



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

International Journal of Current Research
Vol. 12, Issue, 07, pp.12702-12710, July, 2020

DOI: <https://doi.org/10.24941/ijcr.39211.07.2020>

RESEARCH ARTICLE

CONTRIBUTION OF PARENTS TO GIRL-CHILD TALENT DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN KENYA: A CASE STUDY KISUMU EAST AND CENTRAL SUB-COUNTIES.

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ARTICLE INFO

Article History:

Received 07th April, 2020
Received in revised form
25th May, 2020
Accepted 27th June, 2020
Published online 30th July, 2020

Key Words:

Contribution, Parents, Girl-Child Talent Development, Public Secondary Schools, Kenya: Kisumu East, Central Sub-Counties.

ABSTRACT

Studies have revealed that parents world over influence talent development of their children through guidance and counseling, payment of required levies, acting as role models and sponsorship. From the year 2011 to 2013 in Kisumu East and Central Sub-Counties, the girl child's talent development was low compared to their counter parts in the neighboring sub-counties namely Kisumu West, Muhoroni, Nyando, Nyakach and Seme. In drama, music, sports and athletics, Kisumu East and Central sub-counties received 9.3% and 12.3% lower than the neighbouring sub counties of Kisumu West, Muhoroni, Nyando, Nyakach and Seme which received 18.5%, 17.3%, 14.8%, 14.8% and 13% respectively for the same period. In Kenya Certificate of Secondary education examinations, performance of girls in the sub counties was as follows; Kisumu East 8.7%, Kisumu Central 20.1%, C+ and above scores for university entry while Kisumu West, Muhoroni, Nyando, Nyakach and Seme recorded 13.1%, 16.2%, 10.1%, 24.2% and 7.6% respectively over the same period. The objective of this study was to establish the contribution of parents to girl child talent development in public secondary schools in Kisumu East and Central Sub counties. A conceptual framework showing parents' contribution to girl child talent development was adopted for this study. The study established that the contribution of parents to girl child talent development was moderate with mean ratings of 3.14. The contributions of parents were as such partial fulfillment of the girl child requirements and were in form of money, materials and guidance and counseling among others. The other contribution was by the government and other stakeholders. The study concluded that parents' contributions were moderate to talent development of the girl child. The study recommended that parents be encouraged to contribute more to their girl child by creating adequate time to advise them to listen to their teachers; parents be enlightened on the significance of their contribution and positive attitude towards co-curricular activities; parents be encouraged to fully support the learning process of the girl child. The findings of this study are important to education stakeholders in informing them on the way forward on parents' contribution to the girl child's talent development.

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Citation: Beatrice Anyango Oguta and Enose M.W. Simatwa. 2020. "Contribution of Parents to Girl-Child Talent Development in Public Secondary Schools in Kenya: A Case Study Kisumu East and Central Sub-Counties.", *International Journal of Current Research*, 12, (07), 12702-12710.

INTRODUCTION

Parents play important roles in overall development of a child through provision of financial support, daily basic needs to the child including food, security, and clothing to enable children to attend school. In Fiji Island, South West of Pacific Ocean, Chand (2012), in a study regarding the role of parents in maintaining discipline, observed that parents provide an enabling environment for the child to study and do homework, and also motivate children to attend school. According to Eweniyi (2002) in a study conducted in Nigeria, parents also

provide psychosocial, moral and spiritual foundations for overall development of a child. This study, therefore, tried to fill the gaps on contribution parents make to discipline, talent development and academic achievement of girls attending public secondary schools in Kisumu East and Central sub-counties. In China, Wu (2008) says, talents are non-cognitive skills and developing them requires tact, effort and hard work. Many girls in secondary schools do not participate in co-curriculum activities either by choice or design. Some girls are discouraged by their parents and guardians, others find engaging in such activities not motivating and a waste of their academic reading time. Further, majority of girls do not relate a better future in areas like sports, debating and doing creative and performing arts. In Kenya, Mwisukha, Njororai and Onywera (2003) and Wangai (2012) in Mwatate District

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supported the vital role adequate involvement in co-curricular activities play in the development of teenage girls, yet this area continues to get less attention as a component of the curriculum. Exceptionally, some schools have produced exemplary girls in talent-based activities in Kisumu East and Central sub counties and have received national awards over the years (Kisumu County Education Office, 2013). Wu (2008) emphasized the contribution of culture and parenting style as crucial in talent development, supplementing the efforts of teachers in schools. Wangai (2012) investigated determinants of development of students' talent in co-curricular activities in secondary schools. The study used descriptive survey design. The findings indicated that 76% of students thought that there was no positive parental involvement in co-curricular activities. This study examined how parents help their girl child to develop different talents and also create for them an environment to improve the skills as perceived by selected stakeholders. This study adopted descriptive survey design using in depth interviews, questionnaires and secondary document analysis. In Kisumu East and Central sub-counties parents are expected to contribute to their children's talent development.

The studies reviewed indicate contradicting views, for instance in China, Wu (2008) says some parents discourage their children from participating in co-curriculum activities. In Kenya, Mwatate District, Mwisukha, Njororai and Onywera (2003) indicated that contribution of parents is vital while Wangai (2012) indicated that parents do not contribute. What was not known was the contribution of parents to girl child talent development in public secondary schools in Kisumu East and Central sub-counties. The studies had not distinguished between the boy child and the girl child talent development. This is the knowledge gap the study sought to fill using Kisumu East and Central sub-counties as the site of the study.

Research Objective: The objective of the study was to establish the contribution of parents to girl child talent development in public secondary schools in Kisumu East and Central sub counties.

Synthesis of literature on parental contribution to girl-child talent development in public secondary schools:

Talents are non-cognitive skills, and developing them requires tact, effort and hard work, as the Chinese put it (Wu, 2005). Talents, once developed, require an environment in which they can be nurtured so that they are ingrained as a habit. Wu (2006) adds that non-academic areas of excellence in schools include leadership skills, participation in different sportive and competitive games, and clubs and societies like debating, drama, music, wildlife, mathematics and science clubs among others.

The role of parents in identifying and fostering a child's non-academic talent cannot be gainsaid, in especially parents who understand that academic achievement of a child is not only in passing his/her examinations. The study by Wu (2008) stressed that talent development in children and adolescents depend much on culture and parenting style, the contribution of parent and cultural backgrounds of the girls in secondary schools need to be examined to find their link with academic excellence. Parents help their children develop different talents by creating an environment where they can improve the skills.

Specific areas of measuring these skills are in voluntarism, volition jobs, and enthusiasm about a task; areas in which Gardner (1995) asserts that require concertedness. Alfeld-Liro, Fredricks, Hruuda, Patric and Ryan (1998), in a study that examined the role of parents in nurturing talents in adolescents stressed that parents play integral role in identifying the talents in their children, creating good environment by encouraging and supporting children, spending time with children, signing them up in specific academies, and sponsoring group activities for the children. They also noted that parents promote their children in extracurricular activities while at home because it keeps them out of trouble, balances out their school work, and teaches them to value discipline and team work. Zhou and Kim (2006) in China noted that parents work hard in helping their children develop different talents as a prestige and as a way to save the image of the family, meaning attitude and perception of parents in parenting is paramount. Leung (2005) reported that common styles of parenting that shape talent development include authoritarian (e.g. strict demands and control), authoritative (e.g. warmth, acceptance), and permissive. Parents can also influence talent development and future career choices by exposing their children through field excursions and exhibitions, nature tours and children's holiday seminars where they can interact with a diverse other children. In the US, Weiss (2006) asserted that it is important to note that through children's, parent's participation, they not only gain cognitive and social development, but also develop positive attitudes and behaviors, talent, personality and potential skill development. Damarin (1995) observes that physical activities enhance neural activity in the brain, and has a positive correlation with academic achievement. Parents influence their children in choosing extra-curriculum physical activities – as seen in children whose parents are themselves athletes and artists.

In Kenya performance in co-curricular activities though important, are never considered in grading students. However, good performance in co-curricular activities is recognized by certificates and other prizes. Many schools designate certain days of the week for different co-curricular activities which are compulsory for all students. Nonetheless, participation of girls in such activities depends on the school in terms of facilities and skilled/interested teacher. Schools make traditions in specific extra-curricular activities – few schools offer music as a subject and so readily coach learners in competitive aural, those with swimming pools will encourage students into swimming classes. Sportive games are competed for by single gender, while other skills like drama, subject clubs and debating are mixed gender activities. Therefore, a parent with a talented child in a specific skill will look for a school that can nurture the skill and also pay extra levies needed. Yet, other parents would not allow their children to engage in any co-curricular activities even if the school offers it.

Wangai (2012) observed insufficient positive parental involvement in the co-curricular activities that their children participate in. Rintaugu (2013) Kenya, asserts that parents as important participators contribute towards influencing the teaching and learning of Physical Education (PE) by serving as role models, encouraging and supporting schools through sponsorships fee payment and attendance to selected activities such as sports days, PE exhibitions. Despite having a well articulated co-curricular activities within the Kenyan secondary schools (Ogochi, 2011), it is less understood the extent to which parents are involved in actualization of these activities in girl students to reach competency levels in specific

talents. Wangai (2012) focused on general determinants of the development of students' talents in co-curricular activities in Secondary Schools in Mwatate District, but did not focus on parents' role. The study targeted a population of 170 students and co-curricular teachers from 17 schools. Questionnaires were used to collect data. Content analysis and descriptive statistics were used to collect data. In the findings, 76% of the students thought there was no positive parental involvement in co-curricular. Ogochi and Thinguri (2013), used a proactive naturalistic mixed approach of observing students' participation in various activities in Trans Mara sub-county. This study used a similar approach, but focused on contribution of parents to talent development in public secondary schools in Kisumu East and Central sub-counties to bridge the knowledge gap.

Conceptual Framework

The conceptual framework is a diagrammatic representation of the relationship between variables of a study. This conceptual framework was used to focus on the variable of the study. It was formulated based on grounded theory (Leedy & Ommrod, 2005) which states that, in the absence of a relevant theory, data available in the literature can be used to develop a conceptual framework to guide the study. The conceptual framework (Figure 1) postulates that parents can contribute to girl child's physical discipline, academic discipline, talent development and academic achievement. This expectation is vested in the Children's Act 2001, Constitution of Kenya 2010 and other international laws such as the international bill of Human Rights, 1948.

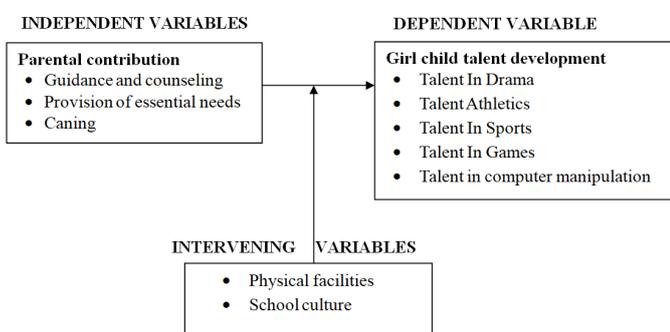


Figure 1. Parental Contribution to Girl Child's Talent Development in secondary schools

From Figure 1, it can be observed that parents can and do provide financial support and basic needs to the children including food, security and clothing to enable them to attend school. Eweniyi (2002) in a study in Nigeria adds that parents also provide psychosocial, moral and spiritual foundations for overall development of a child. Straus and Mouradian (1998) in a study in USA noted that physically disciplining a child serves both to punish and to guide. As a punishment it is an intentional infliction of pain hoped to correct a wrong behavior; as a guide it aims to forestall or deter bad behavior in the children. Parents use physical punishment as a normative parenting tool geared towards influencing student's attitudes and behaviors. Gershoff and Bitensky (2007); McCure and May (2008) in the US add that such physical pain inflicting methods include hitting, slapping, punching, kicking, pinching, shaking, shoving, withdrawal of attention, withholding of basic requirements and withdrawal of privileges.

Bempechat (1992) in a study argues that, while home environment stimulate or inhibit adolescents learning, there are many occasions that the parent literally become an active participant in not only the activities of the school, but also the learning and progress of their individual children in school. Therefore, parents contribute a great deal in laying the academic discipline foundation for their daughters. Chand (2012) states that parents provide enabling environment for the child to study and do homework while Pasternak (2013) noted that parents help their daughters to observe perseverance and diligence at school work, timely completion of tasks (meeting deadlines and schedules), setting academic and future life goals and on doing unpleasant tasks. Wu (2008) in China states that parents help their children develop different talents by creating an environment where they can improve their skills. Alfeld-Liro, Fredricks, Hruda, Patric and Ryan (1998) in San Diego add that Parents play integral role in identifying the talents in their children, encouraging and supporting their children, spending time with them, exposing them through field excursions and exhibitions where they can interact with a diverse other children. Gavin and Damarin (1995) in a study in New York observe that physical activities enhance neural activity in the brain and have a positive correlation with academic achievement.

Parental contribution, therefore, is expected to enhance girl child, talent development and academic achievement. Hyman (1996) emphasized in a study that punishments make students feel victimized, fatigued and dejected with difficulty to sleep; the children, feel sad and worthless and importantly, they have difficulty concentrating in especially instructional work, leading to lowered academic achievement. Findings from a study in Fiji regarding parental contribution by Chand (2012) support that parents play a pivotal role in maintaining discipline in their children in schools whereas lack of their support gives rise to a number of problems such as swearing, bullying, truancy, alcohol abuse, glue sniffing, lying, bullying, gross insubordination, stealing, neglect or refusal to work, rebelliousness, graffiti, fighting, smoking and amorous sexual relationship. Students with these problems in school do not have time to concentrate in their school work and studies, therefore they cannot perform academically.

Gitome, Katola and Nyabwari (2013) in their study added that, such behaviors negatively relate to academic performance in school. Adeyemo (2005), in a study in Nigeria regarding parental contribution found that parental involvement in their child's school environment significantly affected their academic achievement. Alfeld-Liro *et al.* (1998) noted that parents promote their children in extracurricular activities while at home because it keeps them out of trouble, balances out their school work, and teaches them to value discipline and team work. Damarin (1995) observed that physical activities enhance neural activity in the brain, and has a positive correlation with academic achievement. Keith *et al.* (1993) observed that students whose parents were involved in checking their homework had higher achievement than students whose parents were not involved in checking homework. On the contrary, where there is no provision of lockers the child may be tempted such that if there to steal and where there are no adequate facilities for preps the child cannot undertake studies as expected. School culture may also affect in that a school that has rampant stealing then there will be no improvement however much they try. This conceptual framework will be helpful to the researcher to focus on

contributions parents make to girl child education as well as when collecting data.

RESEARCH METHODOLOGY

A conceptual framework showing parents' contribution to girl child talent development was adopted for this study. Descriptive survey research design was adopted. Study population consisted of 405 parents, 405 girls, 26 deputy head teachers and 177 classteachers from 26 public secondary schools. Fisher's formula was used to determine sample sizes of 197 for 4 girls and their parents (197) and 121 class teachers who were sampled using simple random sampling technique. Saturated sampling technique was used to select 24 deputy head teachers. Questionnaires, interview schedules, observation guide and document analysis guide were used to collect data. Face and content validity was established by experts in educational administration. Reliability of the instruments was ascertained by a pilot study using test re-test method involving 37(10%) respondents. Pearson's r coefficient for class teacher questionnaire was 0.78 and girl child was 0.8 at a set P-value of 0.05. Quantitative data were analyzed using frequency counts, percentages and means. Qualitative data were transcribed and analyzed in emergent themes and sub themes.

RESULTS

Return Rate of Questionnaires

Table 1. Return Rate of Questionnaires

Respondents	Number Issued	Number returned	Percentage
Class Teachers	121	121	100%
Girl Child	197	197	100%

From Table 1, it can be observed that the return rate was 121(100%) for class teachers and 197(100%) for girl children. It can be noted that some sections of questionnaires were not filled. However according to Oso *et al.* (2009) the acceptable response rate for survey questionnaire administered personally by the researcher is achieved when the questionnaire return rate is between 80% to 85%. This was achieved because the instruments in this study were personally administered by the researcher to the respondents. With percentage of 100% return rate it means that the response was good enough for the study and the gaps left therefore had no impact.

Demographic Data of Respondents: The respondents included: Deputy Principals, Class teachers, parents and girl children in public secondary schools in Kisumu East and Central sub-counties. From Table 2, it can be observed that male class teachers were 42 while female class teachers were 79. This means equal representation in terms of gender on what is required in terms of responses as loco parentis. Their level of education as 99% degree and above qualification would enable them to respond to questions effectively and to give authentic information on parental contribution. They also understand contribution of parents towards physical discipline, academic discipline and talent development to improve academic achievement in the girl child. The girl child with age of 15years and above are old enough to be able to distinguish/recognize parental contribution through questioning use of money paid.

Table 2. Demographic Characteristics of Respondents

Respondents	Class Teachers (CT)	
	F	%
Gender		
Male	42	34.7
Female	79	65.3
Total	121	100
Highest Level of Education		
Certificate	3	2.5
Diploma	3	2.5
Degree	86	71.1
Masters	24	19.8
PhD	5	4.1
Total	121	100
Girl Child's Age		
15-18yrs	153	77.7
19yrs and above	44	22.3
	No of Students	Percentage
Type of School		
Mixed Day	141	71.6
Girls boarding	56	28.4
Total	197	100

Source: Field data (2015)

They are able to understand the fee structure and purpose of money paid, and can question money which has been paid and not receipted. If the parent is not educated, they can explain whether parent is making any contribution on them or not. They also understand discipline and already know their careers.

School Data: A good number of schools were of double stream and more with total population of 50 students and above per stream indicating a low teacher student ratio which may have a negative implication on physical discipline thus demand more on parental contribution. Boarding and day schools call for different forms of contribution as schools make specific requests. For instance, boarding schools directly demand for visiting days whereby parents are reminded of their need for contribution unlike the day schools where children go home every day and parents are expected to contribute.

Research Question:

The research question responded to was; what is the contribution of parents to Girl Child talent development in public secondary schools in Kisumu East and Central sub counties? The class teachers and girl child were asked to rate on a 5-point rating scale the contribution of parents to talent development of the girl child. Their responses were analysed and the results were as shown in Table 3.

From Table 3, it can be observed that contribution of parents to talent development of the girl child through paying for sports/games participation such as football and athletics was moderate (M=3.15) and high (M=3.64) respectively. The overall mean was 3.40 which meant that parents' contribution to girl child talent development was moderate through paying for sports/games participation such as football and athletics. Class teachers and the girl child rated contribution of parents to girls' talent development through paying academic tours such as scouts camping and benchmarking as moderate (M=3.30) and high (M=4.08) respectively. The overall mean was 3.69 which meant that parents' contribution to girl child talent development was high through paying academic tours such as scouts camping and bench marking.

Table 3. Parents' Contribution to Talent Development of the Girl Child as rated by the Class Teachers and the Girl Child (n=121, n=197)

Aspects of Contribution	RES	Mean	Overall Mean
Paying for sports /games participation e.g. games, athletics	Class Teacher	3.15	3.40
	Girl Child	3.64	
Providing sports/ games needs .e.g. hockey, handball, rackets	Class Teacher	2.70	3.29
	Girl Child	3.88	
Paying for clubs /societies participation e.g. Christian Union, Young Christian Societies	Class Teacher	2.35	2.74
	Girl Child	3.14	
Paying academic tours e.g. scouts, benchmarking, public speaking	Class Teacher	3.30	3.69
	Girl Child	4.08	
Paying for participation in drama, music e.g. in festivals	Class Teacher	2.80	3.28
	Girl Child	3.76	
Giving prizes for talent	Class Teacher	2.80	2.89
	Girl Child	2.98	
Sponsoring for participation at regional national	Class Teacher	2.15	2.62
	Girl Child	3.10	
Guidance/ counseling on co-curricular importance e.g. before departure	Class Teacher	2.75	3.30
	Girl Child	3.86	
Acting role model in talent development e.g. football, volley ball	Class Teacher	2.55	3.05
	Girl Child	3.56	
Overall Mean	Class Teacher	2.73	3.13
	Girl Child	3.56	

KEY: RES – Respondents CT- Class teachers, GC-Girl Child n- Sample size; Interpretation of Mean Ratings 1.00-1.44= Very Low 1.45 -2.44 = Low; 2.45 -3.44 = Moderate; 3.45 -4.44= High; 4.45 -5.0 = Very High

Class teachers and the girl child rated the contribution of parents to girl child talent development through paying for participation in drama/music such as drama festivals and music festivals as moderate (M=2.80) and high (M=3.76) respectively. The overall mean was 3.28 which meant that parents' contribution to girl child talent development was moderate through paying for participation in drama/music. Class teachers and the girl child rated the contribution of parents to girl child talent development through giving prizes for talent such as verse speaking and art work as moderate as the means were (M=2.80) and (M=2.98) respectively. The overall mean was 2.89. Class teachers and the girl child rated the contribution of parents to girl child talent development through sponsoring for participation at regional/national level as low (M=2.15) and moderate (M=3.10) respectively. The overall mean was 2.62. This meant that parents' contributed to girl child talent development through paying for sports/games participation, paying for academic tours, paying for participation in drama and music, giving prizes for talent, sponsoring for participation at national/regional level. Contribution of parents to girl's talent development through paying for clubs/societies such as Christian union and Young Christian Societies was rated as low (M=2.35) and moderate (M=3.14) respectively. The overall mean was 2.74 which meant that parents' contribution to talent development of the girl child was moderate through paying clubs/societies such as Christian union and young Christian societies.

Class teachers and the girl child rated the contribution of parents to girl child talent development through acting as role model such as in football and in volleyball as moderate (M=2.55) and high (M=3.56) respectively. The overall mean was 3.05 which meant that parents' contribution to talent development of the girl child was moderate through acting as role models in terms of playing football and volleyball among others. Class teachers and the girl child rated the contribution of parents to girl child talent development through providing sports/games needs such as hockey sticks, rackets, soccer shoes which costs Ksh.1500 as moderate (M=2.70) and high (M=3.88) respectively. The overall mean was 3.29 which meant that parents' contribution to talent development of the girl child was moderate through provision of sports/games

needs in terms of hockey sticks, rackets and soccer shoes among others. Class teachers and the girl child rated the contribution of parents to girl child talent development through guidance/counseling on co curricular importance such as counseling before departure for games as moderate (M=2.75) and high (M=3.86) respectively. The overall mean was 3.30. This meant that parents' contribution to talent development of the girl child was moderate through guidance/counseling on co curricular importance such as before departure for games. Overall, the contribution of parents to girl child talent development was rated as moderate by class teachers (M=2.73) and high by the girl child (M=3.56). The overall mean was 3.13 which meant that the contribution of parents to girl child talent development was moderate as perceived by selected stakeholders through paying for sports/games participation, providing sports/games needs, giving prizes for talent, guidance/counseling on co-curricular importance among others.

DISCUSSION

It is important to note that schools charge activity fee of Ksh. 1,200 per year that cater for sports/games participation, participation in drama/music, participation in any co curricular activity at regional/national level. Motivation charges are also done for academic tours and talent prizes upon agreement with parents. All charges are included in the school fees. This meant that parents have no option but to pay for sports/games participation, drama/music participation, regional/national level participation, academic tours and prizes. These views were supported by questionnaire findings from the deputy principals and parents which indicated that parents contributed to talent development of the girl child through paying Ksh.1, 200 for sports/games participation, paying for participation in drama/music, sponsoring for participation at regional/national level, paying for academic tours and giving prizes for talent. One deputy principal however stated, "fee payment of Ksh. 27,000 per year is not done promptly by most parents however, some children always overstay at home when sent home for fee. We have to call them back at times because otherwise you have no students to teach." One parent, Mrs. Rose (pseudonym) whose daughter won a talent award to China

stated, "I am not able to raise Ksh.20, 000." Fee register revealed huge balances of fee which lead to absenteeism of the students from school. The findings concur with those of Damarin's (1995) study which noted that physical activities enhance neural activity in the brain and have positive correlation with academic achievement. This was supported by Alfred-Liro *et al.*'s (1998) study who observed that parents play integral role in identifying the talents in children, creating good environment by encouraging and supporting children, signing them in specific academies and sponsoring group activities for the children. This implies that developing talent require tact effort and hard work from parents. Damarin (1995) focused on Gender and Mathematics from a feminist stand point while Alfred-Liro *et al.* (1998) focused on nurturing teenagers talent-The role of parents, teachers and coaches. Both studies did not measure the contribution of parents.

Parents' contribution to talent development of the girl child was moderate through paying clubs/societies such as Christian Union and Young Christian Societies. These views were supported by questionnaire findings from deputy principals and parents which indicated that parents contributed to talent development of the girl child through paying for club/societies. One deputy principal highlighted, "We are about to call off a wildlife trip to Nakuru if all the parents do not to pay the Ksh. 500 per child requested from them." One parent stated, "My daughter is a good swimmer but must now drop it and start concentrating in her academics." Annual General Meeting minutes revealed various co curricular activities offered in the school, implying that co curricular is important. The findings were consistent with those of Weiss's (2006) study which observed that it is important to note that through children's parents' participation, they not only gain cognitive and social development but also develop positive attitudes and behaviors, talent, personality and potential skill development. The study by Leung (2005) supported this by noting parents can also influence talent development and future career choices by exposing their children through field excursions and exhibitions, nature tours and children's holiday seminars where they can interact with diverse other children. Weiss (2006) focused on Family involvement in Early Childhood Education while Leung (2005) focused on modeling of parenting style in Hong Kong, China Both the studies did not measure the contribution of parents.

Parents' contribution to talent development of the girl child was moderate through acting as role models in terms of playing football and volleyball among others. These views were supported by questionnaire findings from deputy principals and parents which indicated that parents contributed to talent development of the girl child through acting as role models. One deputy principal explained, "some of our parents have mentioned they participated in co curricular activities while in school." One parent, a father, Mr. John (pseudonym) emphasized, "I was a very good soccer player and was offered employment by a company due to that." Children who see their parents as role models are more encouraged and get interested in co curricular. The findings of this study concur with those of Rintaugu's (2012) study in which it was observed that parents influence their children in choosing extra curriculum physical activities as seen in children whose parents are themselves athletes and artists although the study dwelt on parental role of influence in the teaching-learning of physical education and did not measure the contribution of parents.

Parents' contribution to talent development of the girl child was moderate through provision of sports/games needs in terms of hockey sticks, rackets and soccer shoes among others. The rating of the girl child could be considered realistic because sports/games needs are different and therefore children's needs differ at any one time of which the class teacher is not aware if they are provided. These views were supported by interviews from the deputy principals and parents which indicated that parents contributed to talent development of the girl child through providing sports/games needs. One deputy principal however expressed, "provision by most of our parent is mainly done when the students join Form one. Some children in this school play bare feet and others do so in their school uniform." One parent stated, "I do not see the need of providing sports/games needs for a girl in F4 class who is about to complete high school." Occurrence records revealed donations of shoes and track suits from Non-Governmental Organizations to players in the school, implying that the items are important. Findings of this study concur with those of Zhou and Kim's (2006) study which observed that parents work hard in helping their children to develop different talents as a prestige and as away to save the image of the family. The study focused on Community forces, social capital and educational achievement in China, and did not measure the contribution of parents.

Parents' contribution to talent development of the girl child was moderate through guidance/counseling on co curricular importance such as before departure for games. The girl child is better informed since she stays with the parent while Class teachers interact fewer times with the child. These views were supported by interviews from the deputy principals and parents who indicated that parents contributed to talent development of the girl child through guidance and counseling. One deputy principal stated, "most of our parents are well informed of the co curricular activities that exist in school, only they do not take interest." One parent stated, "My daughter should drop netball because she is not performing in her academics." The findings concur with those of Wangai's (2012) study in which it was observed that insufficient positive parental involvement in co curricular activities that their children participated in. The researcher focused on determinants of development of students' talents in co curricular activities in Mwatate district, Kenya and the study did not measure the contribution of parents.

Over and above the activity fee of Ksh.1200 which schools charge per year that cater for co curricular activities, the student is providing more realistic information because of hidden costs which the class teachers may not be aware of. These findings contrast with those of other studies in that the studies reviewed did not establish the actual contribution of parents to girl child talent development which this study has established as moderate ($M=3.13$). Therefore, the new knowledge that the study generated is that in Kisumu East and Central sub-counties parents' contribution to talent development of the girl child was moderate by applying different approaches such as paying for sports/games participation, providing sports/games needs, paying for clubs/societies among others. However contribution in terms of paying for sports/games participation was rated highest at 3.40 while sponsoring for participation at regional/national level was rated lowest at 2.62.

The performance of students in talent development is generally below average as evidenced in most participation that ends at county level. In Kenya performance in co-curricular activities though important is never considered in grading students (Kisumu County Education Office, 2013). This is the reason some parents would not allow their children to engage in any co-curricular activities even if they were good and the school offers it. It is, therefore, important to enlighten parents on the significance of their contribution to girl child talent for enhancement of girls' talent development. Furthermore, good performance in co-curricular activities is recognized by certificates and other prizes which could be an added advantage at other levels when seeking employment.

Conclusion

Parents' contribution to girl child talent development was moderate. This involved paying for academic tours, participation in clubs and societies and sponsorship for participation in sports, games, both outdoor and indoor at regional level.

Recommendations

In the light of the findings that parents contribute to girl child talent development through paying for sports/games needs, providing sports/games needs, sponsoring child for participation at regional level and guidance and counseling on co-curricular importance the study recommended that: School principals should enlighten parents on the significance of their contribution and their positive attitude towards co-curricular activities for enhancement of girl child talent development.

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