with low parental responsiveness and high parental demand, the parents tended to demand obedience without explanation and focused on status quo. This view was supported by (Morris, Cui &Sternberg 2013), who carried research on the parenting themes: Authoritarian parenting Nurturance and discipline for optimal child development

Some children of authoritarian parents developed insecurities and displayed anti-social behaviour. Children resulting from this type of parenting style had less social competence because the parents generally told the child what to do instead of allowing the child to choose by themselves. This expectation made many class teachers to choose it because of more positive outcomes. Researchers; Georgiou, Fousiani, Michaelides.&Stavrinides, (2013) supported these view ,they found that in some cultures and ethnic groups, aspects of authoritarian style were associated with more positive child outcomes

The goal of attachment parenting was to strengthen the intuitive, psychological and emotional bond between the primary teacher parents. This was the third popular parenting style that class teachers considered because it fostered the child’s talents, through leisure activities it was also chosen as it was a nurturing for raising happy well adjusted, well behaved pupils who were taught how to recognize and express the way they were feeling in an appropriate way. The class teachers probably felt the children of the indulgent parenting in the adolescent could engage in misconduct, and in drug abuse. The other better sides of the Indulgent teacher parenting style, the children were emotionally secure, independent, and had the willingness to learn and accept defeat (Fan & Chen, 2001; Jeynes, 2003, 2007). Supported the class teachers in their

Studies that utilized large databases that had shown positive and significant effects of teacher parenting involvement on both academic and behavioural outcomes

Teacher parenting style of involvement was related to a host of pupil achievement indicators, including better grades, attendance, attitudes, expectations, homework completion, and state test results. Additional academic outcomes such as lower dropout rates, less retention, and fewer special education placements (Kratochwill, McDonald, Levin, Bear-Tibbetts, & Demaray, 2004). Supported the view as they found behaviour in the classroom; pupils were less aggressive and withdrawn after parent participation (Hoover-Dempsey, Bassler, & Lee & Bowen, 2006). Also supported as they found that only specific types of teacher parent involvement appear to correlate with these studies conclude that involvement at home, especially parents discussing school student achievement activities and helping children plan their programs, appeared to have the strongest impact on academic achievement. Teacher parenting involvement at the school site made the key difference.

4.2 Find out administration of teacher parenting styles in primary education:

The second research question responded to was: How is teacher parenting administered in primary education? The head teachers responded to the questions posed to them to show the strategies of administering teacher parenting in schools. Table 4.5 shows their details

Table 4.3: Administration of teacher parenting in Primary education (n=34)

Strategy	F	%
Provision of learning facilities	34	100.00
Having access to extra-curricular activities	19	55.88
Encouraging team work among stakeholders	14	41.18
Having regular teacher parent conferences/meetings	34	100.00
Maintaining a good teacher student ratio	23	67.65
Having committed stakeholders	28	82.35
Effective curriculum delivery	30	88.24
Students visiting the best performing schools for benchmarking	22	64.71
Encouraging academic contests with other schools	25	73.53
Regular assessment tests	34	100.00
Maintaining experienced staff	17	50.00
Viewing the performance of students through teachers	15	44.12
Monitoring students at home by way of assignments	18	52.94
Identifying students' individual needs and solving them	21	61.76
Ensuring teachers have got reasonable workload	13	38.24
Maintaining teachers long in one station	9	26.47
Ensuring assignments are marked and corrected before teaching	20	58.82
Committing parents to sign students diary every week	7	20.58
Ensuring students have got recommended & Supplementary books	34	100.00

Source: field data 2013

The head teachers were asked to show the strategies of administering teacher parenting in schools. The findings from the responses revealed that the strategies of administering teacher parenting in schools were the following: The most popular strategies were Provision of learning facilities as evidenced by all teachers in the study, 34(100%), having regular teacher parent conferences as indicated by 34 (100%) Regular assessment tests 34(100%) ensuring students have got recommended and supplementary books as indicated by all the head teachers in the study 34(100%) effective curriculum delivery as evidenced by 30 (88.24%) of the head teachers.

The head teachers also explored having committed stakeholders as evidenced by 28 (82.35%) of the head teachers, encouraging academic contests with other schools as shown by 25 (73.53%). Maintaining a good teacher student ration as evidenced by 23 (67.65%) of the head teachers, students visiting the best performing schools for benchmarking as

indicated by 22 (64.71%) and identifying students individual needs and solving them as depicted by 21(61.76%) of the head teachers. Ensuring assignments are marked and corrected before teaching as indicated by 20(58.82%) of the head teachers, having access to extra-curricular activities as shown by 19 (55.88%) of the head teachers and monitoring students at home by way of assignments as evidenced by 18(52.94%) of the head teacher.

Maintaining experienced staff as shown by 17 (50%) of the head teachers, viewing the performance of students through teachers as indicated by 15 (44.12%) of the head teachers, encouraging team work among stakeholders as shown by 14 (41.18%) of the head teachers, ensuring teachers had reasonable workload as indicated by 13 (38.24%) of the head teachers, maintaining teachers for long in one station as evidenced by 9 (26.47%) of the head teachers committing parents to sign students diary every week as evidenced by 7(20.59%) of the class teachers.

The study impeccably reported that the common question that were asked by parents/guardians to make teacher parenting effective were: the question about whether a child was working to the best of his ability, the question about how students were evaluated, the question about extra tuition, the question about how parents/guardians would monitor children at home.

The finding of the study revealed that during parent teacher conferences one needed to identify the purpose for the conference. Was it to become acquainted? Was it to alleviate concerns about a child's poor attitude towards reading and/or school! Or is it to receive a report card and test scores? Each of these situations was vastly different and requires different preparation; secondly, **communicated the purpose for the conference.** If you were requesting for the conference, you immediately told the teacher parent the purpose. This helps to alleviate any imagined fears the teacher parent might have about your request to hold a conference. Third, **arrange the conference at the teacher' parents' convenience.** The teacher then had sufficient time to plan and to have the necessary information at the conference. An unplanned conference could turn out to be a waste of time for both teacher parent and parent and cause feelings of frustration. **Fourth,** wrote out the areas and questions you wanted the conference to cover. Combined, deleted, and clarified these questions, and, finally, prioritized them. By using this process, your most important questions would be answered in a clear, succinct manner. Moreover, the teacher's responses would likely be clearer and more to the point.

Fifth, it **displayed a positive attitude during the conference.** Be aware that not only what was said reflected your attitude; rigid posture might suggest anger or disapproval. Always listen attentively and show your enthusiasm. Seventh, **remain open and supportive throughout the conference.** Don't become antagonistic or defensive; otherwise the conference outcome could be disastrous. Strive for cooperation between you and your child's teacher parent. Even when teachers present a negative side of your child's behaviour or inform you of other problems, try to remain objective. This could be difficult when it was your child, but he would experience as many or more difficulties if you and the teacher parent don't try to find a way to work together to solve these problems.

Eight, made sure suggestions were provided to increase your child's growth. If your child did well, find out what you could do to ensure continued success and progress. If he had difficulties, make sure the teacher went beyond merely pointing out a problem. The teacher needed to provide ideas for eliminating or reducing the difficulty. Many parents had been discouraged or aggravated because teachers point out problems but don't provide solutions. **Ask for examples of daily work to better understand your child's strengths and weaknesses.** By reviewing your child's work, you would learn if progress had been made since the last conference. Have any weaknesses become more severe? If improvement hasn't been made, were there other methods or materials being used? As a teacher parent, what should you be doing at home with your child? Ninth, **clarify and summarize each important point as it was discussed.** Thus, both teacher parent and parent were better able to develop a mutual understanding and agreement. Let's look at a conference in which a parent does a good job of clarifying and summarizing a major point.

Eleventh, during the conference, you might want the teacher to understand certain things about your child or you might have a special request. Once your point was understood and the teacher has agreed, it was wise not to continue the same discussion. It might present new questions which may reverse the previously made agreement. Once a decision was made, it was best to start discussing the next point. You would find the conference to be much more productive. **Make sure you understand the information the teacher was supplying.** Often teachers used educational jargon, not realizing parents do not understand. Do not be afraid to ask for an explanation or definition. Make sure when the conference ends you have understood all the information reported. If you're confused or uncertain, your child won't benefit and learning might be hindered.

The class teachers felt that Teacher parent involvement was a crucial part of a child's education, and failing to recognize this aspect could be just as detrimental to their education and development as being overly involved. Teachers could actually harm the education of pupils if they were not fully involved in their education. This point was problematic, as it steered parents away from becoming involved in fear that they would ultimately harm their children in the future.

The class teachers also pointed out those not allowing children to be on their own now would damper their maturation, and made them too dependent on teacher guidance. This claim was somewhat threatening to parents, as it instilled the fear that a seemingly supportive current relationship with their child would actually damaging their development into strong, independent people. Therefore, class teachers needed to think about what their involvement would really set their children up for later on in life. Teacher parenting participation was attributed to a higher average daily performance. The absence of teacher involvement negatively affected the performance of children in school, as teacher encouragement was proven to enhance behaviour. Education was not something that parents should be hands-off about and let their children fend for themselves, but was something that required teacher parenting attention and participation in order to help promote a successful future. This simply could not be done without parents/guardians. Teacher Parents should act as role models, and influence their children on such a personal level that teachers are incapable of having a role model such as teacher parent or guardian had been proven to benefit children's education mentally, as well as socially. Effective administration of teacher parenting in school called for meaningful learning. Meaningful call for linking what was being taught and how it was taught to the child's everyday lives of pupils and their families. Effective Administration of teacher parenting is complex activity. Many things must be considered when preparing for meaningful learning. The class teachers felt pupils would learn well when they are motivated to learn effectively and felt the skill they had learnt would lead to success. Klem and Connel, (2004), supported and shared the same view with class teachers and stated that the effective administrations of Teacher parenting programme which experienced close relationship between the teacher and his students, the students were less likely to avoid school and they appeared more self-directed, more co-operative and more engaged in learning.

In effective administration of teacher parenting, evaluation were carried out by class teacher to find out the progress made in meeting the set targets by the class teachers. The results of the evaluation were used to improve the implementations. The child were valued for who they were, felt safe and unique and were able to express their views freely. This helped the children to enjoy learning and teachers could reinforce this enjoyment through creating a more joyful classroom; the children's self-esteem is promoted through praise. For meaningful learning to occur in effective administration of teacher parenting the classroom should be child friendly. The learners should ask open questions, identify problems, start conversions and discuss solutions with teacher as parent and friends. The teacher parent should expand his role to that of a facilitator manager, observe and learner.

5. SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the findings:

5.1.1 Teacher parenting styles:

The teacher parenting styles employed by teachers in Hamisi district in the order of importance were the following: Naturalistic teacher parenting; authoritative teacher parenting; attached teacher parenting; Positive teacher parenting; spiritual teacher parenting; indulgent teacher parenting; over teacher parenting; neglectful teacher parenting.

5.1.2 Administration of teacher parenting in primary education:

The strategies of administering teacher parenting in schools were the following: Provision of learning facilities ; having access to extra-curricular activities ; encouraging team work among stakeholders; having regular teacher parent conferences ; maintaining a good teacher student ratio; having committed stakeholders ;effective curriculum delivery ; students visiting the best performing schools for benchmarking ; encouraging academic contests with other schools ; regular assessment tests ; maintaining experienced staff ; viewing the performance of students through teachers ; monitoring students at home by way of assignments ; identifying students individual needs and solving them; ensuring teachers have got reasonable workload ; maintaining teachers long in one station ; ensuring assignments are marked and corrected before teaching ; committing parents to sign students diary every week ; ensuring students have got recommended and supplementary books.

5.1.3 Factors that Favour Teacher Parenting in Primary Schools:

The factors that favoured teacher parenting in the district were: Effective curriculum delivery ; Monitoring students at home by way of : Maintaining a good teacher student ratio ; identifying students individual needs and solving them ; Ensuring that students had gotten recommended and supplementary books ; Students visiting the best performing schools for benchmarking ; Encouraging academic contests with other ; Regular assessment tests ; Ensuring assignments are marked and corrected before teaching ; Committing parents/guardians to sign students diary every week ;Extra tuition for weak ; Maintaining a close contact with parents.

5.1.4 Ways of effective administration of teacher parenting:

For effective administration of teacher parenting in schools, the findings of the study showed the following as being critical factors: supervision of teaching in class, using learner centred methods of learning, employed trained teachers, effective syllabus coverage, maintenance of school discipline, good sponsorship, rewarding both teachers and students, ensuring that there is an effective quality school committee, ensuring that students are motivated by parents/guardians, ensuring that a school has got a culture/ tradition of performance, ascertaining that parents/ guardians contribute positively in class conferences, close supervision of students, giving extra tuition to weak students and ensuring good teacher working relationship.

5.2 Conclusions:

The following conclusions were deemed necessary for the study:

5.2.1.The teacher parenting style:

Teachers 'parenting styles effectiveness has been found to have only a positive influence on the academic performance of students in primary schools in Hamisi Sub county, Vihiga County. This is due to the fact that teachers' effect is the sole determinant of students' academic outcome. Students' related factors such as intelligence, parental education, socio-economic status, and personality which vary over very wide margins in the study area may also have significant effect in the academic performance of students in schools.

5.2.2. Administration of teacher parenting styles in primary education:

The administration of teacher parenting that enhance Pupils performance in primary education related factors such as class size, infrastructure and facilities available in the schools may also influence significantly on the academic performance of students and may be responsible for the observed low performance of students when compared with the effectiveness of their teachers.

5.3 Recommendations:

Based on the findings of the study about teacher parenting, the following recommendations were made:

5.3.1 The teacher parenting styles:

Should be used by School administrators and policymakers to investigate ways to increase teacher parenting' positive attitude about their pupils education and demonstrate to teacher parents that their attitude is related to their pupils academic performance.

- i. Should allow for a child centred learning where the pupils were engaged into their own learning.
- ii. It is important to address teacher parenting shortage by providing additional teachers in regions with high enrolment, which acknowledges the challenges of improving quality at primary school level.

5.3.2 Administration of teacher parenting styles in primary education:

- i. Future policy should focus on developing and promoting school programs that enable teacher parenting to increase a child's perception of cognitive competence.
- ii. School administrators should consider ways to improve the pupil-teacher relationship, given its important relation with the child's academic performance. For instance, school administrators may set aside time in the curriculum for team building exercises between students, teachers, and parents.

5.4 Suggestions for further research:

This study restricted itself to the rural Hamisi Sub county schools and only concentrated to the public schools hence there is need to have the study in other Sub county in Kenya in order to give general picture of teacher parenting experiences in the whole country.

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