

Home-based Strategies Applied to Enhance Students' Academic Performance in Public Day Secondary Schools in Embu North District, Embu County, Kenya.

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Abstract

The study sought to analyze home-based strategies employed to enhance students' academic performance of students in day secondary schools in Embu District, Embu County, Kenya. The study was guided by the Capital Theory of School Effectiveness and Improvement based on various interrelated variables such as outcomes, leverage, intellectual capital and social capital. A descriptive survey research design was adopted. Combinations of purposive and stratified random sampling techniques were utilized to draw a sample of 144 respondents constituting 54 BoM members, 36 PTA members, 9 principals and 45 HoDs. Questionnaires were the main instruments used to collect data. Data were analyzed using descriptive statistic generated by Statistical Package for Social Sciences (SPSS) Computer programme version 20.0. Qualitative data from interview guides were analyzed using thematic approaches. The study established that the various home based strategies used to enhance students academic performance included : role modeling by prominent parents, inspirational speakers, communication of high expectations goals, parental support of school activities and youth bond with families. Despite these strategies aimed at improving school outcomes, students' academic performance has remained relatively poor in the study locale. It was recommended that; School managers should undergo in-service training in school management , the youth be sensitized on the importance of basic education to enable them support school programmes , quality assurance and standards officers to intensify enforcement of government policies related to quality education and ensure school principals and their deputies are of mixed gender to serve as school-based role models, amongst others

Keywords: Management strategies ,home based variables, enhanced academic performance, Secondary schools, Embu North District, Embu County, Kenya

Introduction

Background Information

The large body of literature from developing countries including Kenya in contexts in which free or subsidized education policies are operational that attempts to explore the home-based strategies applied by school managers to enhance quality of education measured in terms of students academic performance have revealed mixed results and have not been conclusive due to the intertwined nature of the problem (Adan & Orodho,2014; Karongo & Orodho, 2014; Mwinyipembe & Orodho, 2014; Oketch & Ngware,2012; Orodho, 2013; 2014; Republic of Kenya/UNESCO,2012; Sava & Orodho, 2014). It is arguable that the best starting point would be to trace the chronology of these policies in Kenya and examine their justification for one to be able to understand their implications on equitable and quality educational provision and outcomes (Mwinyipembe & Orodho, 2014; Njeru & Orodho, 2003; Orodho, 2014). Literature also indicates that although free or subsidized education has been in place to some considerable degree in Kenya since the country attained her political independence in 1963, it was not until the year 2003 that the Government of Kenya took bold and systematic initiatives to substantially subsidize educational provision. In the 2003, the Government of Kenya, following the 2002 election campaign pledge , introduced the Free Primary Education (FPE) policy in order to universalize access to primary education and increase educational attainment in the country(Oketch & Ngware,2012, Republic of Kenya, 2005a, 2005b).This policy was followed later with the Free Day secondary Education (FDSE) policy in 2008 which equally was aimed at accelerating enrollment and quality of secondary education in the country(Odhiambo,2010). These policies had international backing and credibility, as these were part of the universally agreed Millennium Development Goals (MDGs), and other internationally agreed protocols (Orodho, 2013, 2014). This broad Vision of education and the holistic approach to sector development was fully embraced by Kenya as a critical vehicle for realizing Vision 2030, the road map for development (Odhiambo, 2010; Gikondi et.al, 2010; Republic of Kenya/UNESCO, 2012). The Constitution of Kenya 2010 unequivocally promised all Kenyans unprecedented opportunity to capitalize on the progress made thus far in order to exploit the full potential of education for each and every child, youth and adult in the country (Republic of Kenya, 2010, 2012). In addition, the Basic Education Act 2013 reiterates the fact that basic education which has been made free and compulsory in Kenya should be operationalized through the legal framework enshrined in the Act (Republic of Kenya, 2012a). Both the Constitution 2010 and Basic Education Act 2013 guarantees and provides legal mechanisms of ensuring that every Kenyan citizen gets access

to basic education and other economic and social rights that hinge upon the citizens access to, and performance in, education, as much as on the application of knowledge, attitude and skills gained through the educational experience (Republic of Kenya, 2010a, 2010b, Republic of Kenya/UNESCO, 2012; UNESCO, 2012; World Banks, 2012; Republic of Kenya, 2013).

The large body of literature on school-based and home-based variables indicate that these variables, especially home-based characteristics are important determinants of schooling decisions and outcomes (Dryden-Peterson & Sarah, 2011; Brookings Institute, 2013; Ngware, Oketch, Ezeh, & Mudenge, 2009; Sava & Orodho, 2014). The household production function approach developed by Baker (1965) is often used to by researchers in economics of education to show that household characteristics such as income and levels of parental education determine whether a child enrolls in school, stays in school, learns and makes progress to higher levels of education (Oketch & Ngware, 2012; Orodho, 2014). It is also used in economics of education to model other household schooling decisions such as the type of school that a child attends (Kingdom, 2007, Ngware, et.al., 2012). In Africa, studies that use the household production function approach usually differentiate between rural and urban households. Rural household are often portrayed as disadvantaged in terms of having lower income and lower levels of education and therefore being associated with disadvantaged schooling decisions and outcomes compared with urban areas (Jones, 2005, McMahan, 2005, Mugisha, 2006; Walque, 2005). Studies by Sava and Orodho (2014) focusing on socio-economic factors influencing children's access to education in informal settlements and that by Orodho (2013) in Mandera are in agreement that the home-based factors such as the socio-economic and cultural contexts are important variables in understanding the implications of free education policies on quality education (Orodho, 2013; Sava & Orodho, 2014).

The performance of schools under FDSE in Embu North District Embu County has been an average of D+ from 2007-2011 (KNEC, 2012). This is a failure because the graduates of this grade do not qualify in most careers for further education and training (Kenya National Examinations Council, 2014). It is apparent that various factors that arguably include home-based variables could be responsible for this student's academic poor performance in the district. It is against this background that this study on home-based strategies applied by school managers to enhance students' academic performance in public secondary schools under FDSE in Embu North District, Embu County, Kenya was premised.

State of the Art Review

Researchers and educationists have made an attempt to examine the relationship between education management and students' academic performance (Orodho, 2014; UNESCO, 1999; United Nations, 2013; Waweru & Orodho, 2014). The results reveal rather spurious relationship (Waweru & Orodho, 2014). Okumbe (2001), posit that, it is apparent that educational management in secondary schools involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001). This effectiveness according to UNESO (2009) is judged by the extent to which schools generally meet the expectations of the society within which they are established. Since independence, the Kenyan government has demonstrated commitment to the provision of quality secondary school education through allocation of financial resources, provision of trained teachers and establishment of quality assurance department (Republic of Kenya, 2012a, 2012b). According to Ohba (2009), shortage of teachers, lack of basic facilities, community interferences, poor teaching methodology and administrative related factors such as poor management of school resources have been noted as some of these factors.

The new constitution (2010), articles 53-56 provides for free and compulsory basic education for all Kenyan children. Sessional paper No. 1 (2005), on policy framework for education training and research, sector plan for education and training (2008-2012) identified a decline in enrolment over the decade. The Secondary Education Bursary Fund (SEBF) was introduced in 1993 / 1994 financial year to cushion students in the lower income groups from the high cost of secondary education (Republic of Kenya, 2005; Sessional paper No. 1, 2005).

The Community Bursary Fund (CBF) was introduced in 2003 when the National Rainbow coalition government (NARC) came to power. It did not help in transition of students from class eight to form one because for the students to benefit they had to be enrolled in form one. Deserving students who had dropped out from secondary school did not benefit from the funds (UN Women, 2011). In the National Action Plan on EFA (2003 - 2015) in order to mediate the low access, retention, performance and transition at school level, the government committed itself to make secondary school affordable. In 2003 the National Conference on Education and training held in November mandated the Ministry of Education Science and Technology to develop a new policy framework for education sector which was to embrace the Education For All (EFA) and Millennium Development Goals (MDGs).

According to the FDSE programme unit report (2012), the rationale behind the FDSE was informed by; the attainment of EFA goals with national and international commitments / conventions; the children's Act; on provision of basic education as a right to every child; and secondary education being part of basic education. The introduction of FSE was to reduce the cost burden on parents, enable more children to access, and attain the minimum quality basic secondary education. This has seen secondary school enrolment grow to almost double.

Literature related to home-based strategies employed by school managers to improve students' academic performance has revealed a divergent range of results UNICEF (2000) research demonstrates that to achieve academically, children must attend school consistently. A child's exposure to curriculum, his or her opportunity to learn significantly influences achievement, and exposure to curriculum comes from being in school (Fuller et al., 1999). A study of village based-schools in Malawi found that students with higher attendance had greater learning gains and lower rates of repetition, a finding consistent with many other studies (Miske et al., 1998). This study sought to find out whether student attendance to school improves performance of students in schools under FDSE.

In reviewing the literature on Socio-economic status (SES), it is instructive to conceptualize the term socio-economic as an economic and sociological combined total measure of an individual's, family's or group's economic and social position in relation to others, based on income, education, wealth and occupation (National Center for Education Statistics, 2008; Sava & Orodho, 2014). This should form a smooth linkage with the chronological development of subsidized secondary education (SSE) in Kenya. We commence the review by examining the introduction of SEE in Kenya before examining the socio-economic and cultural contexts.

As noted, during the 1990s basic education went through various reforms but the un-conducive political and economic conditions at the time were unable to support its growth. Having to depend on limited resources and donor funding, the government experienced difficulties maintaining educational standards. Subsequently the quality of education deteriorated and there was an increase in the numbers of school-age children who were not receiving formal education. Figures for instance show that massive school dropouts were recorded and that out of about one million students who enrolled in standard one in 1993 and in 1998, less than half a million got to standard eight, a trend that has persisted to date (Oketch and Ngware, 2012; Orodho, Waweru, Ndichu & Nthinguri, 2013).

According to Mwiria (2009), Kenya's secondary school population enrollment has risen from 30,120 students in 151 schools at the dawn of independence (1963) to 620,000 students in 3,000 schools in the year 2000. Mwiria reported that the target enrollment by the end of 2008 was estimated at 1.4 million students in currently reported 4,478 secondary schools. In 2008, the government introduced plans to offer free Secondary education to all Kenyans. Mwiria observed that with the introduction of Subsidized Secondary Education, enrollment is certain to climb higher.

However, the Subsidized Secondary Education program has also created many problems. With increased enrollment year after year, the infrastructure is stretched to the limit and so is manpower. Overcrowded classrooms due to increased number of children are common issue in many secondary schools and the learning facilities available in many schools are inadequate. The pupils to teacher ratio has grown to such a high rate that it has resulted in a decline in the quality of education, mainly due to reduced interactivity between teachers and the pupils (Orodho, 2013).

According to Adan and Orodho (2014) this situation has sometimes led to desperate and ineffectual attempts by the Kenyan government to hire partially trained or untrained teachers to seal the gap, but the strategy has not yielded any meaningful results. And even though the number of girls enrolling in secondary school increases every day, gender disparity is still a major concern especially in the marginalized communities (Adan & Orodho, 2014; Orodho, 2014). The inception of the Subsidized Secondary Education program has seen increased government spending in the sector but schools are still ill-equipped while classrooms are either dilapidated, congested, or both. The worrying scenario for the country's poorest areas is the high costs they still bear in terms of development and boarding related costs. While the government has waived tuition fees and provides textbooks, other classroom materials such as exercise books, writing materials and other stationery are still the parent's responsibility. This is because the government is facing budgetary constraints as it tries to strike a balance between funding the all important education sector without compromising on other sectors which also need investment (Orodho, 2014).

There are many cultural demands and practices that influence full participation in both the domestic and school environment, as many children are also responsible for domestic chores. Although the initial enrollments have been higher in the last five years, there is still the danger of dropout rates not being fully under control (Oketch and Rolleston, 2007; Oketch & Ngware, 2012; Orodho, 2013). One positive outcome of FPE, however, has been the significant increase in the number of girls in school. Maintaining the quality of education is a challenge that the government continues to address. With large class sizes and competing resources, parents with financial means pulled their children out of public schools and enrolled them in private schools.

To cope with the pressure arising from the increased primary school graduates, the MoE advised all public secondary schools to expand their capacities to a minimum of three streams. In addition, bursary funds targeted at needy secondary schools students was not explicitly expressed in this year's budget. Despite the allocation of substantial funds earmarked for bursary to needy students, through many grassroots level funds such as Local Authority Transfer Fund (LATF), Constituency Development Fund (CDF), Constituency Bursary Fund (CBF), and these funds may not reach many students given the high per student cost in the delivery of secondary education. PER (2004) notes that the annual per student cost in secondary education estimated at Kshs. 21,800 is too high compared to that in other low-income countries. This is perhaps because majority of the students are enrolled in secondary schools, which offer boarding facilities that tend to push the average cost of secondary education upwards (Institute of Economic Affairs; 2007).

Socio-economic Factors in Education

Studies have also been done that examined the socio-economic variables and their impact on education. The government of Kenya recognizes that provision of universal education is an important milestone to economic and social development (Republic of Kenya, 2008). In particular it has been established that by providing primary education to women, a society is able to hasten its development. The government has also increased its budgetary allocation to education as well as introducing a Constituency Bursary Fund for efficient facilitation of education at the grassroots level. Research on poverty by Sava & Orodho (2014) was conducted to determine the progress that has been made in terms of economic development as it relates to education and other socioeconomic amenities. The study revealed that despite the milestones being achieved at the national level, the situation is still worse in some geographic areas of the country (Orodho, 2013).

Kamaara (1999) notes that one of the threats facing youth in developing countries is reproductive health and the data in Kenya indicates that 17% of girls between age 15 and 19 have at least one child. Kamaara also reports on a national study which found that about 36% of all pregnant young women aged 15-24 visiting antenatal care clinics had a sexually transmitted disease. Health education has since been integrated into the curriculum through subjects such as biology and social ethics (International Bureau of Education, 2004). UNESCO, UNICEF, and other non-governmental organizations have conducted research aimed at improving female access to education (Buchman, 2000). Buchman (2000) reports that determinants of educational inequality are generally informed by three perspectives: economic, resource constraints, and cultural perspectives. Each of these perspectives has been used to explain educational decision making in developing countries, and each predicts participation in formal schooling. In the case of Kenya, cultural norms and gender stereotypes do hinder girls' participation in school, where typically mathematics and science are seen as 'boys subjects' while home science is a 'girls' subject'. Report by Orodho, Waweru & Getange (2014) in Mandera indicate that although Kenya has high levels of primary school enrollment, data show that as girls enter secondary school in their teenage years, their enrollment begins to fall compared to that of boys.

Statement of the Problem

Despite the introduction and implementation of various initiatives meant to enhance access and quality of education in Kenya, literature still indicates that some regions of the county still lag behind in educational access and participation. In the last seven years, the government had embarked on Education for All (EFA) initiatives by introducing Free Primary Education (FPE) in 2003 and Free Secondary Education in 2008 (MoEST, 2004). However, despite all the above efforts by the government, performance of students in free day secondary schools remained poor. This study was concerned about the possible home based variables that could be having an impact on the education, especially on academic performance of students in schools under Free Day Secondary Schools in Embu North District, Embu County, Kenya.

Purpose and Objectives of the paper

The purpose of this paper was to analyze home based strategies school managers employed to improve academic performance of students in schools under FDSE. In carrying out the study, the research was guided by two objectives:

1. To examine home-based strategies school managers employed to enhance students' academic performance in free day secondary schools in Embu North District, Embu County.
2. To analyze strategies school managers employed to improve students' academic performance in free day secondary schools in Embu North District, Embu County.

Theoretical Framework

The study was based on Capital Theory of School Effectiveness and Improvement propounded by Hargreaves (2001). His theory was premised on school effectiveness and improvement based on: outcomes, both cognitive and moral; leverage: the relationship between teacher input and education output; intellectual capital: the sum of the school's knowledge and experience; and social capital: the networks of trust and collaboration. Hargreaves (2001) argues that the conventional model of measuring school effectiveness and improvement is an adequate tool for the analysis of school success and failure. The concept of school 'ethos' helped to make sense of the correlation between a number of school processes but it did not allow one to test the model in detail, or to predict the performance of a school from any close analysis of identifiable factors. He proposes a new theoretical model of schools, which provides a working model, both of effectiveness and improvement. The theory has the following concepts:

- i. Outcomes: cognitive and moral.
- ii. Leverage: the relationship between teacher input and educational output, or changes in students' intellectual and moral state resulting from the teacher's effort. Hargreaves argues that instead of teachers employing too much effort and yielding little fruit, effective schools concentrate on effective strategies allowing a large impact to result from relatively low effort (working smarter, not harder). Outstanding schools use combinations of high leverage strategies. Understanding school effectiveness involves exploring how high leverage works (Hargreaves, 2001).
- iii. Intellectual capital: describes a combination of the creation of a school vision; identification of a school's underpinning values; the conceptualization and articulation of a school-wide pedagogy; insights about school improvement processes; and a student academic achievement across learning areas.

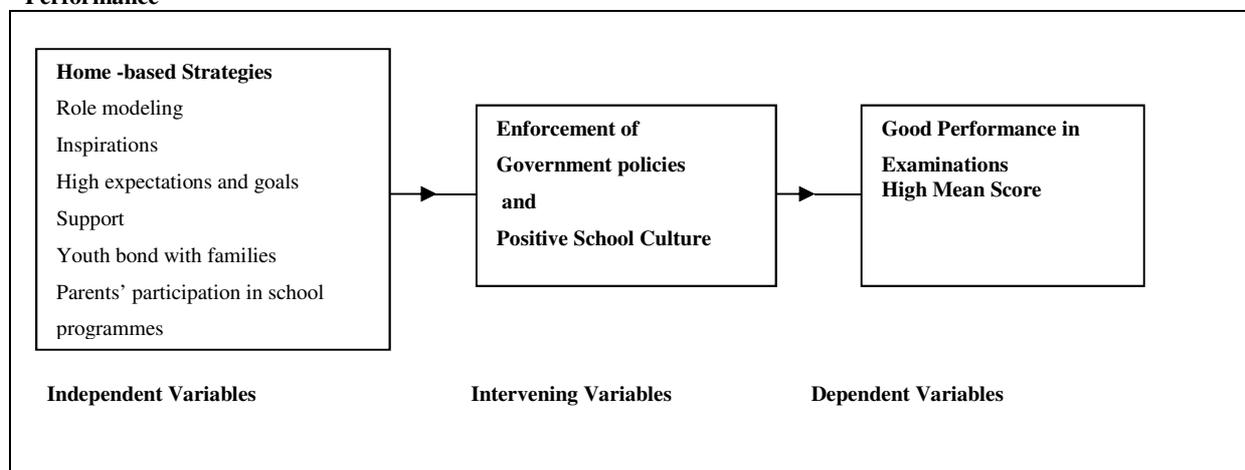
- iv. Social capital: describes professional relationships of trust and respect; dynamics within parallel leadership and in student wellbeing. The underpinning concept is that of relationships. High levels of social capital strengthen its intellectual capital through sharing. Unlike financial capital, social and intellectual capital are increased rather than depleted by passing on to others (Hargreaves, 2001).

Hargreaves (2001) uses this model to present definitions of effective and improving schools stating that; an effective school mobilizes its intellectual capital (especially its capacity to create and transfer knowledge) and its social capital (especially its capacity to generate trust and sustained networks) to achieve the desired educational outcomes of intellectual and moral excellences, through the successful use of high leverage strategies grounded in evidence-informed and innovative professional practice. An improving school increases its intellectual capital especially its capacity to transfer knowledge to achieve the educational outcomes of intellectual and moral excellences, by learning to use higher leverage strategies based on evidence of ‘what works’ and innovative professional practice.

Conceptual Framework

A conceptual framework is a model of presentation where a researcher conceptualizes or presents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2009a). The conceptual framework is shown in Figure 1.

Figure 1. Conceptual Model Depicting Strategies School Managers Employ to Improve Students' Academic Performance



Source: Modified from Orodho (2009a: 120)

In this paper, figure 1.1 shows a conceptual framework of the independent, intervening and dependent variables of performance of students in schools under FDSE in Embu North District, Embu County. This conceptual framework has four composite variables. The arrows show the interaction between home-based variables which include; Role modeling, inspirations, high expectations and goals, support, youth bond with families, and parents’ participation in school programmes. Enforced by education policies and a conducive school environment for students to perform well which is partly quality education.

Research Methodology

This study employed a descriptive survey research design. Descriptive survey research design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2012). Mugenda and Mugenda (1999), on the other hand, give the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989) note that descriptive survey research intended to produce statistical information about aspects of education that interest policy makers and educators. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statement made about the sample should also be true of the population (Orodho, 2009a). It is however agreed that the larger the sample the smaller the sampling error (Gay, 1992). He recommends that when the target population is small (less than 100 members), a minimum sample of 20% is adequate for educational research. Purposive sampling was used to select 9 schools and 9 deputy principals, 54 BOM members, 45 HoDs, and 36 PTA members were purposely sampled yielding a sample size of 153 subjects as illustrated in Table 1.

Table 1: Population and Sample Selection

Description	population (N)	sample size (n)
BoM	102	54
Principals	17	9
Deputies	17	9
HoDs	85	45
PTAs	68	36
Total	289	153

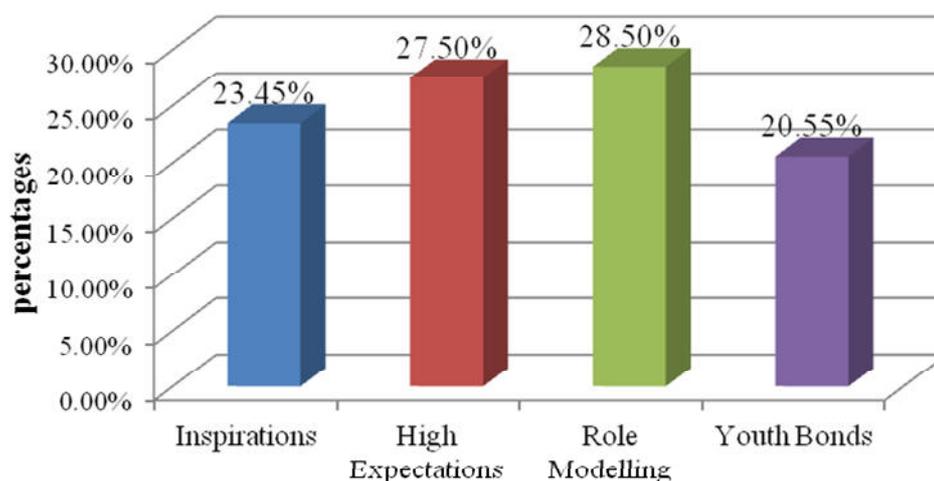
Questionnaires were used to obtain information from the BoM members, PTA members, the deputy principals and the HoDs while interview schedules were used to obtain information from the principals. After the data were collected, data cleaning was done to improve the quality of the responses. They were coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 16.0. Qualitative data were analyzed qualitatively using content analysis based on analysis, meanings and implications emanating from respondents' information and documented data. As observed by Gray (2004), qualitative data provide rich descriptions and Explanations that demonstrate the chronological flow of events as well as often leading to serendipitous findings. On the other hand, quantitative data were analyzed using various statistics including measures of central tendency and dispersion. Simple descriptive statistics analyzed quantitative data. The statistics used included frequency counts, means and percentages. As Martin and Acuna (2001) and Orodho (2009b) observe, SPSS computer programme is able to handle large amounts of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. The results of data analysis were presented using frequency distribution tables and bar graphs.

Findings and Discussions

Home Based-Strategies

Home based-strategies are the efforts put at home to encourage students perform well in examinations. These include role modeling, inspirations, high expectations/goals, support, and youth bonds with families and parental participation in school programmes. On their efforts to improve performance, 23.45% of the parents said they inspired their children, 27.50% said they had high expectations that their children will perform well, 20.55% said they were good role models and 28.50% reported that they bonded with their children. The study revealed that more than 50% of the parents in day secondary schools did not inspire their children, did not have high expectations, were not good role models, and did not bond with them. This could have contributed to poor performance because the findings contradict Willms (2000) who found that, parental inspiration is related to retention and improved student performance. Absence of high strong emotional bonds with families correlates with diminished academic performance and inspirations increase student educational aspirations and performance (Willms, 2000). This information is presented in figure 2.

Figure 2: Inspirations, High Expectations, Role modeling: and Youth Bonds



According to the deputy principals interviewed, 34.35% of the parents supported school programmes while 65.65% did not. The study revealed that most of the parents in schools under FDSE did not support school programmes like paying levies for their children. This may have led to absenteeism as the children were sent home to collect the levies causing poor performance. UNICEF (2000) research demonstrates that to achieve academically, children must attend school consistently. A child's exposure to curriculum, his or her opportunity to learn significantly influences achievement, an exposure to curriculum comes from being in school (Fuller, 1999). A study of village based-schools in Malawi found that students with higher attendance had greater learning gains and lower rates of repetition, a finding consistent with many other studies (Miske, et al., 1998).

On the participation and cooperation by parents in school programmes, 25.75% of the deputies said parents cooperated while 74.25% did not. The study revealed that most parents in day secondary schools did not participate in school programmes. These included academic clinics to follow up academic progress of their children and discipline. This may have resulted to poor performance because according to Mutambo (2012), lack of parental participation in school programmes lead to poor grades. Many factors affect students' retention and performance and these include the family environment and involvement of parents and guardians (Mutambo, 2012; Mwinyipembe & Orodho, 2014). If parents had a positive attitude about education, they would provide a good study environment in the home, attend parents-teacher meetings to monitor the academic progress and discipline of their children and provide the required facilities.

The first objective question was to examine home-based strategies school managers employed to improve academic performance of students in free day secondary schools in Embu North District, Embu County. On quality management, the study showed that most board members lacked school management skills because they had not been trained. The findings of this study concur with those of Robbins (2003), who observed that for school managers to acquire management skills and implement them competently, they need training in management. According to World Bank (2008), much research has demonstrated that retention and quality of education primarily depends on the way schools are managed, more than the abundance of available resources.

The objective was to assess home-based strategies school managers employed to improve performance of students in free day secondary schools in Embu North District, Embu County. The study revealed that students in FDSE received minimum inspirations, expectations; role modeling and they did not bond well with their parents. This contradicts Willms (2000), who found that parental encouragement is related to improved student performance. Majority of the parents had primary or less education as revealed by the study. This was in agreement with Willms (2000), who indicated that children whose parents had primary school education or less were more than three times as likely to have low test scores than children whose parents had at least some secondary schooling.

The study revealed that majority of the parents who had enrolled their children in free day secondary schools did not support school programmes. They did not pay school levies in time like the school lunch programme and development levies and this led to the students' absence because they were sent home to collect the levies. This contradicts UNICEF (2000) research that, to achieve academically, children must attend school consistently. A child's exposure to curriculum, his or her opportunity to learn significantly influences achievement, and exposure to curriculum comes from being in school (Fuller, 1999). This is in line with Miske (1998) findings that, students with higher attendance had greater learning gains and lower rates of repetition. The study showed that many parents did not support school programmes. These included academic days to follow up performance of their children, discipline, a good study environment at home and guidance and counseling of their children. This contradicted Ndereba (2011) who indicated that, if parents had a positive attitude about education, they would provide a good study environment in the home, attend parents - teacher meetings to monitor the academic progress of their children and provide required facilities.

Conclusion and Recommendations

From the findings, school managers were employing many strategies to improve students' academic performance in schools under FDSE despite many challenges. At home, most parents did not inspire their children, were not good role models, did not bond well with their children and did not have high expectations. Little parental support and participation in school programmes was also witnessed and this may have led to poor academic performance of students. Based on the analysis of the study, the researcher recommends that all children acquire basic education so that in future we have parents who have high academic qualifications who will participate and support school programmes for better performance of their children.

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