Influence of Family Coaching On Academic Performance of Pupils in Trans Nzoia County, Kenya.

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ABSTRACT: *Sub Saharan Africa has the highest rates of education exclusion. Over one fifth of children between the ages of about six and eleven are out of school, followed by one third of youth between the ages of about twelve and fourteen. Kenya has tried to achieve the goal of universal education since independence in 1963, with mixed success. It is in view of this that the present study aimed to establish the influence of family coaching on academic performance of pupils in Tans Nzoia, Kenya. The study was guided by Talcott Parson Structured functionalism theory. The study employed mixed research approach. It targeted 30 primary schools, where Buckner, a Non-Governmental organization carries out its coaching activities. Study population comprised of Head teachers, Deputies, senior teachers, teachers, program managers, social workers and care givers were the study respondents. Stratified random sampling was used together with Yamane (1969) recommendation to arrive at 215 respondents of the study. Piloting was done to ensure validity of the research instruments. On the other hand, Cronbach Alpha coefficient value of 0.792 was arrived at, which was above the recommended 0.7 in social sciences implying the research instruments were reliable. Statistical Package for Social Sciences (SPSS, version 21) was used to analyze data. Both descriptive and inferential statistics was used in the study. Study findings were presented in tables and cross tabulation. From the findings, the correlation coefficient (R) or the beta value β of 0.339≠0 at p=0.00 indicates there exist statistically significant positive linear relationship between family coaching and academic performance. The coefficients of determination, R-square (r^2) of 0.115 implies 11.5% of the variance in academic performance is attributed to family coaching. The significance value is 0.000 which is less than 0.05 means the model is statistically significant in predicting how family coaching influence academic performance. Further, an F value 23.615, with F-significance value of p = 0.000 was established showing that there is a probability of 0.00% from the regression model to have no influence of family coaching on academic performance. The study therefore concluded that there is a statistically significant positive influence of family coaching on academic performance of primary school pupils.*
KEY WORDS: *Family coaching, Academic Performance, Buckner Kenya, Pupil Performance*

I. INTRODUCTION

1.1 Background to the study

According to the Kenya County Fact Sheets of December, 2011, a baseline Survey conducted by the Commission on Revenue Allocation and the World Bank's Fiscal Decentralization Knowledge Program (FDKP) in collaboration with the Kenya National Bureau of Statistics on households in the entire Trans Nzoia reveal that the county had a population of 818,757 and the poverty rate stood at 50.2%. The population with primary education was at 70.9% and only 10.9% of the population had secondary education. Without the collaboration of non-governmental organizations, it will be difficult to reach every household in the entire community, especially areas that have recorded very high poverty index. The present study therefore aimed at establishing the influence of family coaching on academic performance of pupils from Trans Nzoia County, Kenya.

Americans give about 3.29 billion dollars each year in sponsorship to 9.14 million children around the world. According to data collected on children from a diverse group of six Countries-Uganda, Guatemala, the Philippines, India, Kenya and Bolivia- between June 2008 and August, 2010, it was found that sponsored children achieved 1.79 more years of schooling than their unsponsored peers. The United Nations proclaimed January, 24, their first ever International Day of Education, to celebrate how education can lead to peace and development. The UN believes its unacceptable for 262 million children and young people around the world to stay out of school, and its demanding governments and other partners to step up to change it. The Global Citizen highlights ten greatest challenges in global education that the world needs to take action on right now so as to achieve Sustainable Development on goal number 4: Quality Education by 2010. These are; A lack of funding for education, having no or untrained teachers, no classrooms, a lack of learning materials, the exclusion of children with disabilities, being the "wrong" gender, living in a country in conflict or at risk of conflict, distance from home to school, hunger and poor nutrition and the expensive cost of education.

Much of Sub-Saharan Africa, have been deprived of their right to Free State education, some of the world's poorest people have to pay for the privilege of sending their children to schools that lack qualified teachers, books and basic infrastructure that can support learning. Such children endure poor quality education. According to UNICEF, education in Africa is its major priority. Of all regions, Sub Saharan Africa has the highest rates of education exclusion. Over one fifth of children between the ages of about six and eleven are out of school, followed by one third of youth between the ages of about twelve and fourteen. Kenya has tried to achieve the goal of universal education since independence in 1963, with mixed success. Education sector report (2008) [1], was the cost sharing framework, by which the government was to meet salaries of teachers and education administration costs while parents provided tuition fees and text books while communities were to put up physical facilities and ensuring their maintenance. However, due to different economic endowment of regions as well as social groups, disparities in access to education emerged. Under the cost sharing arrangement, parents felt exploited by school committees which were considered unsympathetic to parents due to the burdens they imposed on them.

Buckner Journal (2016) [2] argues that education is a basic human right, but many children still do not have the opportunity to learn, especially if they live in poverty or are girls. On The International Day of Education, UNESCO called on the entire world to prioritize quality education. Buckner, states that children in poor countries face many barriers to accessing an education. Some do not have a school to go while others are subtler, like the teacher at the school not having had training needed to help children learn effectively. He further states that increasing access to education can improve the overall health and longevity of a society, grow economies and even combat climate change. Yet, children in many developing countries have not accessed education owing to numerous factors.

1.2 Statement of the Research Problem

According to the Kenya County Fact Sheets of December, 2011, a baseline Survey conducted by the Commission on Revenue Allocation and the World Bank's Fiscal Decentralization Knowledge Program (FDKP) in collaboration with the Kenya National Bureau of Statistics on households in the entire Trans Nzoia reveal that the county has a population of 818,757 and the poverty rate stood at 50.2%. The resultant consequences of persisting in this situation could be dire. The county has a total of nineteen registered NGOs which run various projects in the region. Such projects range from livestock and agricultural practices, child protection services, HIV& AIDS care, education sponsorship, care for people with disabilities, among others. NGOs such as Buckner Kenya have been operating in Trans Nzoia County since 2007. This program was mainly aimed at helping improve on the living standards of the residents with the best interest of the child at heart and therefore set up two programs in Cherangany and Kitale town.
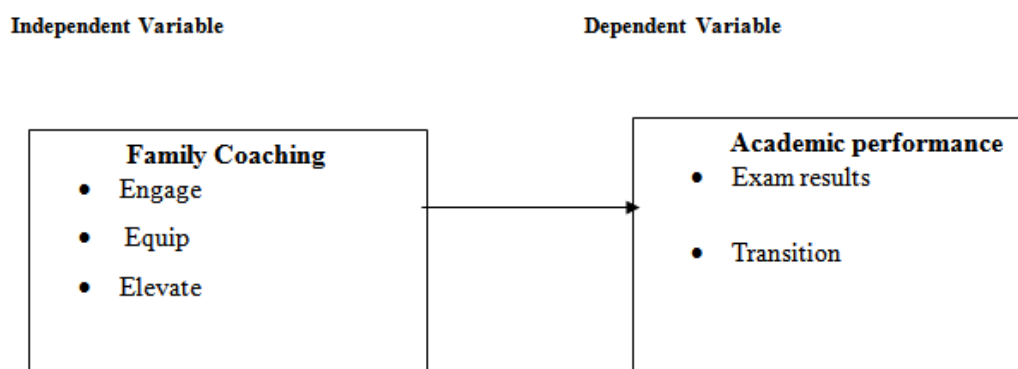
1.3 Significance of the paper

The study findings will assist the sugar industry, researchers, and policy makers to review and improve their occupational health and safety practices in their organizations. Human resource managers, Government officers, and principals will also make future decisions based on and guided by concrete knowledge backed by research findings instead of their previous common knowledge and ad hoc resolutions. Other researchers will be encouraged to conduct further research on occupational health and safety practices and employee awareness in relation to productivity in different production firms based on these findings.

1.4 objective of the research paper

The objective of the study was to determine the influence of family coaching on academic performance of pupils in Trans Nzoia County, Kenya.

1.5 Research question

The following research question was formulated;How has academic family coaching by NGOs influenced on the academic performance of pupils in primary schools in Trans Nzoia County?

Independent Variable   **Dependent Variable**

Family Coaching		Academic performance
• Engage	→	• Exam results
• Equip		• Transition
• Elevate		

Source: Own Conceptualization, 2018

Figure.1: Conceptual Framework.

II. LITERATURE REVIEW

The study was guided by Talcott Parsons structured functionalism theory. Parsons, in his theory concluded that social system is made from the interaction of humans; this is affected by social environment. (The structure of social action, 1937). This study shall be very much linked to what Talcott Parsons described as interdependent parts that are society's institutions such as religion, education, politics etc are linked together and that if there is a change in one institution, it will lead to change in the other parts.

This theory sought to define the relationship between different parts and the entire whole system in an organization. The system's stability is anchored on the equilibrium that is established. The performance of children in schools therefore depends on certain key factors which if provided, both the school and home environments will provide a push towards better performance of pupils, the interaction of various stakeholders in a school, head teachers, deputy head teachers, social workers, program managers towards a common goal will influence the outcome of academic performance of the pupils, therefore improving the mean scores of schools. Partnerships of the stakeholders, Non- governmental organizations, government and parents create a harmonious interaction that propels the schools to achieve the best performance.

Educational research has linked parental participation in children's' schooling with a wide range of children's academic outcomes. Parental involvement involves time and resource commitment towards children's academic performance. A unit increase in parental participation through parenting and communication types of involvement significantly increases student's literacy scores, by 6 and 12 percent respectively. This implies that parental participation plays a pivotal role in motivating children to improve their academic grade. For students to reap maximum benefits in an academic system, the learning should not be solely left to the student-teacher relationship but should be extended to include active parental involvement among other education stakeholders.

In 2000, the United Nations held a general assembly summit in New York to deliberate on the Millennium Development Goals (MDGs). One of the deliberations was that, by 2015, all school-aged children in the whole world should be able to complete at least five years of primary schooling giving both boys and girls equal chances (UN, 2000).

The main aim of the Universal Primary Education, Policy brief 10was to make education accessible, equitable and affordable, which in turn would reduce poverty by endowing every citizen with basic education. The UPE policy abolished all tuition fees and other non-statutory fees but only allowing parents to provide basic learning material (books, pen, pencil, eraser and ruler). In return, this lead to an increased gross enrolment rate to 145% and created an opportunity for all parents to participate in the education system. The ripple effects made parents feel relieved of the school fees burden due to reduction in inequity in access to education across all districts in Uganda. If the students are to reap the maximum benefits in their schooling, they must enjoy parental support.

It is known that family is the basic unit which nurtures a child from infancy to other higher stages of human development. Similarly, school is viewed as an institution responsible for enhancing cognitive development, learning, socialization and molding an individual who fits in the community. A community is perceived as universe where all individuals converge, irrespective of their character or past experience. To build a healthy and peaceful society, human interactions at various stages of human development are inexcusable. Numerous education research studies have provided consistent evidence on interconnections between families, schools and communities in enhancing children's growth, development and learning (Albright Weissberg & Dusenbury, 2011) [3]. School-family partnership strategies to enhance children's social, emotional and academic growth.

Buckner Kenya, in one of its programs; Family Coaching, works very closely with the entire family unit as opposed to picking out one or two children in a large family for sponsorship. Through family coaching, three key steps; Engage- offering relief and hope to families as they face daily struggles of poverty, Equip-preparing children, youth and adults to expand their knowledge and develop practical skills in areas that will empower their families and Elevate- intensive services designed not only to improve the healthy functioning ability of individuals and families, but to help move the family and its members to the successful completion of a new plan for their future.

III. RESEARCH METHODOLOGY
3.1 Introduction
This chapter describes the methodology that was used in the research. These are research design, population of study, sampling frame, data collection instruments, reliability and validity of research instruments and data analysis.

3.2 Study Design
This study adopted a mixed method design (both qualitative and quantitative). Kothari (2005) [4] defines survey research as describing, recording, analyzing and interpreting conditions, practice or making informed plans for improvement. According to Orodho and Kombo (2002) [5], descriptive survey can be used when collecting information about people, attitudes, opinions and habits on education. Mugenda and Mugenda (1999) [6], indicates that descriptive research is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The data shall be analyzed using the Cronbach's Alpha (SPSS). This design enabled the researcher to collect and present data in a more systematic manner in order to determine the influence of NGOs on academic performance in Trans Nzoia County, Kenya.

3.3 Population of The Study
The target population of this study was 466 in 30 primary schools, in which Buckner Kenya runs its operations. The survey was done on head teachers, deputy head teachers, senior teachers, teachers, program managers and social workers plus care givers. This group was selected for study since they are directly involved in the academic activities of these pupils.

3.4 Sampling Techniques
This study shall adopt the Yamane 69 formula to determine the sample size of 215 respondents who were selected through stratified random sampling.

3.5 Data Collection Procedure
The questionnaire was administered to teachers, social workers, house parents and program managers. In addition, the respondents were requested to provide end year exams of pupils to establish their academic achievements. The test analysis helped in determining the levels of academic performance.

3.6 Data Collection Instruments
The research instrument for data collection was a questionnaire. A questionnaire is a collection of items or questions to which a research subject is expected to respond. A questionnaire was preferred because of its confidentiality, it saves time and information can be collected from a large sample. The questionnaire contained both close and open ended items. The close ended items limit the respondents to specific answers so as to make it easier to analyze the findings. According to Mugenda and Mugenda (1999) [7], close ended questions are easier to analyze and also economical in terms of money and time.

3.7 Validity
The instruments were piloted to establish content validity and reliability using split half reliability test. The pilot testing was used to ensure wording and format of questions that could present difficulties to the respondents are corrected or modified before presentation of questionnaires to the actual respondents. The piloting was carried out in two public primary school selected randomly in Trans Nzoia County. These two schools used in the pilot study were therefore omitted from the actual study. Cronbach's Alpha (SPSS) was used for analysis to determine the coefficient of stability of the data collection instruments.

IV. DATA ANALYSIS

Data analysis was based on the objectives designed. The data collected was inspected and edited to ascertain its accuracy. The data was then organized according to the instrument used and analysis was done using the SPSS (21) software. Both descriptive and inferential statistics were carried out in this study. Descriptive statistics involved the use of frequency and percentages. On the other hand, inferential statistics involved the use of simple regression and first order partial regression models. The analyzed data was then recorded in form of tables showing frequencies and percentages.

The study used one questionnaire for the sampled groups which was made Deputy Head teachers, senior teachers, teachers and social workers. The Questionnaire Return Rate for the two sampled groups that participated and returned. A total of 215 questionnaires were issued to the respondents out of which 184 questionnaires were correctly filled and returned. This constituted 85.6 % of which was considered adequate and in line with Mugenda, and Mugenda (2003)[8] who recommended that a return rate of more than 50% was acceptable in social science research.

Out of 184 respondents who participated in the study 96 (52.2%) were male while 88 (47.8%) were female. This finding goes against gender parity as articulated in Kenyan constitution, (2010). This could be attributed by the fact that at the time of study, female teachers might have been engaged in their other roles of taking care of the families as well as teaching, hence a lower number of response compared to their male counterparts. From the findings, respondents were distributed across the primary schools depending on the total number of employees in each school. The highest response was from seed of hope 30 (16.3%) and the least number of respondents was from Motosiet Primary school which had 2 (1.1%) respondents. The information on the category of respondents by school was important to ensure that each school was represented in the study.

The results show that out of 184 respondents who participated in the study, 87 (47.3%) respondents had 0 to 5 years of teaching experience, 47 (25.5%) had 6 to 10 years of teaching experience, 30 (16.3%) had 11 to 15 years of teaching experience, 13 (7.1%) had 16 to 20 years of experience while the remaining 7 (3.8%) had 20 and above years of experience. Majority of the respondents, 52.8% had over 6 years of experience in teaching. Experience in teaching is an important factor in academic performance of pupils. Out of 184 respondents who participated in the study, majority 116 (63%) had P1 certificate, 20 (10.9%) had ECD certificate, 18 (9.8%) had undergraduate degree, 9 (4.9%) had master's qualification, 10(5.4%) had certificate while the remaining 11 (6.0%) had diploma qualification. Majority of the respondents had P1 certificate since the study targeted majority of the teachers in primary schools.

From the results, Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.705 which was acceptable and significant since p=0.000, thus indicating the results of the sample size were adequate and that data was normally distributed. On the other hand, from the results, sponsorship had a VIF of 4.832, family coaching had 3.735, mentorship had 4.625, social economic factors had 5.119 and Government policy had 4.143. From the results, variance inflation values were ranging between 1- 10, hence the data was not suffering from multi-collinearity. The questionnaire was declared fit for further inferential statistics after passing the two diagnostic tests.

The main objective the study sought to achieve was to determine the influence of family coaching on academic performance. To achieve this objective, the respondents were asked to give their opinion showing the level of their agreement or disagreement with the statements provided in a Likert scale of 1- 5 where: Strongly agree (SA)=5, Agree(A)= 4, Neutral or not sure (N)= 3, Disagree (D)= 2 and Strongly disagree (SD) = 1. The three statements on family coaching results are presented in Table 4.1.

Table 4.1 Descriptive Statistics of Family Coaching on Academic Performance of Pupils

Statements	SA f (%)	A f (%)	NS f (%)	D f (%)	SD f (%)	No coaching	Total
Families housing children in your school undergo Family Coaching	42(22.8)	96(52.2)	15(8.2)	4(2.2)	0(0)	27(14.5)	184(100)
Family Coaching enhances behavior change of pupils in your school	126(68.5)	22(12)	9(4.7)	0(0)	0(0)	27(14.5)	184(100)
Children from families undergoing Family Coaching perform better	32(17.4)	102(54.4)	6(3.3)	17(14.7)	0(0)	27(14.5)	184(100)
Through family coaching, you and your teachers can set goals and achieve them in time	134(72.8)	16(8.7)	7(3.8)	0(0)	0(0)	27(14.5)	184(100)
Family coaching ensures change in the entire family	89(48.4)	56(30.4)	12(6.5)	0(0)	0(0)	27(14.5)	184(100)

From the results in Table 4.1, in the first statement, Families housing children in your school undergo Family Coaching, out of those who participated in the study, 42 (22.8%) strongly agreed, 96 (52.2%) agreed, 15 (8.2%) were neutral, 4 (2.2%) disagreed, none strongly disagreed while the remaining 27 (14.5%) said there was no coaching. Majority of the respondents agreed families housing children in your school undergo family

coaching. In the second statement, Family Coaching enhances behavior change of pupils in your school, those who strongly agreed were 126 (68.5%), agreed were 22 (12%), neutral 9 (4.7%), none disagreed and strongly disagreed while the remaining 27 (14.5%) said there was no family coaching. In the third statement, Children from families undergoing Family Coaching perform better, out of those who participated in the study, 32 (17.4%) strongly agreed, 102 (54.4%) agreed, 6 (3.3%) were neutral, 17 (14.7%) disagreed, none strongly disagreed while the remaining 27 (14.5%) said there was no family coaching. Majority of the respondents agreed Children from families undergoing Family Coaching perform better.

In statement four, through family coaching, you and your teachers can set goals and achieve them in time. Out of those who participated in the study, 134(72.8%) strongly agreed, 16 (8.7%) agreed, 7 (3.8%) were neutral, none disagreed and strongly disagreed. The remaining 27 (14.5%) said there was no family coaching. Majority of the respondents agreed through family coaching, you and your teachers can set goals and achieve them in time. In statement number five, Family coaching ensures change in the entire family. Out of those who participated in the study, 89 (48.4%) strongly agreed, 56 (30.4%) agreed, 12 (6.5%) were neutral, none disagreed and strongly disagreed while the remaining 27 (14.5%) said there was no family coaching. Majority of the respondents agreed Family coaching ensures change in the entire family.

The objective of the study was translated into a research question;
How has Family Coaching influenced on the performance of pupils in primary schools in Trans Nzoia County?
The study used simple regression to answer the second question of the study.

The test criteria were set such that the study establishes either negative, no or positive influence depending on the value of beta. In other words, the mean of family coaching questions was regressed with the mean of academic performance. The nature of influence between family coaching and academic performance was to be determined by the value of beta (β). This was carried out using significance of R square and Regression coefficient at 95.0% confidence level (p$\leq$ 0.05). Results were presented in Table 4.2.

Table 4.2: Regression of Family Coaching and Academic Performance of Pupils.

Model's Goodness of Fit Statistics						
R	R Square	Adjusted Square	Df	F	Sig.	ET
0.339	0.115	0.110	1	23.615	.000[b]	1.327

Regression Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model	B	Std. Error	Beta		
(Constant)	1.439	.313		4.590	.000
Coaching	.352	.072	.339	4.860	.000

a. Dependent Variable: Academic Performance

From Table 4.2, the correlation coefficient (R) or the beta value β of 0.339$\neq$0 at p=0.00 indicates there exist statistically significant positive linear relationship between family coaching and academic performance. The coefficients of determination, R-square (r^2) of 0.115 implies 11.5% of the variance in academic performance is attributed to family coaching. The significance value is 0.000 which is less than 0.05 means the model is statistically significant in predicting how family coaching influence academic performance. Further, an F value 23.615, with F-significance value of p = 0.000 was established showing that there is a probability of 0.00% from the regression model to have no influence of family coaching on academic performance. The study therefore concluded that there is a statistically significant positive influence of family coaching on academic performance of primary school pupils.

The findings are in agreement with current studies on family coaching. It is known that family is the basic unit which nurtures a child from infancy to other higher stages of human development. Similarly, school is viewed as an institution responsible for enhancing cognitive development, learning, socialization and molding an individual who fits in the community. A community is perceived as universe where all individuals converge, irrespective of their character or past experience. To build a healthy and peaceful society, human interactions at various stages of human development are inexcusable. Numerous education research studies have provided consistent evidence on interconnections between families, schools and communities in enhancing children's growth, development and learning (Albright Weissberg & Dusenbury, 2011) [9]. School-family partnership strategies to enhance children's social, emotional and academic growth.

The interview schedule carried out on from social workers held the following position;
"Family coaching has changed the mindset of most families. This is because most people happened to believe they are poor and they could not exploit the little resources they had. Through family coaching, most

clients have been able to identify their areas of strength and do something that earn them an income to send their children to school who are now progressing well. In view of this, more children have been sustained in schools".

V. CONCLUSION

The correlation coefficient (R) or the beta value β of 0.339≠0 at p=0.00 indicates there exist statistically significant positive linear relationship between family coaching and academic performance. The coefficients of determination, R-square (r^2) of 0.115 implies 11.5% of the variance in academic performance is attributed to family coaching. The significance value is 0.000 which is less than 0.05 means the model is statistically significant in predicting how family coaching influence academic performance. Further, an F value 23.615, with F-significance value of p = 0.000 was established showing that there is a probability of 0.00% from the regression model to have no influence of family coaching on academic performance. The study therefore concluded that there is a statistically significant positive influence of family coaching on academic performance of primary school pupils.

5.1 Recommendations
From the research findings, the study recommends that;
1.   Non-Governmental organizations to sponsor bright pupils from humble backgrounds to enable them achieve their dreams of schooling.
2.   Buckner Kenya, is playing a key role in sponsoring pupils and other Non- Governmental organizations need to join them in this noble duty in the society.

5.2 Suggestion for Further Study
1.   studies are encouraged to cover both public and private schools separately and compare the findings with the current research. The research was restricted to education sector. Further studies are encouraged to have other sectors and compare the findings.
2.   studies are encouraged to establish the mediating influence of Government policy on the relationship between Non-Governmental Organization activities and academic performance of Pupils in primary schools.
3.   The study was carried out in primary secondary schools in Trans Nzoia County Kenya. Future studies are encouraged to cover other counties to confirm whether the findings are consistent.

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