

## Relationship between Paternal Involvement in Pupils' Education and Academic Achievement among Primary School Pupils in Nairobi County, Kenya

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### Abstract

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*Fathers' role in children's education is of a great deal of interest to many people. The purpose of this study was to investigate; the relationship between paternal involvement in children's education and pupils' academic achievement. The study was guided by Parental Involvement Model by Palkovitz (1997), Role Identity Theory by Stryker (1987) and Cognitive Development Theory by Piaget (1970). The research design of this study was ex post facto. The study was carried out in Nairobi county because of its diversity of the population in general and its metropolitan nature. One school was selected from each of the four districts through simple random sampling. Forty standard six pupils were purposively sampled from each selected school due to their performance from the teachers' assessment record. This gave rise to a sample size of 160 pupils. Fathers of the selected children were automatically part of the sample, giving a total of 320 participants in the study. Data were collected through a questionnaire which each participant filled concerning paternal involvement. The results showed that there was a relationship between paternal involvement and pupils' academic achievement. Pearson Correlation had revealed that there was a relationship between fathers' involvement in pupils' education and pupils' academic achievement. It was concluded that fathers' involvement in their children's education influence their children's performance. It was recommended that there was need for school managers to encourage fathers to closely monitor and participate in their children's education.*

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**Key words-** Education, Academic Achievement, Paternal Involvement, Shared Activities, Monitoring Activities, Provision Activities and Teaching Activities

### Introduction

The study investigated the relationship between paternal involvement and pupils' academic achievement among primary school pupils in Kenya. Paternal involvement in children's education is very important. Traditionally in Kenya, parents had the duty to look after their children, protect, educate, discipline, clothe and bring them up to be well behaved and integrated members of the society. If parents failed in their duties towards their children, the wider community could punish them through pouring shame on them (Mbiti, 1991). (Kibera, 1998) remarks that paternal involvement in children's education helps to send a message to the pupils that school is important.

Paternal involvement has a positive impact on children's social, emotional and cognitive development (Darquise, Pomerlean, & Malcuit, 2006). The long- term effects of fathers' involvement with their children are manifested through childhood and adolescence (Lamb, 1977). For children with a father figure who describe greater father support have a stronger sense of social competence and fewer depressive symptoms (Furr, Funtuzz, Jughe, & Childs., 2000; Marsiglio & Day, 2007).

Paternal involvement has been defined differently by different researchers. According to (Waime, 2007) paternal involvement has been identified to include the quality of time a father spends with a child, physical and emotional presence, father's warmth, his masculinity, father's expectation of the child, father's attitude, fathers' provision of materials to the child and behavioral sensitivity towards the child. These paternal behaviors are related to the development of the following characteristics in the child; adaptive and problem solving abilities, cognitive abilities, social competences and capacity for attachment, empathy, self-control, moral sensitivity and higher sociability and compliance (Waime, 2007).

Changes are rapidly taking place in Africa and the upbringing of children is affected by modern changes. The main dilemma facing Africa and indeed Kenya is the rapid social change as a result of colonialism, Christianity, education, industrialization and the expanding mass media (Kibera, 1998).

Gitau (2014) reports that the blessing of a father having children especially boys comes with a responsibility. The children learn from their fathers without even realising that they are learning. He went further to state that a father's role in raising children has changed dramatically with the modernisation of the society. Nowadays fathers go out to work wherever their skills take them or where work can be found. This makes the children to yearn for the closeness with their fathers. Parenting has become mother's business while the father is out there looking for a living. Fathers are an integral part of their children's health, emotional, physical and cognitive growth. According to Gitau (2014) children with involved, caring fathers have better education outcomes. The reason for this is that fathers push for achievements. Besides, children of school-going age especially boys who have involved fathers have fewer social behavioural problems and are likely to have good emotional health and be high achievers.

The hope that fathers hold for their children's success in life is often first vetted through their children in school. Indeed, doing well academically is related to doing well in later life (Butler, Beach, & Winfree, 2008). Yet for many children, chances of success are diminished because of poverty (Duncan & Brooks, 2000). Some Kenyan children are subjected to neglect mainly due to poverty, rapid social changes and family breakdown especially in the urban areas.

Many fathers would want to be involved in their children's lives especially on issues concerning schooling but they do not have enough time. Fathers are not getting involved in their children's education as expected. This is in line with (Team, 2010) when he notes that parents have converted the role of teachers in school from teaching to parenting or the super human that can take full teaching load and full-time parenting roles. He also notes that growing and developing children is a responsibility shared among parents, teachers and counsellors. He goes further to say that fathers who over-indulge in their business and office work to the extent of neglecting their children's emotional needs are courting problems of their children's performance. Children need fathers who are involved because they need fathers who can impart values and morals. There is need for fathers to identify their roles and to balance their schedules and appropriately adjust to proper parenting and give quality time for guidance to their children (Team, 2010).

Studies done by (Lamb, 1977; Marsiglio & Day, 2007; Palkovitz, 2000) indicate that a father's ability to support his child's learning affects the child's engagement with books and schooling. They go further to state that fathers who has limited schooling as well as low reading and writing abilities have difficulty participating in school related activities requiring high levels of literacy. Nevertheless, these fathers have high hopes for their children and depend on programmes that can ensure that their children will become competent learners. Furthermore, (Coverman, 1985; Gadsden & Hall, 1995; Gadsden, 2007) suggested that more educated fathers tend to engage in child care more readily and more often spend more time with children in education related activities such as reading.

There is a relationship between maternal involvement and pupils' academic achievement. In USA Robert, Deanne and Sara (2004) who did a study on the relationship between college mothers' academic achievement goals and their attitudes towards their children's schoolwork had found that a mother's adoption of learning goals in her college education was positively related to the endorsement of a process with respect to assisting and evaluating her child on academic tasks. (Augustine., 2010) who did a longitudinal study on family structure, maternal education and children's academic achievement had found that children of women with advanced degrees performed better than their peers with mothers of high school education. This means that the children of more educated mothers started off school with a clear advantage and they maintained this advantage over the next few years.

In Ghana Nyarko (2007) had found a positive and a significant correlation between mothers and fathers' home involvement and the academic achievement of the adolescents. Mdada (2000) who did a study to examine the impact of home-environment on pupils' academic achievement and found that children's whose fathers involved themselves in school matters fared reasonably well in terms of academic performance than those pupils whose fathers did not get involved.

Muindi (2010) reports that the Kenya National Examinations Council carried out a survey to find out what determines the performance of students at the end of the school cycle. The survey also examined the children's personal, home and school profiles and how they support and hindered learning. A total of 7931 pupils were interviewed in 328 primary schools in 76 districts countrywide. The study indicated that only 17% of fathers and 36% of mothers in Nairobi helped their children with homework. According to the study, the job of helping children with homework was left to siblings (46%). The study also showed that more than 60% of parents were not taking a close interest in their children's homework. Eighty-eight per cent of the pupils interviewed admitted that they were given homework at school yet only half reported having been helped by their parents. The fathers were found not to be taking interest in their children's homework.

### ***1.1 Theoretical Framework and Literature Review***

This study was guided by Palkovitz's (1997) model of parental involvement, the role identity theory by (Stryker, 1987) and Piaget's (1970) Cognitive Development Theory. Literature has been reviewed around paternal involvement and pupils' academic achievement among primary school pupils.

#### ***1.1.1 Parental Involvement Model of (Palkovitz, 1997)***

Palkovitz (1997) model explains that thinking of fathers as being either more or less involved in their children's lives in a global sense does little to advance the understanding of paternal involvement, or how fathers' involvement affects children's wellbeing and development. Instead, it is more meaningful to assess the specific ways fathers are involved with their children in terms of different co-occurring continua. According to (Palkovitz, 1997), the continua include time invested, degree of involvement, directedness, proximity and appropriateness. The most obvious continuum involves the amount of time fathers invest in any particular form of paternal involvement. Some of the parents may spend little time playing with their children but their degree of involvement in this area may be quite high if they make vital decisions about how their children's play time is structured. Other fathers may spend a great deal of time doing certain things with or for their children but they may invest little of their heart and soul into this situation. They may merely be going through the motion of being involved.

Palkovitz (1997) in his model for parental involvement explains the extent to which involvement is direct or indirect. Given the long-standing importance of the traditional male breadwinner's role, much of what fathers have done for their children can be viewed as either direct or indirect involvement. Resident fathers who work overtime to provide financially for their children are engaged in indirect forms of involvement. At the same time, non-resident fathers who pay child support or monitor their children's lives through third parties are indirectly involved. However, resident fathers who are always there for their children are engaged in direct involvement. (Palkovitz, 1997) basically came up with specific general aspects of paternal involvement and described each of the aspects by identifying involvement activities for each. The specific general aspects are: communication, teaching, monitoring, thought processes, errands, child-related maintenance, shared interests, planning, shared activities, providing, affection, protection and supporting emotionally. This theory was relevant to this study because it brought out ideas on how fathers get involved with their children.

#### ***1.1.2 The Role Identity Theory by (Stryker, 1987)***

This theory was developed by Stryker in 1987. It indicates that identity is internalized set of role expectations. In connection to paternal involvement, a man's identity as a father comprises all the expectations for his behaviour that is associated with being a father such as being a bread-winner and being a caregiver. The expectations for a man's behaviour are associated to the extent that he internalizes those expectations for the role of a father. Therefore, a father matches his expectation to his actual behaviour. In this case, paternal identity theory posits that fathers' identification with their role should predict their enactment of expected behaviour like involvement with children.

The current study was interested in establishing fathers' involvement in relation to their primary school pupils' education.

The theory was relevant to this study because it brings out ideas on how fathers' identity with their parenting role, influences their involvement with their children. Thus, if fathers perceive caregiving or assisting the child with school work as their role, then they are likely to get involved and this will enhance the child's performance.

### **1.1.3 The Cognitive Development Theory Piaget (1970)**

Piaget's (1970) Theory concerns the development of intelligence, that is, how children construct knowledge of the world and how they put that knowledge to use. Piaget (1970) states that the infant will come to look at things he or she grasps and grasps things he or she looks at because of maturity and experience. Piaget (1970) believes that thinking is a progression from simple to mature thinking. He established a sequence of age related stages in which each stage is dependent on the one before it and is characterized by certain features that make it different from those preceding it and those succeeding it.

Piaget (1970) theory is based on the idea that a developing child builds cognitive structure – in other words, mental “maps” schemes, or networked concepts for understanding and responding to physical experiences within his or her environment (Piaget, 1970). Piaget further attested to the view that a child's cognitive structure increases in sophistication with development, moving from a few innate reflexes like crying and sucking to highly complex mental activities.

The theory of cognitive development by Piaget (1970) was relevant to this study because it supported the study in explaining how children develop cognitively and how this development influences learning. It brought out ideas that helped the researcher to understand that as children grow, their thinking ability change and this has an obvious impact on what they learn at school. It also guided the researcher on what language to use on the pupils' questionnaire depending on their level of cognitive development.

### **1.4 Literature Review**

Some studies have been reported on the relationship between paternal involvement and pupils' academic achievement. For instance, Oludipe (2009) did a study on the influence of early literacy on science achievement of junior secondary school students. The sample consisted of 360 junior secondary school II (JSSII) students (162 females and 198 males, mean age was 13.47 years and SD 0.746). The students were randomly selected from 12 co-educational junior secondary schools in Osun state in Nigeria. An achievement test and a questionnaire (Early Literacy Parent Involvement Questionnaire, ELPIQ) were used for data collection. The study was an exposit-facto type of research. Data were analyzed using frequency counts percentages, Pearson product moment correlation, regression and t- test analyses. Findings revealed that there was a positive relationship between parental involvement in early literacy acquisition and students' science achievement. This study was done on parental involvement and secondary school students in Nigeria, while the current study investigated paternal involvement and the pupils' academic achievement. There was need for a study to be done on paternal involvement and on younger children in a Kenyan context.

Zhang (2010) did a study to distinguish the influence of father and mother's involvement on adolescent academic achievement. The study was done on a sample drawn from Taiwan Education Panel Survey and consisted of 8108 adolescents. Father and mother's involvement related to academic achievement was measured by four types of involvement: career plan discussion, listening to adolescent thinking, monitoring academic progress and participation in school activities. The result indicated that mothers were more involved than fathers in their children's education. Mother's involvement had more predictive power of adolescent academic achievement. Brimhall & West (1997) examined the extent to which fathers are involved in their children's schooling; they found out that fathers were less involved than mothers in all types of school activities. This study investigated the level of fathers' involvement in their children's education and how it was related to their children's achievement.

Mc Cathey (2000) also carried out a study on home school connections and he established that fathers who involved themselves in their children's school homework made the children to experience greater academic success. Some fathers may not see the importance of getting involved in their children's education and this affects their performance. This is supported with what Schickedanz (1995) found out in his study on family socialization and academic achievement. He reported that children of passive parents were found to perform poorly academically. This study was to determine fathers' level of involvement in their children's education.

Nyarko (2007) carried out a study on parental involvement in adolescents' educational achievement in Ghana. The study was to investigate factors that predict parental involvement and to find out the relationship between parental home and school involvement and educational achievement of adolescents.

The sample of the study was 239 students from diverse socio – economic backgrounds between the ages of 15 – 20 and their teachers. The researcher used a correlational research design. Questionnaires used were of 5 point Likert scale ranging from 1 almost never to 5 very often. A simple regression was used to find out the predictors of parental home and school involvement and achievement of the adolescents. The results indicated a positive and a significant correlation between mothers and fathers' home involvement and the academic achievement of the adolescents. The study highlighted the importance of parental involvement in academic achievement school success. There was a possibility that only one parent was more involved than the other. This therefore, called for a study to focus on one parent. This current study focused on fathers only.

Adams and Trost (2005) did a study on parental involvement and children's school academic achievement. They wanted to find out the association between children's perception of their parents' educational involvement, children's personal characteristics and their social achievement. The participants in the study were 110 fifth-grade (47 boys and 63 girls) and 120 sixth-grade (63 boys and 58 girls) children sampled from four elementary schools in a small Canadian city. The data was collected through the use of questionnaires. The researchers used path analytical techniques and an ecological framework to examine the association between the variables. The results indicated that fathers' academic pressure was predictive of lower academic achievement, whereas, mothers' encouragement and support predicated higher achievement. From the findings, an examination of the fathers' model showed that active management of the learning environment was a positive predictor of academic competence. That is, when fathers take an active and operative role in their children's learning, their children are likely to show higher academic achievement. However, the findings also indicated that fathers who placed pressure on their children to excel at school and engage in their children's schoolwork processes appeared to have children with lower academic competence and hence, lower achievement. Using more academic pressure around the children's learning is concerning because it can easily affect the children's performance. This is supported with what Gronnick (2003) stated in his study, he suggested that the use of paternal pressure and control as it relates to academic achievement can decrease children's intrinsic motivation and children's sense of personal value and responsibility.

Coyer (2006) did a study on parental involvement. The study sought to determine how parental involvement affects students' academic achievement. The researcher used a qualitative approach and data collection was done through a questionnaire. Case study design was used of four parents and four students. The results showed that there was a correlation between parental participation and students' academic achievement. The results also revealed that students don't react well to threats but they do respond well to encouragement and praise. The sample size of the above study was small, this current study had a sample size of 320 pupils and their fathers.

Mdada (2000) carried out a study where he examined the impact of home-environment on pupils' academic achievement. One of his objectives was to find out the relationship between parental-involvement and pupils academic achievement. He used a questionnaire to collect data. Cluster sampling was used to get the participants from different districts. A sample size of 500 pupils was selected randomly from the foregoing inspection districts. The researcher used Chi-square to find out the relationship between variables. His findings indicated that children whose fathers involved themselves in school matters fared reasonably well in terms of academic performance than those pupils whose fathers did not get involved. He noted that fathers of these children often involved themselves administratively and instructionally in school matters. The findings also showed that children whose fathers paid school fees performed better in their school work than those whose fathers did not pay. In the relationship between parental involvement and pupils' academic achievement, the results indicated that there was a relationship. The relationship was significant at a probability of 0.05. This study was to determine fathers' provision of school related materials like fees was associated with the children's education.

Father's involvement has been associated with the promotion of healthy child development. Important paternal behaviours have been identified to include the quality of time a father spends with a child, physical and emotional presence, father's warmth, his masculinity, father's expectation of the child, father's attitude and behavioural sensitivity towards the child (Waime, 2007). These paternal behaviours are related to the development of the following characteristics in the child: adaptive and problem solving abilities, cognitive abilities, social competences and capacity for attachment, empathy, self-control, moral sensitivity and higher sociability and compliance (Waime, 2007).

Furthermore, Orodho (1993) did a study on fathers determining achievements in science subjects in secondary schools.

In his study, he recommended that fathers should be encouraged by school administrators to take an active role in educational pursuit of their children. He added that fathers should prioritize their meagre resources to purchase instructional resources such as textbooks for their children. This study was to determine fathers' provision of school related materials like buying books was associated with the children's education.

Cotton and Wiklund (2005) carried out a study on parent involvement in education and their results indicated that the more intensively fathers are involved in their children's learning, the more beneficial are the achievements effects. They went further to state that when fathers monitor homework, encourage participation in extracurricular activities, are active in parent-teachers associations and help children develop for their future life then there is high likelihood of the children doing well in school. This study was to find out whether paternal involvement in children's education was related to the academic achievement.

Nermeen, Bachmark, and Drzal (2008) did a study on parental involvement and children's academic and social development in elementary schools in USA. The researchers used 1364 children. One of the objectives was to investigate children's trajectories of academic and social development across first, third and fifth grade. Hierarchical linear modelling was used to examine within – and between- child association between parental involvement and children's standardized achievement scores, social skills and problem behaviours. A five point Likert scale was employed with responses ranging from 1 not at all to 5 a great deal. The study was a longitudinal and the results showed that greater engagement in a variety of parent involvements practices was largely not related to academic achievement of the children and improvements in parent involvement did not predict gains in any of the standardized achievement.

The above lack of association may have been caused by the measure of parental involvement that they used. They used a measure that contained widely accepted dimensions of parental involvement like the values parents placed in education and the frequency with which they visited their children's school. There was need for a study to be done that did not use widely accepted dimensions of parental involvement and to focus on one parent.

## **2. Subjects and Methods**

### **2.1 Research Design**

The study adopted a correlational research design. The use of this design in research has been supported by many researchers. For instance, Nsubuga (2000) in supporting the use of correlational design, points out that in order to obtain descriptions of phenomena, one can employ correlation techniques. He goes further to say that correlation techniques are used to ascertain the extent to which variables are related, that is, the extent to which variations in one factor correspond to variations in another. The design was applicable to the study because the researcher wanted to know about the relationship that existed between the study variables (paternal involvement and pupils' academic achievement).

### **2.2 Study Participants**

The target population for the study was all public primary school-going children in Nairobi County and their fathers, specifically those in standard six. According to the grand enrolment data from Nairobi City Council of Nairobi (2009), there were 206 public primary schools and 334 private primary schools excluding international schools. Public primary schools had a pupil population of about 209,705 pupils, out of these, 27,812 were standard six pupils (Nairobi City Council of Nairobi, 2009). Public primary schools were chosen due to the fact that, they have diverse population and it is easy to have access than in private schools.

Standard six pupils were selected because some studies that had been done on parental or paternal involvement had been done in lower primary and in secondary school. Few studies in upper primary had been done. Furthermore, most parents and pupils start to be serious with schoolwork in standard six as the pupils start preparing for class eight National examinations. The class was also chosen because at this level it is assumed that majority of these children can read fluently and write in English. Fathers of these children were involved to provide information on their involvement in the children's school work.

### **2.3 Research Instruments**

Two questionnaires and document analysis were used in the study. One questionnaire was used to collect data from the pupils and the other from their fathers. School records were also utilized to get the scores that were used for the pupils' academic achievement. Academic performance scores were obtained from the records of the examinations that the pupils had done in the consecutive three terms.

Each pupil's average total score in the subjects examined at the end of term one 2011, term two 2011 and term three 2011 examinations were obtained from the school examination records. The average total score from all the five subjects taken was used to give the raw score for each pupil.

To establish content validity, the researcher assessed the clarity of the items and checked on how the items were relevant to the objectives of the study. The items were also cross examined against the stated objectives to ensure content validity. The researcher checked whether the items covered all the objectives and the variables of the study. Best (1992) suggest that an instrument is reliable to the extent that it measures what it is measuring consistently. Reliability analysis provided information about the relationships between individual items in the scale. The likert scale for the pupils had a reliability of 0.7213 while that of the fathers had 0.8964.

#### ***2.4 Data Collection Procedures***

Permission to conduct the study was first obtained from the Graduate school, Kenyatta University. Thereafter, permission to carry out the study in primary schools in Kenya was obtained from the National Council of Science and Technology in Kenya and from City Council to conduct research in primary schools in Nairobi. The researcher also got permission from the Head teachers to carry out the study in their schools. All the school heads were contacted in advance and the purpose of the research was explained. A copy of the questionnaire was given to both the school head and a teacher chosen to assist the researcher. The researcher got consent from the respondents to participate in the study. After that the questionnaires were filled by the respondents.

Ethical issues are critical for the success of any investigation and particularly in social research (Blaxter, Hughes, & Tight, 2006). The privacy of every person taking part in the study was respected by having the participants assured that the information they gave could be treated with confidentiality. The class teachers who assisted in the study were also explained to the purpose of the study and methods of data collection. Anonymity was also guaranteed by the respondents not writing their names or identity filled on anywhere on the questionnaires, instead code numbers were used.

#### ***2.5 Data Analysis***

Data analysis involved both descriptive statistics and inferential statistics. According to Harper, Ralph, and Stanley (1997), descriptive statistics are used to describe the basic features of data into simple summaries in a study while inferential statistics are used to make inferences about the population. The study used descriptive statistics such as mean scores, standard deviation, mode and frequencies. Some of the descriptive summaries have been presented using graphs and tables. These have been used mainly in analyzing the demographic data. The study also employed inferential statistics such as Pearson correlation. The Pearson correlation analysis was used to determine and test the significance of the relationship between paternal involvement in children's education and children's academic performance. The significance test was done at 95% confidence level for example a significance level of 0.05 was the cut-off point for testing the hypotheses. The following was the null hypothesis tested a long with the statistical test used:

**H<sub>0</sub>:** There is no relationship between paternal involvement in pupils' education and pupils' academic achievement. Pearson Product Moment Correlation Co-efficient was used.

### **3. Results**

#### ***3.1 Demographic Characteristics of the Respondents***

The demographic characteristics of participants included information on gender, age, and the parent the child stayed with. Data on sex showed that the respondents who participated in the study were 50 (50%) girls and 50 (50%) boys. The results showed that the youngest pupils were only three and they were aged 10 years while the oldest pupils were five and aged 14 years. On average the participants who were 12 years were 79 of them. The boys who were 12 years were more than the girls. The boys were 44 while the girls were 35. The results also showed that majority of the pupils reported that they stayed with their both parents. The pupils who reported that they stayed with their fathers were 7(4.4%), while those who stayed with their mothers were 10 (6.3%).

#### ***3.2 Pupils' Academic Performance***

The researcher sought to find out the pupils' academic performance and Table 1 presents the results.

**Table 1: Pupils' Overall Academic Performance**

Statistics	Scores
Mean	281.12
Median	277.17
Mode	171.67
Standard Deviation	84.98
Minimum	107.67
Maximum	456.00

**N = 160**

Table 1 show that the mean score the pupils attained was 281.12 with a standard deviation of 84.98. The highest performing child attained 456 marks.

To determine whether there was a significant relationship between paternal involvement and pupils' academic performance, the following hypothesis was generated and tested:

For the study to determine the relationship between paternal involvement in pupils' education and pupils' academic performance there was need to determine fathers' level of involvement and pupils' performance. The results are presented in Table 2.

**Table 2: Paternal Involvement and Pupils' Academic Performance**

Activities	Perspective	Low Performers	High Performers
		Mean	Mean
<b>Teaching</b>	Pupils' Perspective	2.37	2.62
	Fathers' Perspective	2.47	2.50
<b>Shared</b>	Pupils' Perspective	2.37	2.55
	Fathers' Perspective	2.50	2.49
<b>Monitoring</b>	Pupils' Perspective	2.20	2.50
	Fathers' Perspective	2.36	2.34
<b>Provision</b>	Pupils' Perspective	2.49	2.64
	Fathers' Perspective	2.64	2.64

**N = 320**

The results indicate that paternal involvement in teaching, shared, monitoring and provision activities was higher among the high performers than low performers. This implies that those children who had fathers who were more involved performed better than those whose fathers were less involved.

### 3.3 Relationship between Paternal Involvement and Pupils' Academic Performance

A Pearson Product Moment Correlation Co-efficient was computed at  $\alpha .05$  (2-tailed).

The null hypothesis was set:

*H<sub>01</sub>: There is no relationship between paternal involvement in pupils' education and pupils' academic achievement.*

The results are presented in Table 3.

**Table 3: Pearson Correlation of Paternal Involvement and pupils' Performance**

		Fathers involvement Mean Scores: Overall
Average Marks	Pearson Correlation	0.342**
	Sig. (2-tailed)	0.000
	N	160

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**N = 160**

The information presented in Table 3 indicates a Pearson Product Moment Correlation Co-efficient test results on paternal involvement and pupils' academic achievement found as ( $r = 0.342, p < 0.01$ ). The results showed that there was a significant correlation between paternal involvement in pupils' education and pupils' academic performance.

#### 4. Discussion

Father's involvement in children's teaching activities was found to be moderate among low performers and high performers with overall mean scores of 2.47 and 2.50 respectively. Generally the findings showed that children who received slightly more fathers' involvement in their teaching activities on average performed better than children whose fathers were less involved in their teaching activities.

A few fathers of both the high and low performers were reported not to have been involved at all. These children who had fathers who were not involved at all did not perform well. This is in agreement with what Schickedanz (1995) found out in his study on socialization and academic achievement. He reported that children of passive parents were found to perform poorly academically.

The results showed that more fathers of high performers were always involved in shared activities as compared to fathers of low performers. The findings show that children who received more attention or fathers involvements in their shared activities on average performed better than children whose fathers were less involved in their shared activities. Father's involvement in children's shared activities is moderate among low performers and high among high performers with overall mean scores of 2.37 and 2.55 respectively.

However, some fathers never called their children at all. This could be probably because it is expensive for some fathers to ring or they are too busy and therefore, don't have enough time to ring. This could also be an indication of the social class of the family the participants came from. This is supported by what Ogoye et al. (2007) indicated that some of the fathers are preoccupied with different chores to fend for their families instead of talking or helping their children with homework. Fathers' involvement in children's monitoring activities is moderate among low performers and high performers with an overall mean score of 2.20 and 2.50 respectively. Generally the findings show that on average children whose fathers are always involved in monitoring activities perform better than children whose fathers are less involved in monitoring their academic activities.

This result implies that there was a relationship between fathers' involvement in pupils' education and pupils' academic performance. This could be due to the fact that fathers knew the importance of their involvement in their children's education, thus making them more committed. The null hypothesis was thus rejected.

The result is consistent with that reported by Kapila (1976) who found a positive association between parents' participation in the child's schoolwork and academic performance. The study further revealed that when a parent, be it a father or a mother, is involved in the child's education at home, he/she takes the child to a good school where there is good performance. The research that was done by Darquise, Pomerlean and Malcuit (2006) also showed that paternal involvement had an impact on their children's social, emotional and cognitive development. Furthermore, the results are in agreement with Mc Cathey (2000) who carried out a study on home school connections and established that fathers who involved themselves in their children's school home work made the children to experience greater academic success.

The above findings clearly indicate that those children who had fathers who were more involved in the monitoring activities performed better. This finding is consistent with what Cotton and Wikelund (2005) established when they carried out a study on parent involvement in education. Their results indicated that the more intensively fathers are involved in their children's learning, the more beneficial are the achievements effects. Some fathers never selected or purchased books for their children. There is the odd possibility that the fathers selected books on their own and gave the money for the buying of books. In many cases the fathers could be acting like silent providers who gave the financial resources. There is also likelihood that some of these fathers who never bought their children books might not be aware of the importance of buying books for their children. No wonder, Orodho (1996) in his study on fathers determining achievements in science subjects in secondary schools, recommended that fathers should be encouraged by school administrators to take an active role in educational pursuit of their children. He added that fathers should prioritize their meagre resources to purchase instructional resources such as textbooks for their children.

The findings show that some of the fathers were not involved in their children's education because they delegated some duties to their wives. No wonder Nord, Brimhall and West (1997) when they examined the extent to which fathers are involved in their children's schooling found that fathers were less involved than mothers in all types of school activities. This is also supported with Ogoye et al. (2007) who found that most of the activities especially homework was the responsibility of the mothers 93(58%).

Findings from this study may be useful in helping fathers to involve themselves with their children in relation to children's school performance in a non-Western context. The findings may also assist scholars and other students who may be interested in pursuing studies in this field; it will provide a basis for further investigation and conclusive study on paternal involvement issues.

One of the limitations of the study was that the researcher used teachers' assessment because it was not possible to come up with one uniform test due to varied coverage of the content in different schools. To make up for this limitation, it is recommended that all schools should make sure that they cover their syllabus in the right time. The study recommends that the school managers and the administrators should try to create awareness in fathers on the importance of their involvement in their children's school work. The fathers need to be informed that they can contribute to the education of their children through encouragement, provision of learning facilities and active assistance among others. School management also should encourage fathers to attend parents' meetings and discuss their children's performance with their teachers. This is because the results from this research showed that the fathers who were less involved in their children's education had children with low performance than children whose fathers were more involved.

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