

**PARENTAL INVOLVEMENT AND THEIR INFLUENCE ON ACADEMIC
ACHIEVEMENT IN KENYA CERTIFICATE OF PRIMARY EDUCATION: A
CASE OF PUBLIC PRIMARY SCHOOLS IN SOY-TURBO SUB-COUNTIES,
UASIN GISHU COUNTY**

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DECLARATION

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ABSTRACT

Parental involvement in the education of their children is not a new concept to public schools. In fact, research has shown that parents play a key role in the academic achievement of their children. The changing occupational orientation of parents coupled with teachers misplaced roles has made parent involvement in the education of their children a complex issue. The purpose of this study was to determine the extent of parental involvement in shaping the academic work of their children. The objectives of the study were to; determine the extent of parental involvement in supervising their children's work, determine the effect of Parents Association (PA) cooperation on pupils academic achievement, establish the factors that parents consider when selecting school for their children and establish the challenges that parents face when involving themselves in their children's academic life. The study was guided by two theoretical frameworks, namely Joyce Epstein's (1995) theory of overlapping sphere of influence and Social and Cultural Capital as postulated by Bourdieu (1977). The study employed survey research design. The research was carried out in Eldoret West Sub-County, Uasin Gishu County. The study targeted class eight learners, class teachers and PA representatives in 153 public primary schools. Schools were stratified into urban, peri-urban and rural and 30% from each strata random sampled to obtain the actual schools that formed part of the study. The sample of the study comprised 46 schools, 46 members of PA, 46 class teachers and 249 class eight learners. Piloting was conducted to enable ascertain validity and reliability of the instrument. The Content and face validity of the instruments were considered by engaging the expertise of the lecturers at the department. Reliability of the instruments was established by capturing data on SPSS data sheet and conducting reliability analysis. A Cronbach's coefficient for the teachers' and learners questionnaire attained were 0.68 and 0.71 respectively. The study used questionnaire and interview schedule to collect primary data, while secondary data was collected from pupils' KCPE performance records. There was a limitation on the tool because some learners had given wrong information about there parents because of perceived repercussions. Data analysis was done using descriptive such as means, frequencies and percentages, and inferential statistics such as simple linear regression. Data was presented in form of frequency tables and charts. The study findings indicated that a relatively high proportion (40%) of parents are not involved in the education of their children. The cooperation of parents significantly affected the overall performance of the school, and 14.1% of the cooperation contributed to performance. In addition, influence from other parents (77.9%) was also a much reckoned factor by parents when selecting school for their children. The study recommended that MOE formulates a policy to ensure full participation of parents in decision making in schools and strengthening of PA as an important organ charged with many roles in the schools. The study results will open new insights that will help stakeholders.

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LIST OF ABBREVIATION

AERA	American Education Research Association
BOM	Board of Management
CIDP	County Integrated Development Plan
CRECO	Community of Red Cross Organization
DCSF	Department for Children, Schools and Families
EPPE	Effective Provision of Pre-School Education
IEBC	Independent Electoral and Boundaries Commission
KNBS	Kenya National Bureau of Statistics
KCPE	Kenya Certificate of Primary Education (KCPE).
NCDS	National Child Development Study
NCES	National Centre for Education Statistics
NHES	National Housing and Education Survey
PA	Parents Associations
PTO	Parents Teachers Organization
SES	Socio Economic Status
SID	Society for International Development
UG	Uasin Gishu
US	United States
ELL	English Language Learning

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter gives an overview of the main highlights of the study. The first part highlights the benefits of PI and more specifically, its importance on academic achievement both at home and school. The second part points at some of the ways in which parents involve themselves in school, with a case of the United States. Specific benefits of PI such as in subjects like mathematics, early literacy and science are mentioned. The chapter also emphasizes home and family support as the most significant factor determining learners' performance. The study spells out the legal basis for PI in the day-to-day running of the school and the recognition accorded to PA in decision making and management. The section also underscores the trends in KCPE mean score, which is alarming for the period (2009-2014) and attempts to link this to poor involvement of parents in the education of their children for the simple reason that they have been taken busy and that's why the study ought to be done.

1.2 Background to the Study

Parental involvement refers to an active engagement of parents in supporting their children's learning at home and at school. Parental involvement in their child's school may be measured by attendance at a general meeting, a parent-teacher conference, or a school or class event; or by volunteering or serving on a committee at the school (Noel, Stark and Redford, 2013). The importance of parental involvement in the education of their children is not a new concept to public schools. In fact, research has shown that parents play a key role in the academic achievement of their children (Harris & Goodall, 2008; Epstein, 2008;). In addition, there is considerable evidence

that parental involvement leads to a plethora of benefits for the student, their families, as well as the school. These benefits occur regardless of the language that they speak, the socioeconomic status, racial, or ethnic/racial background or the parents' educational level (Berthelsen, & Walker, 2008; Henderson & Mapp, 2007). Schools must create meaningful parental involvement activities that engage parents in educational decision-making, in leadership roles, and in school governance. Grant and Ray (2010), argues that such an engagement signals a movement away from the century-old factory model that rarely invites parents in their school. There are many ways in which parents can get involved in the education of their children. States and governments have always attempted to give policy and legal frameworks with regard to parents involvement in the education of their children.

According to a report on parents involvement in the US, one of the most common school-related activities that parents reported participating in, during the school year was attending a general school or a parent organization or association (PTO/PA) meeting (Noel, Stark and Redford, 2016). In addition, parents were involved in attending a regularly scheduled parent-teacher conference, attending a school or class event, volunteered or served on a school committee, school fundraising and meeting with a guidance counselor (NHES, 2013).

Studies done recently by Mutodi (2014) in South Africa affirm how parental involvement affects student performance. Although the study's main aim was to ascertain the effects of parental involvement on performance of their children in mathematics, results still indicated that parental involvement affects the overall performance of the children (Mutodi, 2014). While traditionally, parental involvement has been defined as engaging parents in school-based activities and events related to

their child's education, the study by Mutodi (2014) goes beyond just parent's activities in school settings, but in subject-oriented participations. This comprehensive view of parental involvement was grounded in the understanding that children's success in mathematics is influenced by multiple contexts (for example, home, school and community) in a dynamic and bi-directional manner (Vukovic, Roberts and Wright, 2013).

The traditional parental involvement constructs, that is, parenting, parent-teacher communication and home and family support were found to be positively related to performance. Overall, home and family support is the most significant factor that determines a learner's performance (Mutodi, 2014). In another study in Nigeria by Oludipe (2009), results indicated a positive relationship between parental involvement in early literacy acquisition and students' science achievement. In particular, the study found that parental involvement in children's early literacy acquisition predicted only (28%) of the variation of achievement in science.

In addition, the relationship between parents' educational attainment and their involvement in literacy acquisition of their children was also found (Oludipe, 2009). A related study by Olatoye, Agbatogun and Olajumoke (2009), indicated that parental involvement accounts for 16.1% of the total variance in mathematics achievement of primary school pupils and 13.5% of the total variance in pupils' achievement in science. This showed that parental involvement is an important predictor of mathematics and science achievement. The government of Kenya has done its part to ensure parents participate in governance and decision making on education matters of their children.

The law mandates schools to have a parents association, which ensures parents and teachers decide on best practices that ensure their children benefit as much as possible from the education system that is in place. Section 51 subsection (1) of the Act of parliament on Kenya's basic education vests the responsibility of the school Board of management (BOM) to encourage parents to participate in school governance, through Parents association. Despite this, parental involvement seem to be varied depending on the family characteristics. Variation in levels of parental involvement in children's learning at home and at school is strongly influenced by family socio-economic status (SES) (Hill & Bromell, 2009). On the other hand, Yamamoto and Holloway, 2010, indicated that ethnic and cultural backgrounds between parents and teachers also influences parents' participation on the education of their children (Yamamoto and Holloway, 2010). It is a concern that parents in Soy and Turbo Subcounties, seem to find it difficult to be involved in parental activities directed to school or education issues of their children (KNBS and SID, 2013).

The parental characteristics of the study area have it that majority, particularly those who hail from the vast rural parts of the sub counties have low socio-economic status (KNBS Census, 2009). These scenario echoes Lee and Chou (2013), that parents with low SES and from different ethnic and cultural background than the mainstream culture, whose children would most benefit from parental involvement, are more likely to find it difficult to become and remain involved (Lee & Chou, 2013). In addition, Studies conducted in an African setting, such as the case of Ghana, (Nyarko & Vorgelegt, 2007; Topor, Keane, Shelton, & Calkins (2010), suggests that parental or guardian involvement is positively associated with students' performance in school.

In other words, by getting involved in the education of their children, parents are making a positive impact in terms of achievements in schools. The parents in Turbo and Soy sub-counties have seemingly delegated all their responsibilities towards their children's education to the school and have assumed that the teachers give a whole package of child's development. It may not be a wonder that performance has been on a downward trend since the year 2009 as depicted by the five-year KCPE indexes in Table 1.1.

Table 1. 1 Mean KCPE Index (2009-2014)

Year	Y2009	Y2010	Y2011	Y2012	Y2013	Y2014
KCPE Index	284.09	262.8487	262.3158	272.209	258.9942	265.6243
No. of school below the mean	93	53	62	56	58	98
Total no of schools in that year	125	121	120	124	145	153
Percentage of schools	74.4	43.80165	51.66667	45.16129	40	64.05229

Source: MOE, 2014

The proportions of schools in the sub county whose KCPE index was below the mean in the years 2009-2014 have remained relatively high (over 40%). See table 1.1. This is quite alarming given that the schools have low enrollment with a school having as low as 7 pupils. Yamamoto and Holloway (2010) hints that a greater appreciation of the beliefs that underlie parents' decisions about becoming involved in their children's education is needed (Yamamoto and Holloway, 2010). The way in which parents feel about schools and the emotional connections that they have in school may influence the kinds of attitudes towards school and their children assume. It is for this reason that the current study investigated the extent of parental involvement and cooperation of PA on achievement of the pupils.

1.3 Statement of the problem

The importance of parental involvement in the education of their children is not a new concept to public schools. Debates have been on for how much parents should get involved in the education of their children for higher achievements. Many studies, as was highlighted in literature review have clearly indicated that PI involvement influences learner achievement. In addition, there was considerable evidence that parental involvement leads to and lead to a plethora of benefits for the student,their families, as well as the total school.

The policy on child rights Laws (e.g. Constitution of Kenya, 2010) stipulates that every child has the right to free & compulsory education, good quality health care, clean water, nutritious food and clean environment so that they can stay healthy, get education and a standard of living that is good enough to meet their children's physical and mental needs. In addition, the Basic Education bill No. 14 of 2013, Part IV, Section 31 subsection (1) to (3), spells out the role of a parent or a guardian in the education of his/her child or children. The policy also gives, failure to get involved attracts penalties/punishment to be meted on parents who do not fulfill this requirement. According to Murati and Aceke (2016), parents must provide for the material and spiritual welfare of their children. Ordinarily parents are obliged to provide the necessary food, clothing, shelter and medical care in as far as they are able. Theisen (2018) adds that other than providing a safe environment, basic needs, self-esteem needs, morals and values, develop mutual respect, provide discipline and get to know your child, parents must involve themselves in their child's/children's education. Therefore, every parent has the responsibility to involve himself or herself in his or her child's education regardless of putting effort to meet the other responsibilities.

However, parental roles, are changing globally and parents are engaged in the world of work in a bid to provide the ever rising basic needs of their children in a changing and yet hard economic times coupled by competition. In effect they are taken busy & spending quality time with their children is no longer a priority (e.g scotland) on one hand coupled with teachers roles on the other, make parent involvement in the education of their children a complex issue. Parental roles have changed. For instance, a study conducted in Scotland indicated that 20 % of parents are busy with other things and spending quality time with their children is not a priority. The study further indicated that 31% of the parents admitted spending enough time with their families as their job gets in the way of quality time at home. This means 69% of the parents do not spend enough time with their children.

Further, nearly half (46%) of the parents and grandparents who feel they are not putting their family first said this was because they simply don't have enough time to spend with the kids. The study further indicated that 31% of the parents admitted spending enough time with their families as their job gets in the way of quality time at home. This means 69% of the parents do not spend enough time with their children. Further, nearly half (46%) of the parents and grandparents who feel they are not putting their family first said this was because they simply don't have enough time to spend with the kids. On one hand, Parents have gotten in a situation where the sum total of their involvement is poor, average or excellent.

Therefore, this change and the dynamism that come with it necessitate a constant review of parents' involvement and more importantly the extent to which their involvement influences the learners' achievement in the wake of a complex society. Therefore, the Present study, establishes PI and its influence on achievement other

than establishing involvement of parents and its influence on academic achievement for the specified study area, will also serve as a source of information for a review of past studies. In addition, little studies have been done in secondary schools that correlates parental involvement with achievement in Primary schools. Therefore the researcher sought to undertake this study in public primary schools to verify the information.

1.4 Purpose of the study

The purpose of the study was to investigate parents' involvement and their influence on Children's academic achievement in KCPE of public primary school learners in Eldoret Soy and turbo subcounties.

1.5 Objectives of the study

This study was guided by the following objectives to uncover the influence of parental involvement on academic achievement in public primary schools. Therefore the objectives of the study were to:-

- (i) determine the extent of parental involvement in helping and supervising their children with academic work at home.
- (ii) find out the effect of Parents associations' (PA's) cooperation on pupils academic achievement
- (iii) examine the factors that parents consider when making school choice for their children.
- (iv) establish the challenges that parents face when involving themselves in their children's academic work.

1.6 Research questions

The study sought to answer the following questions:-

- (i) What is the extent of parental involvement in helping and supervising their children's academic work at home?
- (ii) What is the effect of Parents associations (PA) cooperation on pupils academic achievement?
- (iii) What are the factors that parents consider when making school choice for their children?
- (iv) What challenges do parents face when they are involved in the education of their children?

1.7 Justification of the study

Most studies and literature on parents' involvement in the education of their children have overwhelmingly been done in developed countries than in developing countries, e.g. Kenya, and therefore there is need to look more at the issue from a Kenyan perspective. Even then, studies that have been done have featured mostly in secondary schools and in particular from the perspective of socio-economic factors. For instance, related studies such as one conducted in Kenya by Kibaara (2014), findings indicated that majority (92%) of the parents believe that their involvement is beneficial to the teachers in aiding in their children education progress. However, the study is done in secondary schools and little correlates parental involvement with achievement in Primary schools. Therefore the researcher sought to undertake this study in public primary schools to verify the information.

1.8 Significance of the study

The study will help to determine how parental involvement influences the performance of learners in public primary schools so as to act on them to improve quality education in Kenya. This knowledge will be crucial to the Ministry of Education, parents, teachers and community at large. This study will provide information that will open new insights that will help stakeholders to deliberate on how to promote parental involvement by sensitizing parents through the school or other means.

1.9 Assumptions of the study

The study was based on the following assumptions:-

1. The answers provided by learner were assumed to be honest. In effect, the information supplied by the learners concerning the involvement of parents in their education life is taken as the absolute truth.
2. The results of Kenya National Examination council are a reflection of the results of the present candidate class, since performance of the school is assumed to have the same trends.

1.10 Scope of the study

This study investigated the influence of parental involvement on academic performance in Soy and Turbo Counties in Uasin Gishu County of Kenya. The study was confined to the parental involvement for class eight learners who are in their final year of concluding primary school education cycle. The population was drawn from Soy and Turbo sub counties with diverse cultural orientation and social settings; urban, peri-urban and rural, and therefore, the results of the study was only generalized to other areas of Kenya with the same characteristics. The study focused

on the activities that parents do that pertain to the day to day schooling of their children and how they influence academic achievement.

Data was limited to Soy and Turbo Sub counties public schools. The class eight pupils were used in the study because the influence of their parents was anticipated to be at its climax in this final year. The assumption here arose from the fact that if parents have been getting involved in the day to day schooling of their children, then there would be some positive influence in achievement and vice versa. Internal assessment scores were used since the class eight pupils at the time of the study had not done their external examination, which is the Kenya Certificate of Primary Education (KCPE).

1.11 Limitations of the study

The use of the questionnaire as an important instrument of data collection had some limitations. There was no opportunity for the researcher to probe the responses given in order to clarify ambiguous responses, however such questions were clarified by the research assistants on ad hoc basis during data collection. For instance, in a case where the researcher would not reach the learners, as was in most cases, the class teacher administered the instrument as instructed by the researcher. This was particularly common in deep rural schools of the Sub-county. In addition some learners may have had a negative attitude towards their parents and may give wrong information that may impact on results. This was overcome by talking to the learners prior to the study on the need to give a true picture of their parents while assuring them of confidentiality and no victimization. On the other hand far flung schools may be difficult to access and may involve use of a combination of transportation means like motorbikes and walking.

1.12 Theoretical framework

This study was guided by two theoretical frameworks; Joyce Epstein's (1995) theory of overlapping spheres of influence and Social and Cultural Capital by Bourdieu (1977).

1.12.1 Joyce Epstein's theory

Epstein's theory of "overlapping spheres of influence" recognizes three major contexts in which children grow: the family, the school, and the community. In this model of school, family and community, the focus is primarily on the student. Students are the main actors in their education, development, and success at school (Epstein, 1995). Epstein argued,

"School, family, and community cannot produce successful students alone. Rather partnership activities may be designed to engage, guide, energize, and motivate students to produce their own success" (Epstein, 1995).

Epstein believed that families and schools share the responsibility for the children in their care, and the efforts of school, family and community partnerships must be conducted collaboratively. Epstein (1995) argues,

"If students feel cared for and encouraged to work hard, they are more likely to do their best to learn to read, write, calculate, develop other skills and talents, and remain in school" (Epstein, 1995).

1.12.2 Social and Cultural Capital

Socio-cultural Capital theory postulates that parents' involvement in the education life of their children is based on the social and cultural capital they are endowed with. Social capital can be produced through various kinds of social relations (Gardner, 2005). Parent-child interaction and communication are home-based social capital. Parental involvement in school, such as in parent associations (PA), facilitates

parents' relationships with teachers and other adults in the school. Pong et al (2005) reported these types of social relationships in the family and in the school increase the social capital available to a child.

Rueda et al. (2003) defined social capital as multiple sources of social resources. It is the network of people who can provide other forms of capital including economic and cultural capital. In other words, a person with an extensive network of friends, family, and other contacts has greater social capital than someone with few family and friends from which to gain access to information, assistance, and other resources. McNeal (2012) stated that parental involvement can be conceptualized as a form of social capital. Parental involvement can be thought of as involving a relationship between the parent and the child, the teacher, or another parent. McNeal (2012) also stated that parents have various levels of physical capital, human capital, and cultural capital to invest in the children. Cultural capital, on the other hand, helps to understand ways in which to embrace and include parents from culturally diverse backgrounds in comprehensive programs of school, family, and community partnerships (Bohon & Macpherson, 2005; and Rueda, Monzo, & Arbiaga, 2003).

The two theories relate to the study in two folds; first Epstein (1995) identifies three major contexts in which children grow, which is the family, the school, and the community. While the students are the main actors in their education, their success emanates from how the three contexts relate. On the other hand, the involvement of the parents in school will largely depend on the social and cultural capital they possess. This is an important factor in the whole of parental involvement and may explain other objectives of the study as to why there are challenges to full parental involvement.

The first theory, Epstein's (1995) is limited to the student or the child who is growing in a large community comprising of parents, while the second theory, Social and cultural is limited to the parent. And since both play out in influencing achievement, they complement one another. The point of convergence between the two theories is the aspect of interactions that ought to exist amongst the family, school and the community. For success in learning to be a reality, the family must play its role of child parenting, the school and community should take its part in the social and cultural interaction mentoring.

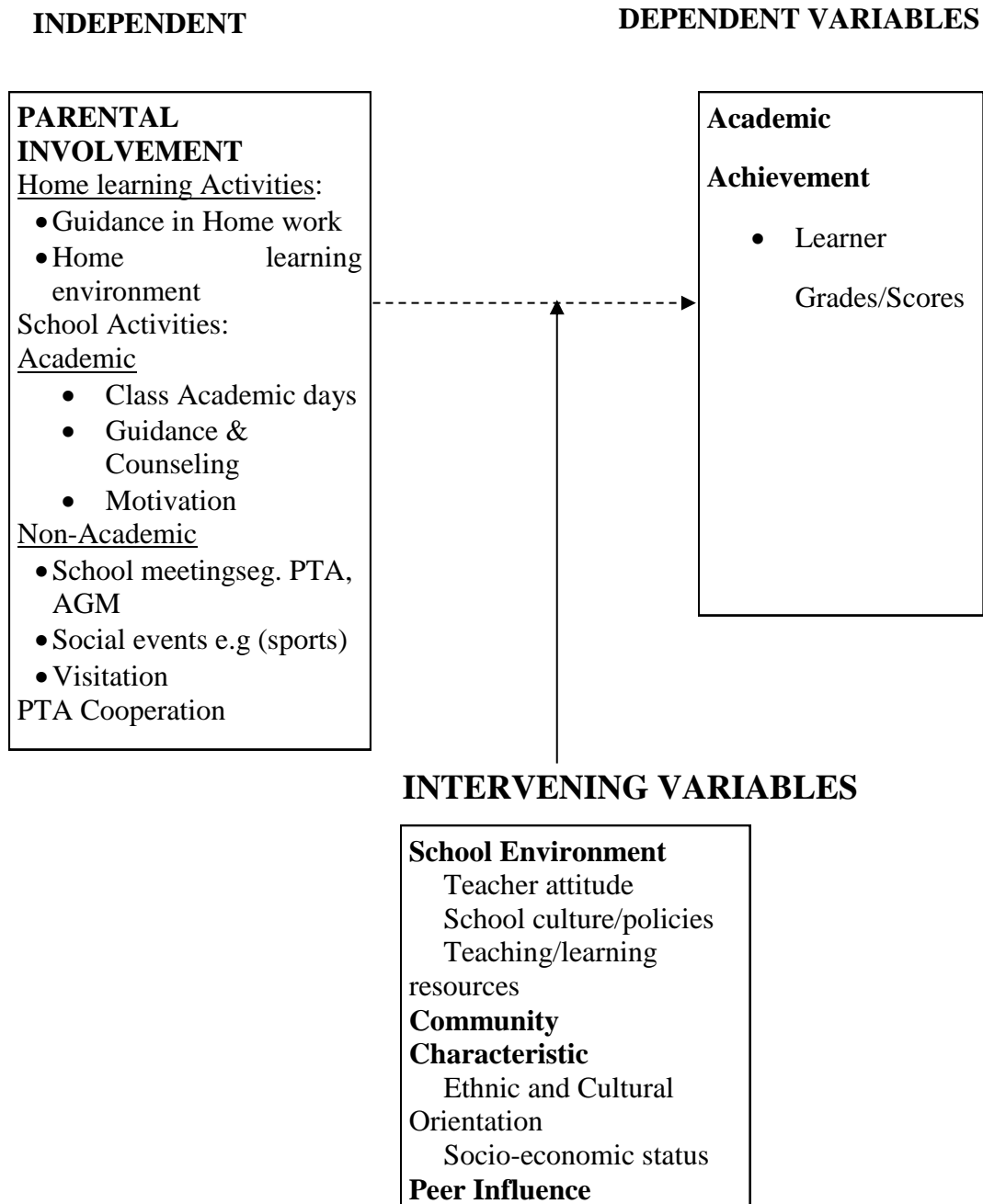
The use of the two theories is justified by the fact that the theories recognize the role played by the parents, school and the community in the education of all children in the family and the wider community. The educational development of the children is contributed by the school, which is comprised of the teachers and the school management. On the other hand, the community is comprised of the family, other parents of other children within the same community. In addition, the network endowed with a particular child through their parents may come from multiple sources called relations.

1.13 Conceptual framework

A conceptual framework assisted the researcher to develop awareness and understanding of the situation under scrutiny and to communicate its potential usefulness as a tool to make meaning of subsequent findings. Academic performance varies from one pupil to another even in the same setting and subjection to the same curriculum, teachers and school environment. The variability in performance can be attributed to the parents' involvement in the education of their children. The

conceptual framework illustrated in the diagram (Figure 1.1) shows how various variables are related in the study.

The parents get involved in the education of their children by participating in home learning activities and/or school learning activities. Home learning activities include guidance in homework and setting an enabling home learning environment. On the other hand, school activities may be academic or non-academic. Academic activities include participation in class academic days and decision making thereof, motivating pupils or offering guidance and counseling. The community characteristics such as its value on education may affect involvement of the parents in the education of their children or school activities. Peer groups are among the most influential social forces affecting adolescent behavior – from mundane decisions concerning clothing, hairstyle, music, and entertainment, to more significant decisions concerning short and long-term education plans. Peer factors may include pocket money spend per month (Mapesa, 2013), had a positive influence to girl student performance among other things. acceptance/rejection and friendships. Low peer acceptance (or high peer rejection) forecasts school avoidance and disaffected patterns of engagement from kindergarten through the middle grades (Roorda, Koomen, Spilt, & Oort, 2011).



Source: Author, 2017

Figure 1.1 A Conceptual Framework showing the Influence of Parental Involvement on Learners' Achievement

The non-academic activities include attending school meetings and social events such as sports. All these comprise the independent variable. This study adopted a conceptual framework, where parental involvement comprise the independent variable whereas learners academic achievement is itemized as dependent variable. However, for parents to be involved in the education of their children, other

extraneous variables e.g. school environment, community characteristic and peer influence may play out.

1.14 Operational Definition of terms

Capital: Material and motivational orientation that parents or teachers possess. In the study parents possess material and motivational orientation, which is a capital resource.

Collaboration: A collective effort between parents and teachers meant for the mutual benefit of the achievement of a child. In the study, the collaboration infers to collaboration of class eight teachers and the class eight parents.

Educational leadership: It is the desired and appropriate direction that educational administrators dispense to yield or geared to satisfactory educational achievement. The education leadership in the study refers to the leadership offered by the school administration for which research will be conducted.

Families: An entity comprising of parents, mothers and/or guardians. In the study, families refer to the families of class eight pupils.

Home-school relationships: Refers to the condition of the relationship between teachers or a group of parents. In the study it refers to the relationship between teachers and parents of class eight pupils.

Parents: Person with an active responsibility of providing a school going child or children with material and emotional support. In the study, it points to the class eight parents

Parental Involvement: It refers to an active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis. The parental involvement points to class eight parents, not as an event but a process that began when the child started primary school.

Teachers: School personnel hired and qualified to offer instructional guidance and discipline. In the study, it refers to class eight subject teachers, that is, those who are currently teaching class eight, at the year in question.

Academic Achievement: The extent to which a student, teacher or institution has achieved their short or long-term educational goals, and is usually measured through examinations or continuous assessments.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

It is common knowledge that parental involvement in the education of their children has changed because of the changing values in the society. This is so particularly in a society which is dynamic. The fast changing world has seen a change not only in the school curriculum, but also in the need for a technology focused skill.

2.2 Role of the parents and parenting

Parents' roles have undoubtedly changed overtime because of the societal norms and values. A study by the US-based National Center for Education Statistics (NCES), revealed a number of school activities that parents involve themselves in. Some of the school activities were more common with parents than others (NCES, 2013). In the report, the most common school-related activity that parents reported participating in during the school year was attending a general school or a parent-teacher organization or association (PTO/PA) meeting.

The results not only reaffirms that parent involvement and students' academic achievement are reciprocally correlated but also implies that parent involvement is a multidimensional construct, and has a domain-specific effect (Sun, 2015). Important implications for parents on how to provide effective support for their children in science learning, especially during the transition years. Parents get involved in students' education differently by their race/ethnicity groups, implying that schools should consider moving beyond the traditional methods to get parents involved (Sun, 2015).

The report further indicated that, eighty-seven percent of students indicated that their parents attend the parents-teachers association meeting in the school year. Seventy-six percent of students had parents who reported attending a regularly scheduled parent-teacher conference; 74 percent had parents who attended a school or class event; 42 percent had parents who volunteered or served on a school committee; 58 percent had parents who participated in school fundraising; and 33 percent had parents who met with a guidance counselor.

In the report, the involvement of parents in assisting their children in school homework does not feature anywhere despite the same, reporting that 96% of the kindergarten student did their homework outside school:

"According to their parents, 96 percent of students in kindergarten through grade 12 did homework outside of school. Among those students who did homework outside of school, 86 percent had a place set aside for homework in their home, and 67 percent had an adult in the household who checked that their homework was done (NCES, 2013, p. 3)"

These statistics reveal that, there are quite a number of kindergarten learners whose homework is left unattended by an adult in the home. This is worrying because studies have shown, it is important engaging families in the education of their children at home and at school since it has an important means to support better learning outcomes for children. When schools and families work together, children have higher achievement in school and stay in school longer (Henderson & Mapp, 2007, Jeynes, 2007, Cooper, 2007; Echaune, 2015).

Although there has been considerable research on how parents influence children's development, less is known about the specific ways in which parents socialize their

children in terms of school-related behaviors. While extensive research indicates that there are important links between parenting and children's academic and behavioural competence at school, there is less research on "academic socialization", which is conceptualized as the variety of parental beliefs and behaviors that influence children's school-related development (Yamamoto and Holloway, 2010).

Educational beliefs were significantly and positively related to achievement, such that children whose parents rated early skills as more important and held higher expectations for their children tended to have higher math and reading scores at the end of kindergarten. A marginally significant interaction emerged between school readiness beliefs and income such that beliefs were less predictive of achievement at higher levels of income. In addition, both school readiness beliefs and expectations were positively related to home enrichment practices, but only expectations were associated with community enrichment practices. However, neither enrichment measure mediated the educational beliefs by SES interaction. Implications and directions for future research are discussed (Sun, 2015).

The definition of involvement of parents has been contested for some time by researchers with different researchers coming up with different definitions. It can be defined broadly as parental behavior with, or on behalf of children, at home or at school, as well as the expectations that parents hold for children's future education (Gray and Smart, 2008). Muchucuti (2015) defined parent involvement through four constructs—home discussion, home supervision, school communication and school participation. He further proposed a range of dimensions that include: school choice (i.e., parents select the education institutions and experiences for their children), involvement in school governance and decision-making (i.e., parents participate in formal school structures); involvement in teaching and learning activities in the

classroom and at home (e.g., parents volunteer in the classroom, converse with teachers outside of formal meetings, help with homework and discuss school-related issues with children); and communication between home and school (e.g., parents contact the school and receive communications from the school).

2.3 Socio-demographic characteristics of families and parental involvement

There are variations in levels of parental involvement in children's learning at home. This variation is influenced by family socio-economic status (SES) (Hill, Tyson, & Bromell, 2009). Parents in families with lower SES often have fewer years of education and, possibly, have had more negative experiences with schools. They may feel unprepared to be involved. Parental involvement may also vary because of differences in ethnic and cultural backgrounds between parents and teachers (Yamamoto and Holloway, 2010).

Teachers are less likely to know the parents of children who are culturally different from their background and are more likely to believe that these parents are less interested in their children's schooling (Epstein, 2008). Parents' language difficulties may also cause difficulties in understanding participation opportunities. It is unfortunate that parents with low SES and from different ethnic and cultural background than the mainstream culture, whose children would most benefit from parental involvement, are more likely to find it difficult to become and remain involved (Hill, Tyson, & Bromell, 2009). Parents with social and cultural backgrounds different from the dominant social groups in the society may also have quite diverse expectations and interpretations of what it means to be educationally helpful to their children. Bennet (2015) distinguished four groups of parents in research conducted in the Netherlands.

The first group, partners, were highly active in informal and formal engagement activities, from volunteering to engagement in the formal governance of the school. These parents were more likely to have a high SES. A second group was called participants. They were highly involved in informal activities at the school and had middle to high SES. The third group were delegators, who viewed teachers as the appointed experts and therefore responsible for the education of their children. The fourth group were the invisible parents, who were not engaged or visible to the school. The invisible parents were primarily parents with a low SES.

Parental involvement has a positive effect on children's achievement even when the influence of background factors such as social class and family size have been taken into account (Chen, 2009). Studies have also shown that research shows that pupils tend to hold positive views about homework, seeing it as important in helping them to do well at school (Elliot, 2013). In particular, studies suggest that particularly for secondary school pupils there is a positive relationship between time spent on homework and achievement (LaPlante, 2010). Evidence for primary schools is inconclusive. This does not necessarily mean however that the more time on homework the higher the achievement; as some international studies suggest that pupils doing a great deal of homework and also those who did very little tended to perform less well at school (LaPlante, 2010).

A 1997 Review of Educational Research by the American Educational Research Association, there are three major factors of parental involvement in the education of their children. They include parents' beliefs about what is important, necessary and permissible for them to do on behalf of their children, the extent to which parents

believe that they can have a positive influence on their children's education; and Parents' perceptions that their children and school want them to be involved.

Although most parents do not know how to help their children with their education, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to teach, to be role models for and to guide their children (Chou & Lee, 2013). When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school. Parents, who read to their children, have books available, take trips, guide Television watching, and provide stimulating experiences contribute to student achievement (Abu-Rabia & Yaari, 2012).

2.4 The Impact of Parental Involvement for School Age Children

Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood. Research using data from the National Child Development Study, to explore the effect of parents' involvement on achievement at 16 in English and Mathematics (and average grades across all public exams) found that very high parental interest is associated with better exam results compared to children whose parents show no interest.

Parental involvement had a positive effect on children's achievement even when the influence of background factors such as social class and family size have been taken into account (Chen & Gregory, 2009). According to studies by Duckworth (2008), parental behavior has a bigger effect than school quality on pupils' attainment at Key Stage 2 (Duckworth, 2008). However this research also found that a child's ability on entry to school is the most important factor in predicting Key Stage attainment

across subjects (followed by socio-economic background factors including income and parental education).

Evidence from the research also suggest that, for boys parental behavior and family relationships has a greater influence on attainment for all Key Stage 2 subjects, whereas for girls parental education and social and economic background has a greater influence on attainment in English and Mathematics at Key Stage 2 (Duckworth, 2008).

2.4.1 Parental involvement in homework and reading

2.4.1.1 Homework

The report on NCDS indicated that three-quarters of parents surveyed in year 2007 said that they felt that it was extremely important to help with their children's homework (Peters, Seeds, Goldstein & Coleman, 2008). There was a significant proportion of parents (60%) who said that they frequently helped their child with their homework (i.e. they did so 'every time' or 'most times'); approximately one third did so occasionally. How often a parent helps with homework is strongly tied to the school year of the child; parents of younger children helped more frequently than those in later school years (Peter *et al*, 2008). Research also shows that pupils tend to hold positive views about homework, seeing it as important in helping them to do well at school (Rudman, 2014).

Studies suggest that particularly for secondary school pupils, there is a positive relationship between time spent on homework and achievement (Sharp *et al*, 2001). Evidence for primary schools is inconclusive. This does not necessarily mean however that the more time on homework the higher the achievement; as some international studies suggest that pupils doing a great deal of homework and also those

who did very little tended to perform less well at school (LaPlante, 2010). The EPPE research project has examined the relationship between children's home learning environment and their reading attainment (for 3 to 5-year-olds).

Factors that positively influenced attainment included: higher scores for 'pre-reading', 'language' and 'early number' attainment, frequency of alphabet learning and frequency of library visits. This made a bigger difference on pre-reading attainment than the mothers' highest qualification. This showed a smaller but significant positive impact on the above outcomes. Echaune (2015) confirms in his research that there are gains in educational outcome with respect to parental involvement.

2.5 Parental Beliefs and the Nature of Parental Involvement

A greater appreciation of the beliefs that underlie parents' decisions about becoming involved in their children's education is needed (Yamamoto and Holloway, 2010). The way in which parents feel and emotionally connect towards school, may influence the kinds of attitude they have towards it and learning that their children assume. These feelings may be positive or negative, depending on the nature of those previous experiences. Negative feelings about school may prevent parents from making connections with their children's schools. Positive feelings about school experiences are likely to enhance parental involvement. Additionally, the expectations that parents hold for their children's future achievement are important. If parents expect high levels of academic achievement and commitment to schooling, the child is more likely to adopt these positive attitudes (Burcu & Sungur, 2009). There is need for increased understanding about how, and why, parents understand and construct their involvement in different ways.

Parental participation may be active because parents believe that they bear the primary responsibility for children's educational achievement. Other parents may hold a notion of partnership with schools that responsibilities for children's learning are shared between parents and schools. Still other parents may not believe that they should take an active role or may lack the confidence to be involved. For these latter parents, developing personal self-efficacy beliefs that one can be effective in supporting children's learning at home and at school requires encouragement by teachers and schools, as well as opportunities to participate (Adri and Edith, 2010).

2.6 PA Cooperation and Parental Involvement

2.6.1 PA Body

In Kenya, there is a Parents Teacher Association for every public primary school. The PA consists of every parent with a pupil in the school and a representative of the teachers in the school. There is an Executive Committee consisting of representatives of each class and two teachers. The members of the Executive Committee of Parents Association are elected during an annual general meeting of parents and teachers. The parents association elects a Chairperson from amongst the Board of Management. The Chairperson and two members of the Association shall be co-opted to the Board of Management. The Head or Principal shall be the Secretary to the Association (GOK, 2014).

2.6.2 Role of PA

The functions of the Parents Association shall be to promote quality care, nutritional and health status of the pupils, maintain good working relationship between teachers and parents, discuss, explore and advise the parents on ways to raise funds for the physical development and maintenance. A parent or guardian shall have the right to

participate in the character development of his or her child. Whenever a parent defaults to take her child to school an offense is deemed to have been committed an offense and is liable to fine. It is a government policy that parents are involved in all manner of school development activities by bringing them on board, particularly in decision making (GOK, 2014).

2.6.3 The role of teachers and schools in supporting parental involvement

Parents' communication with schools and parental involvement are also influenced by school characteristics (Afolabi, 2010). Schools play a strong role in determining the level and nature of parental involvement. Critical factors include teachers' beliefs about parents' role in the classroom and their responsibility to provide involvement opportunities to parents. Schools can help parents become involved by offering a range of options for engagement.

Supporting parental involvement requires knowledge by teachers on how to involve parents, as well as leadership and support from the school administration. Griffiths-Prince, (2009) noted that some schools seem to have more ability than others to promote parent involvement. Schools can help parents decide to be involved by offering a range of options for interactions that take parental needs into account. Invitations to parents to be involved convey to parents that their involvement is welcomed and valued and provide motivation to be involved. Important invitations come from three sources: the school, teachers, and children themselves (Burcu & Sungur, 2009).

A school climate that conveys to parents that they are welcome in the school is essential. Parents can also be kept well-informed about their children's learning. The

school staff can show respect for parental concerns and suggestions. Such a school climate sets a strong foundation for involvement. Invitations from the teacher build personal trust that is the basis for creating a partnership around children's learning at home and at school. Invitations from children for help with their learning can also prompt involvement. This is consistent with developmental research that children's behavior can influence parents' socialization practices.

2.7 Theoretical explanations of parental involvement

2.7.1 Epstein's theory of Overlapping Spheres

Epstein's (1995) describes the overlapping spheres of influence school, family, and community that directly affects student learning and development. This concept is illustrated in daily interaction between teachers, students and parents. The overlapping of school and family can produce family-like schools", according to Epstein (1995). *Family-like* schools have an accepting, caring atmosphere and welcome families. Similarly school like families emphasize the importance of school, homework and learning activities

To extend this concept, Epstein (1995) suggests that the language used by a school to identify student, families and educators should take on a "family concept". For example, rather than using the word "students", schools should use "children" because it emphasizes the family situation.

2.7.2 Social and Cultural theory

Theories of cultural and social capital have been used to explain why parental involvement has an impact on children's achievement and adjustment to school. While there are some inconsistencies in how these theories have been used to explain the impact of parental involvement, there are also commonalities (McNeal, 2012).

According to theories of social capital, parental school involvement increases parents' access to social networks and information (Peters, Seeds, Goldstein and Coleman, 2008).

Social capital is represented by parental contact and involvement in the organizational and social aspects of the life of the school. As parents establish relationships with teachers, they learn important information about the school's policies and practices. They also meet other parents, who provide information and insight about the school's expectations. Social capital is also represented through the extent of conversation that parents have with their children about school and through parental monitoring of their children's school engagement.

Discussion with the child about school conveys interest about the importance of education. Cultural capital is usually explained as the level and nature of direct parental involvement in the educational process (Lareau, 1987). The theory of cultural capital proposed by Bourdieu (1977) argued that there are inequalities in the amounts of cultural capital that individuals either hold or can obtain.

Higher levels of cultural capital, developed through access to relevant resources over time, increase the likelihood that any individual can access additional capital. For example, parents who hold strong cultural capital because they completed school and hold post-secondary educational qualifications are more likely, as a consequence, to have a higher SES, as well as knowledge of educational systems.

Schools represent and produce middle-class values and forms of communication, teachers are more likely to communicate more effectively with these parents from middle and higher SES backgrounds, with whom they are more likely to share similar values and beliefs. Teachers are likely to have more difficulties relating to parents

who have a different cultural frame of reference because of socioeconomic circumstances or ethnic backgrounds.

This bias of schools to represent, but also to promote more middle-class values, places many parents at a disadvantage and makes it more difficult for these parents to participate in their children's education. Families with more social and cultural capital tend to be more involved at school because these families are more comfortable with teachers and schools and are more likely to have supportive social networks. This allows them "to construct their relationships with the school with more comfort and trust" (Peters, Seeds, Goldstein and Coleman, 2008).

2.8 Policy on Parental Involvement

States and governments have been formulating national policies with regard to parental involvement. For instance in Netherlands, the government policy in 2011 emphasized joint responsibility between for educational institutions and parents for language and literacy development. The focus on improved performance in language and literacy reflects the priorities which have been set out in the government's Quality Agenda for Primary Education.

In the year, 2010, the Education Council, an independent advisory body that advises government (ministers and ministries) and parliament ('Eerste & Tweede Kamer'), published the report 'Parents as partners' in response to a parliamentary request for advice on improving parental involvement in education (Onderwijsraad, 2010). The report concludes that there is little meaningful partnership between schools and parents, despite schools generally having met all the legal requirements such as setting up participation councils.

To establish 'real' partnership, the council advises greater attention be paid to developing the conditions for meaningful partnership, namely structure, culture, willingness and skills. The council places responsibility for this 'developmental work' largely with schools and parents, and not with government or municipalities. A strong parent community is viewed as a means to support not only the upbringing and education of children but also social cohesion.

In relation to stimulating the (informal) parent community, the Council advises that responsibility for parent-to-parent initiatives remain with parents, but that schools can be stimulated to play a supportive role in the setup and ensuring sustainability of networks/ groups etc. Here in Kenya, there is an aggressive move by the government to involve parents in the education of their children through decision making and governance. Through the Basic Education Act, the government has involved parents as much as possible in powerful organs of the various selection panels, boards and committees. According to the Act, in constituting a selection panel, one person representing an association of parents is appointed. On the other hand, two parents' representatives sit at county education boards.

The law is also clear on the basic way in which parents must be involved in the education matters of their children. The policy gives provision for the selection of parents associations (PAs). The board of management comprises six persons elected to represent parents of the pupils in the school or local community. This is an elaborate way in which the government gives the parent for parental involvement (GOK, 2014).

Through the Act, the government also encourages the learners, teachers and non-teaching staff and other, parents and the community, and other stakeholders to render voluntary services to the institution. The government fully recognize and encourage

parents, and it is a requirement particularly those with pupils in the school, to be members of the parents association both for public and private schools. The Act further ensures collaboration and healthy relationships through having parent and teachers representatives in the PA.

The Act is also clear on the functions of the association and they include but not limited to promoting quality care, nutritional and health status of the pupils, maintain good working relationship between teachers and parents, and advise the parents on ways to raise funds for the physical development and maintenance (GOK, 2014).

2.9 Factors that Parents Consider when selecting school for their children

There are factors that make parents consider when choosing school for their children. Literature reveals that parents consider up to eight common factors depending on school citation. In particular there are factors that parents consider when considering taking their children into private school. According to studies by Hsu & Fang, (2013)(Hsu & Yuan fang, 2013), parents emphasize on the importance of private schools' syllabus, schools' environment and facilities when selecting to enroll their children in private schools.

The other factors that is being considered by parents is the Academic performance of the school. However (Rehman, Khan, Tariq & Tasleem, 2010), findings of research indicated that "the academic performance of the school was placed third in preference, with fourth factor considered being the quality teachers that the school possessed(Oyier, Odundo, Obat, Lilian, & Akondo, 2015). The foregoing study concludes that, with regard to management, an emphasis on student moral values and daily discipline, good reputation, a safe and effective educational environment, and

school specialties are the most important factors that will motivate students to attend certain schools within their district.

The outcome of this research can serve as a reference for school faculty, teachers, and parents. Whether there are benefits from giving parents the option to choose schools for their children has been a hotly debated issue. Proponents claim that, if parents are allowed to choose, schools will compete more vigorously to attract new students by improving their academic quality (Lai, Elisabeth & deJanvry, 2008).

Because they can draw on personal knowledge of their children, parents can make better matches between students and schools than a school district. School choice programs based on randomized lotteries can also improve access to education by giving all children an equal chance of being admitted to their preferred schools. School choice programs assume various forms such as vouchers, magnet schools, charter schools, and open enrollment. They all provide parents with an option to take their children out of the neighborhood school.

The first three programs basically require parents to decide whether to remove their children from the neighborhood school or leave them there. By contrast, open enrollment programs require parents to make complex decisions by ranking accessible schools in order of preference. To do this optimally, parents need to have a clear understanding of the rules of the school assignment process, know about all candidate schools, and engage in strategic school selection and ordering based on their expectations about other parents' choices.

Another study by Rehman, Khan, Tariq & Tasleem, (2010) , showed that a majority of parents in the area surveyed prefer their child to attend any other school other than the closest one. However, this trend is significantly more common among parents in

the high social status group than among parents in the lowest group. It was also evident that high social status parents read more brochures, attended more open nights and that they are influenced significantly more by talks with other parents Rehman, Khan, Tariq & Tasleem, (2010).

The school characteristics that parents sought for their child are similar to those found in previous studies but the study by Rehman, Khan, Tariq & Tasleem, (2010), showed that the proportion of parents who cited many of these characteristics varies significantly between parents of different social status levels and between parents of boys and parents of girls. In addition, the study indicated that parents discriminate between co-educational and single-sex schools and between denominational and non-denominational schools but after these two factors have been considered the best discriminators between the schools parents choose are social status variables.

2.10 Challenges to Parental Involvement

Scholars in their studies on Parental involvement have attempted to establish the challenges that parents face when they involve themselves in the education of their children. A study done by Arias and Morillo-Campbell (2008) in US on parental involvement in promoting English Language learners (ELL), established that there are challenges that parents encounter in their efforts to involve themselves in the education of the learners.

These challenges that parents, also called barriers (Arias and Morillo-Campbell, 2008) include school based barriers; lack of English language proficiency; parental educational level; disjuncture between school culture and home culture; and logistical issues(Arias and Morillo-Campbell, 2008). Harris and Goodall (2008) on parental

involvement in the US indicated that difficulties in basic literacy and numeracy skills can also be a barrier to parents being involved in their child's education.

This agrees with findings by Arias and Morillo-Campbell, 2008 on issues of literacy skills being an impediment to parental involvement. However, the survey added other hindrances to parental involvement which include work commitment by the parents, although such families have benefits that accrue from working. Other barriers cited by parents included childcare issues/the demands of other children (7%) and lack of time generally (6%), (Harris & Goodall, 2008). The issue around literacy has also been worked on by Nyama (2010), who asserts that parents' literacy levels indeed affect their involvement in their children's education and academic achievement. Parents with low literacy levels would want to be involved but that they find it difficult.

Most parents with low literacy levels are not able to assist their children with schoolwork but depend on others, such as older siblings to assist (Nyama, 2010). Perhaps a more illustrated challenges facing parents is given by literature reviewed by Chindanya (2011). Chindanya (2011) categorizes challenges faced by parents into attitudinal barriers, expectations barriers, institutional barriers and resources-based barriers (Chindanya, 2011). The following text explains these categories of challenges. It is worthy to note that these challenges comprise the barriers to parental involvement.

2.10.1 Attitudinal barriers

Attitudinal barriers may be shaped by various factors. Limited parental educational experience resulting in the lack of relevant skills to get involved constitutes a serious barrier. As Siririka (2007) reveals, parents with limited educational experience do not know why and how they can be involved in school activities. They are unsure of their

responsibility as parents. They also hardly appreciate how education at home serves as the basis for education at school. In most cases they are unaware of practices essential to help their children develop academic skills. Consequently, they are uncertain about how to help their children.

This is corroborated by Mo and Singh (2018), who found that disadvantaged black parents did not seem to understand their roles as parents in the education of their children. Kaperu (2004) Namibia-based research also confirms that parents were not quite sure of their role while Chindayi (2011) states that some parents think their own lack of education precludes them from participating in their children's education.

Chindayi (2011), assert that language also constitutes a barrier with parents feeling that no one will listen to them if they cannot speak English. Their feelings of self-worth are diminished because they do not understand forms that are sent home and cannot help their children with homework. Feeling poorly equipped, uncomfortable, or lacking confidence in their ability to help their children with school assignments, they are intimidated and believe that they have no right to interfere with a school's practices. Resultantly, they avoid contact with the school and its teachers (Chindayi, 2011).

This is also replicated in Chindayi (2011) study which reveals that their own uncomfortable feelings and apprehension alienate parents from the school. Such parents as characterized above end up with an indifferent or fatalistic, if not antagonistic attitude to Parental Involvement. They are unlike parents who have "can do" attitudes and believe they have an active role to play in their children's education. There are also parents who simply believe that the responsibility for education belongs to the school (Siririka, 2007).

This finding is replicated by Chindayi (2011) who reveals that Latino parents have a high level of respect for teachers and treat them as professionals who should be left alone to do their job. Such parents often feel that, interference in school activities would be counter-productive. Viewing teachers as the experts, these parents feel uncomfortable questioning educators. Saunders and Sheldon (2009) confirms that some parents think educators know all. They do not realize that education is a team effort.

It is not only parental attitudes that impact on parental involvement. Children's attitudes also matter a great deal. Children have a significant influence on the degree to which their parents get involved (Chen, 2009). They have the potential to nurture or to inhibit Parental Involvement. They can lubricate or break connections between teachers and parents. Houtenville and Conway (2008) affirm that there are children who are not too keen on parental involvement in the school. They would not want parents in their classroom or on a class trip.

Houtenville and Conway (2008) confirm that children are just as active in discouraging, evading and obstructing their parents' involvement as they are in its promotion. There are parents who perceive themselves as autonomous and with a right to some privacy. They can thus perceive parental involvement as constituting an intrusion into their affairs. On occasion, such parents actively evade or block home-school connections by dumping parental involvement notes or newsletters or censoring discussions of "bad days" at school Houtenville and Conway (2008).

The same authors reveal that girls are more likely to initiate involvement and boys more likely to block it. The mediating roles of the child are often overlooked, important though they are. The attitudes of teachers also impact both positively and

negatively on Parental Involvement. Mutodi (2014) affirm that the attitudes of schools towards active Parental Involvement are frequently ambiguous. While the official rhetoric claims that the home-school relationship should be collaborative, equal and reflect an even distribution of power, this is often absent in the schools. According to Chindayi (2011), teacher ideology plays a fundamental role in excluding Parental Involvement in schools.

Chindayi (2011) argue that deficit ideologies that are still held by teachers today continue to have harmful effects on teacher-parent relations. The deficit theory holds that minority parents fail to be involved in schools because they are “deprived of cultural and social advantages” necessary for involvement (de Marrais and LeCompte, 1995). In other words, they are not cultured into the system for them to be able to competently participate in their children’s education.

2.10.2 Expectations barriers

The expectations of teachers, parents and children in relation to Parental Involvement may be incongruent. In consequence, the three parties may work at cross purposes. According to Siririka (2007), there are teachers who have expectations which are beyond the capabilities of parents. To aggravate the situation, such teachers may do nothing to enhance the capacity of the concerned parents to be involved. The said teachers may demand that parents help children with homework while doing nothing in terms of how they can do it. This inevitably frustrates the parents, the teachers themselves and ultimately the parental involvements.

Owing to poor communication between teachers and parents, the two parties end up blaming each other for the lack of support parents should receive from the teachers in order for them to participate meaningfully in their children’s education (Siririka,

2007). Some teachers strongly believe that there are parents who neglect doing their share of the work but scarcely communicate what they want the parents to do. This is the reason why some parents only visit the school if they are called in or if there is a problem with their children (Siririka, 2007).

The parents who only come to school “to shout at teachers” (Siririka, 2007) do so most likely because of frustration regarding what role they ought to play in their children’s education. As Chindayi (2011) says, parents need to know what the school means by Parental Involvement and what the school expects from parents. Negative teacher expectations, according to Chindayi (2011) also influence teachers’ efforts to involve disadvantaged parents. Such parents are perceived as being uneducated and poor, thereby presuming that they will not be involved in their children’s education.

This deprives the parents of the opportunity to learn, or to be helped to learn, how best they can help their children with their education. The multiple perspectives of teachers, administrators, and parents easily yield a multiplicity of expectations, some of which may be conflicting. Alandra (2011) talks of every school having to deal with different types of parents who have different desires and interests and are by no means equally capable of making them known. What each party expects of the other must be clearly articulated to facilitate effective Parental Involvement.

2.10.3 Institutional barriers

The often cited communication gap between the school and parents is the chief culprit when it comes to Parental Involvement. Schools and their teachers have the potential to nurture or inhibit fruitful connections between parents and teachers. Some parents are wary of overstep parental involvement some unwritten mark in terms of their

relations with teachers (Chen, 2009). This causes frustration and confusion on the part of parents. Some parents are put down by schools and teachers (Chen, 2009).

There are teachers who feel that their work must be protected against unwarranted intrusions from parents. Such teachers invite parents only when there is a problem. Chindayi (2011) notes that parents are precluded from participating if the only contact they receive from the school is over something negative or if they are unaware of their right to ask about their children's education. It is little wonder that many low SES parents find home-school contacts empty, contrived, unsubstantial and awkward (Crowl, 2008). The degree to which parents see a role for themselves in their children's education and the extent to which they feel self-assured in being able to participate may constitute a barrier. Since parents need to know what the school means by Parental Involvement and what it expects of them (Chindayi, 2011), schools that do not communicate their perception of Parental Involvement and their expectations regarding the role of parents are culpable in relation to the creation of barriers to Parental Involvement.

Crowl (2008), refer to schools accepting Parental Involvement only on their own terms which are non-negotiable. Those parents not conforming to these values are quickly "put in their places." This does not encourage parents to be proactive in partnership. Rather, it encourages parental fatalism regarding their children's education. Such schools clearly have perspectives that are inimical to Parental Involvement.

It is necessary for schools to adopt perspectives that promote Parental Involvement since the realization of a willingness to be involved is dependent on the invitations, demands and opportunities generated by the school (Epstein, 2008). Having activities

that have been institutionalized to involve parents in limited ways that tend to relegate all the power to the institution and neglecting the needs and interests of parents gravely compromises parental involvement (Grant & Ray, 2010). It emerges from the above that schools that behave in a manner that imposes restrictions on Parental Involvement do a great disservice to school children.

2.10.4 Resources-based barriers

Lack of resources of various kinds impact negatively in large measure on Parental Involvement. Intellectual resources are a major factor regarding parental involvement. Siririka (2007) mentions that parents with more education will provide a home atmosphere that is more conducive to learning than parents with lower levels of education. They are likely to help their children in many ways with their learning. This is corroborated by Nyama, 2010 who state that a poor or limited personal education might leave the parent lacking in vision, confidence or competence in supporting their own child.

Nyama (2010), further state that parental education is positively related to parent-school contact. The more educated the parent, the greater is their involvement in their children's education. A lack of extended personal educational experience has, according to Nyama (2010) rendered some parents lacking in relevant skills or appropriate conception of parents as co-educators. Mutodi (2014) concur with the said view when they say many working class and rural black parents in South Africa face constraints in terms of participation in school as a result of poor skills.

Lack of material resources also impacts negatively on Parental Involvement. Siririka (2007) comments in respect of the Ugandan situation to the effect that some parents are so poor that they cannot provide essential facilities for their children. Such parents

are associated with poor provision of scholastic materials which compromises their participation in their children's education. Noel, Stark and Redford (2016) hints that lack of reading materials. Materially deprived families have neither access nor capacity to buy such materials. This compromises Parental Involvement.

Siririka (2007) states in relation to Namibian parents that some had only hymn books and bibles in their homes. In relation to the Ugandan situation, Siririka (2007) intimated the lack of home libraries. Nyako and Vorgelrgt (2007) says lack of libraries results in parents and children not develop parental involvement love for reading. In the absence of books at home and in libraries, children can hardly develop reading skills.

Fabunmi and Olayinka (2010) also decries the serious lack of reading materials in developing countries, which results in a lack of a reading culture. In such a situation Parental Involvement in respect of a child's reading is severely limited. Olatoye, Ademola and Agbatogun (2009) Nyama (2010), Nyako and Vorgelrgt (2007) and Oludipe (2009) all mention parents' lack of time as an impediment regarding Parental Involvement. Chindayi (2011) also affirms that economic challenges adversely affect parent's ability to be meaningfully involved in their children's education since it may be necessary for such parents to hold more than one job. From the foregoing, it is clear that resource-based or logistical barriers pose a serious challenge to parental involvement in their children's education at primary school level.

Summary

This chapter has described the theories of parental involvement, emphasizing the Epstein's theory, 1995. The theories have provided evidence suggesting that parental involvement play critical roles in child outcomes. How schools can work with families and communities to assist them to become or stay involved in their children's education at home and school has been described. The school policy contributes to the perception of the importance of parent and community involvement.

The chapter has also highlighted the various ways in which the parents get involved in the school affairs, which include attending school meeting and volunteering. The attitudes and practices of teachers and schools are an important determinant of parent involvement. High teacher efficacy and thorough teacher training in parent involvement are vital for effective involvement of parents. In addition the chapter defines parental involvement in the context of the study.

The chapter has also highlighted the family characteristics that in one way or the other influence parental involvement. In tandem with the SES, the social and cultural background makes parents have diverse expectations and interpretation with regard to parental involvement. Parental beliefs also underlie parents' decisions about becoming involved in their children's education and more so the choice of school for their children.

Research gap

The literature reviewed has dwelled on the the importance of parental involvement and the benefits that come with it with regard to student achievement. The literature has also highlighted on factors that influence parental involvement such as family family characteristics, e.g. education level, SES or ethnic and cultural background.

The literature also highlighted on the importance of Parents Association (PA) as part of the school management body. Despite the literature highlighting the importance of PA in the school, none is relating it's activities to school achievement.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter gave an overview of the main highlights of the methodology of the study, where survey research design was adopted. The study area is Soy and Turbo, which is described in terms of its latitude and its agricultural activities. The chapter highlights the the dwindling performance in KCPE marks standing rated low. The chapters also mentions the population of the study which mentions class eight learners, teachers and PA members of the school. The study arrives at the sample by using multistage sampling, random sampling through random generation in excel. The chapter also enumerates academic performance of learners as the dependent variable, while PI activities as independent variables. The data collection instruments that included questionnaires, interview schedules and documents analysis, where pre-mock examination and minutes PA of meeting are described. Reliability and validity of the tools were established using research supervisors and/or education experts. Lastly, the model used, simple regression was used to determine the relationship between variables while qualitative grouped thematically and analysed carried for interview data was and analyzed.

3.2 Research design

Kombo and Tromp (2006) observed that, research design is the ‘glue’ that holds all the elements in a research study. Research design is like a scheme outline or plan that is used to generate answers to the research problems. It’s a basic arrangement of conditions for collection and data analysis, in a manner that aims to combine

relevance to the research purpose with economical considerations. This study employed the survey research design.

A survey is a deliberate attempt by the researcher to collect data from members of population in order to determine the current status of that population with respect to one or more variables (Mugenda and Mugenda, 2009). The survey research design generally entails collection of information by administering questionnaires to a sample of individuals (Orodho, 2009). Survey research design was used because the population of the students is too large to observe directly. Therefore it was useful because of the economy of taking a sample of the population to generalize results for the whole population.

3.3 Study area

This study was done in Soy and TurboSub Counties in Uasin Gishu County, situated in the former Rift Valley Province, 330 km North West of Nairobi. It lies between longitudes 34 degrees 50" east and 35 degrees 37" West and latitudes 0 degrees 03" South and 0 degrees 55" North. It borders Nandi County to the South, Trans Nzoia County to the North, and Elgeyo Marakwet County to the East. It shares some rather short borders with Kakamega County to the West and Kericho County to its South Eastern tip. It occupies 3,345 square kilometers and as of 2012, it had a population of 894,179 people (CRECO, 2012).

Soy and Turbo subcounties is an area which practices agricultural farming, with commercialization of farming such as cultivation of maize and wheat on large scale and other crops on a small scale. The County population comprises mainly of members of the Kalenjin (Nandi, Kipsigis, Keiyos, Marakwets) community. This is complemented by other communities such as the Luhya, Kikuyu, Kisii and Luo

among others (CRECO, 2012). Soy and Turbo subcounties has minimal cultural practices that affect learning in primary schools. The retrogressive practices are minimized by the multicultural setup. The implication is that this study was not affected much by cultural issues.

Soy and Turbo subcounties in Uasin Gishu County was chosen because the sub county has recorded poor performance in KCPE examination in public primary schools in the County. The KCPE performance has always been consistent with performance in pre-mock examinations. (County examinations report, 2014). In the study 52.2% of the primary schools involved in the study had on average between 251-300 marks (Table 3.1). The researcher zeroed down to Soy and Turbo subcounties and 46 public primary schools that were selected for the study, to investigate the influence of parental involvement on their academic performance.

Table 3. 1 School Mean Score, (Pre-Mock Exam-2014)

Mean Score	Frequency	Percent
<200	11	
201-250	24	19.6
251-300	9	52.2
>300	2	4.3
Total	46	100.0

Source Author, 2017

3.4 The Study Population

The research population comprised class eight learners, teachers and PA members in public primary schools in Soy and Turbo subcounties of Uasin Gishu county. Each standard 8 learner had equal and independent chance of being selected to participate

in the study. The sample was drawn from 153 public primary schools in the two sub counties.

3.5 Sample Size and Sampling Procedures

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgment or inference about aggregate or totality is made. In other words, it is the process of obtaining information about an entire population by examining only a part of it (Kothari, 2004). Fraenkel and Wallen (2012), defined a sample as a group of participants on which a study is conducted to whom a larger group of people whom the researcher hopes to infer the findings from the study is referred to as the population (Fraenkel, Wallen and Hyun, 2012).

One of the most critical elements of a study is selecting the individuals who will participate (Fraenkel et al., 2012). The process of selecting participants for a research study from the population level to a sample is called sampling. A sample is a smaller group obtained from accessible population and each member has an equal chance of being selected to be on the sample. It is also a definite part of a statistical population whose properties are studied to gain information about the whole (Mugenda and Mugenda, 2009). Patton (2002) indicates that a sample size of between 10% to 30% is enough if it can adequately give the information required. The study used multistage sampling.

Schools which were selected for the study were stratified into three categories namely Urban, Peri-Urban and rural. Probability sampling (30%) was used to determine the number of schools from each strata to be included in the study while 10% was used to determine the number of learners to be used in the study (Table 3.1). A larger probability (30%) was used so that a representative sample can be obtained owing to

the smaller population of schools and vice versa for the learners (10%). Random sampling was used to obtain the actual schools that formed part of the study. The papers bearing names of schools were put in a box and then mixed. To select the schools one paper is picked, name listed on a sheet of paper and put aside, that is without replacement. The pieces of folded papers in the box were again mixed well and another paper picked until the number required is obtained.

The above procedure was followed to select the sample of the learners required using generation of random numbers in computer (excel). From the district education office, statistical records showed that there were 50 urban, 23 peri-urban and 80 rural schools. Records also showed that there were a total of 153 registered primary schools, and therefore the number of schools that were sampled were 46. The sample of the learners were 249. Random Sampling was used to select the actual learners to participate in the study. One class teacher and a Parent Association (PA) representative were purposively selected.

Table 3. 2 Sample Size – Schools and Respondents; Teachers, PA, Learners

SN	Sch. Strata	No of Sch.	Sample (30%)	Learners	Sample learners
1	Urban	50	15	810	81
	Peri-Urban	23	7	378	38
	Rural	80	24	1296	130
	Total	153	46		249
2	Teachers				46
	PA				46
	Total				341

Source Author, 2017

3.6 Study Variables (Dependent and Independent)

In this study, the academic performance of learners is the dependent variable. Independent variable(s) comprised of parents' involvement as measures in the research tools. Extraneous variables were school environment, community characteristics and peer influence.

3.7 Data Collection Instruments

The researcher used questionnaire, interview schedule and document analysis. The selection of these tools was guided by the fact that different ways of gathering information can supplement each other and hence boost the validity and dependability of the data (Zohrabi, 2013). In particular use of questionnaire was easy because it is easily designed and were able to measure different aspects of school's culture. On the other hand, interviews were appropriate because of getting in-dept information while documentay gave additional information that reported the formal matters in the school (Cohen etal, 2000).

3.7.1 Questionnaire

In the study, the questionnaire contained items that were both closed and open-ended. The questionnaire method was used because it assisted in collecting a lot of information over a very short period of time (Mugenda & Mugenda, 2009). The questionnaire method also allowed better chances for the respondents to provide factual information. It is also economical to the researcher in terms of time and effort. The class eight teachers and learners were administered with a questionnaire for them to respond to the questions therein.

The researcher engaged the services of two research assistants who were trained prior to the research, to administer and ensure respondents' questions pertaining to the

questionnaires were responded to accordingly. The learners' questionnaire sought to collect information on the learners' opinion on involvement of parents in school activities and their attitude towards the school. In addition, the tool also sought responses on the learning activities that parents engage both in school and at home that are academic and non-academic.

On the other hand, the teachers' questionnaire sought similar responses, but in addition the view (perception) of the teachers and the extent of parental involvement was sought as an affirmation of the responses elicited from the learners as well as the challenges that parents face when involving themselves in the education of their children.

3.7.2 Interview Schedule

The interview schedule was used to capture the facts, views, opinions and perceptions of the members of PA. The schedule comprised of open questions, together with itemized ones with enough spaces in between to fill the answers from the respondents. The reason for this was that most of the PA members were busy or semi-illiterate to understand issues related to parental involvement.

The researcher sought appointment with the PA members, and by default the school's board offices or the headteacher's office was chosen because it was an environment with little distraction. The researcher would start by explaining the purpose of the interview, and addressing terms of confidentiality. Access to the answers provided and how analysis was clarified was also explained. A brief explanation of the format of the interview was explained. Explain the type of interview you are conducting and its nature (Carter, 2018). The duration of the interview was also specified and room to ask any questions before the interview was started. Telephone

contacts of the researcher was shared in case the interviewee would want to keep in touch in future. Whenever the research assistant was present, the researcher sought permission to be part of the interview so that he/she participated to record or take notes for the interview (Carter, 2018). Using the interview schedule, the researcher posed questions to the respondents and noted down or have the research assistant do the same for the answers given.

The interviews with the PA were conducted in person as it provided a goal oriented conversation. Merriam (in Zohrabi, 2013) believes that both of these forms of interviews are a kind of goal oriented conversation. On the whole, Johnson and Turner (in Zorhabi, 2013) lists the strength of the interview as a good measure as it allows probing by the interview, thus providing in-depth information.

3.7.3 Document Analysis

The researcher used past pre-mock results documents to determine performance of the learners. The performance was measured using the mean/index of the school. The score sheets were obtained from archived records in the head teachers' office and / or class teachers records. The mean performance in the examination was considered for the whole school for the previous year, that is 2014. Document records such as minutes of PA meeting, and respective meeting minutes were analysed for the extent of the cooperation and scored on a five point scale with the highest cooperation tending towards five (5) and the lowest cooperation tending towards one (1).

The PA of the schools scored a mean of 3.76 ± 0.565 points with the lowest school having a score of 2 and a maximum of 5. Use of document analysis in research provides a reliable method of obtaining reliable and accurate data that is often

accessible in a cost effective way. The method of document analysis in research is a good and sometimes even cost effective (Mogalakwe, 2006). In the end, the cooperation was determined for each school together with its overall performance index of the school.

3.8 Validity and Reliability of Research Instruments

This section discusses how the validity of the instrument was ascertained and how the reliability was established.

3.8.1 Validity of Instruments

Validity is an essential criterion for evaluating the quality and acceptability of research. Burns (in Zohrabi, 2013) stresses that Generally, researchers use different instruments to collect data and therefore, the quality of these instruments is very critical because “the conclusions researchers draw are based on the information they obtain using these instruments” (Fraenkel et al., 2012). Thus, it is imperative that the data and the instruments need to be validated. Two types of validity were tested; Content validity and internal validity.

Content validity is related to a type of validity in which different elements, skills and behaviors are adequately and effectively measured. Content validity indicates the content reflects a complete range of the attributes under study and is usually undertaken by seven or more. The research instruments and the data were reviewed by the experts including my supervisors in the school of education. Based on the reviewer's comments the unclear and obscure questions were revised and corrections made.

Also, the ineffective and nonfunctioning questions can be discarded altogether. In addition, the questions could be face validated by research supervisors or education experts. Mainly, internal validity is concerned with the congruence of the research findings with the reality. Also, it deals with the degree to which the researcher observes and measures what is supposed to be measured (Zohrabi, 2013).

3.8.2 Reliability

A research tool is said to be reliable if internal consistency describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of the items within the test. Reliability estimates show the amount of measurement error in a test (Tavakol, 2011). Tavakol (2011) indicates that, as the reliability estimate increases, the fraction of a test score that is attributable to error will decrease (Tavakol, 2011). It is noted that the reliability of a test reveals the effect of measurement error on the observed score of a student cohort rather than on an individual student.

To calculate the effect of measurement error on the observed score of an individual student, the standard error of measurement must be calculated (Tavakol, 2011). The reliability test was carried out on the instrument, where 10 of each group of respondents comprising teachers and learners were administered with the research instrument in the neighbouring Moiben and Ainabkoi sub counties within Uasin Gishu county, different from where the study was carried. This is because the sub counties has similar educational characteristics with the study area.

Responses were cleaned and coded into SPSS version 20 and reliability coefficient (Cronbach's Alpha) obtained. A Cronbach's coefficient for the teachers' and learners questionnaire were 0.681 and 0.709 respectively (Appendix VI). Nunally (in

Panayides (2013) indicates that coefficient of at least 0.7 indicated a good measure of reliability measure (Panayides, 2013). Therefore, the two were close or more than 0.7 and hence the teachers and learners questionnaire were reliable for data collection.

3.9 Data Collection Procedures

The researcher obtained permission from University of Eldoret (UOE) to carry out the research in the field. An application seeking authority to carry out research was forwarded to the National Commission of Science, Technology and Innovation, (NACOSTI). Upon receipt of permission from NACOSTI, the researcher reported to the County Commissioner and Sub County Education Office in Soy and Turbo sub-counties about the intended research. Further, the researcher sought permission from the Head Teachers of the selected public Primary Schools for the study. This was done about two weeks prior to the commencement of the study to allow time for any adjustment.

The data for the study was collected using questionnaire, interview schedules and document analysis. In content analysis the document analyzed include pre-mock examination and PA minutes of meeting for the same year, that is 2014. To ensure that the subject had been understood, the test procedure, the test instructions were read aloud and demonstrations on how to respond to the items was shown on the chalkboard. The respondents were not allowed to fill in some sample of the instruments until they had clearly understood the procedure. The researcher used two trained assistants to administer the questionnaires to the teachers and learners of selected primary schools. The researcher herself interviewed the PA representative and duly filled the interview guide. The period of data collection lasted about one

month for all the tools used to collect the data, that is the questionnaire, interviews and documents analysis because they were done concurrently.

3.10 Data Analysis

Data analysis is the process of systematically searching and arranging data obtained from the field with the aim of interpreting and presenting them to others (Orodho,2009). The parental involvement in the education of their child or children at home or in school were measured on a five point-likert type scale, in which a response of Strongly Disagree (SD) on the lower end of the scale were scored one (1) while a response of a Strongly Agree (SA) on the upper end of the scale was scored on a five (5). Summation or average was obtained to ascertain the level of participation of the parent. Pre-mock examination scores were averaged and schools ranked. Modeling using simple regression was done to quantify the effect of each aspect of parental involvement (independent variable) and academic achievement (dependent variable). Data from open ended questionnaires items was grouped under broad themes and converted into frequency counts and descriptive statistic sincluded means, percentages and standard deviation. Interview data was grouped thematically and analyzed qualitatively.

3.11 Ethical issues

There are many ethical issues that arose from the study.The researcher upheld ethical principles as much as possible. At this point of the research the most obvious principals included openness, honesty, objectivity, integrity, carefulness and confidentiality. There was need to share data, results, ideas, tools, resources while being open to criticism and new ideas (Resnik, 2011). Therefore, the researcher ensured that the participants consent was guaranteed and anonymity was taken care of.

The researcher explained the aims and objectives of the study to all respondents in order to remove any doubt hence avoid any misconceptions and poor attitude among the teachers, learners and members of PA. On the other hand, Shamoo and Resnik (2009), indicates that it is very important to assure the respondents of total confidentiality for any information that they were going to provide. Therefore, the researcher explained the provisions of total confidentiality so that the respondents felt free when participating in the research.

All matters under this study were purely for the well-being of learners. The learners were thus made to know that, all data collected would be used for research purposes only. The recorded information was only used within the requirements of the study hence, the respondents were not required to indicate their names or identification on the questionnaire and all had the freedom to ignore what they did not wish to respond.

Chapter Summary

This chapter outlined the methodology of the chapter. It gave the design appropriate for the study, which is survey study. The chapter also describes the study area that is Soy and Turbo sub-counties in Uasin Gishu County in which the study population comprised of all the PA members, class eight teachers and learners in the sub county. More importantly, the procedure of selecting the representative sample is narrated where stratified and random sampling are applicable. It further describes how the data was collected from the field, how analysis was done as well as presentation and interpretations.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND INTERPRETATION

4.1 Introduction

This chapter deals with analysis of data to give results, presentation of those results and their interpretation. The study sought to determine the extent of parental involvement in helping and supervising their children's academic work at home, effect of Parents Associations' (PAs) cooperation on learner's academic achievement. The factors that parents consider when making school choice for their children and establish the challenges that parents face when involving themselves in their children's academic work.

Questionnaire copies were administered to 249 learners and 46 teachers, while interviews were conducted for 46 PA representatives. Random Sampling was used to select the learners who participated in the study. One class teacher and a Parent Association's (PA) representative, who were on the various schools visits between the months of January and March, 2016 were purposively selected. The chapter presents descriptive statistics on demographic characteristics of the respondents and inferential statistics (simple linear regression) in establishing the association between PA cooperation and achievement in school. Quantitative data were collected and analysis done using descriptive statistics such as frequencies and percentages. Presentation was done using frequency tables and charts. The above activities were guided by the research objectives and the research questions.

4.2 Demographic Information

This section analyzed the demographic data of the selected respondents, who comprised pupils and teachers. It helped to build a profile of the respondents with respect to their gender, age as well as pertinent issues that revolve around parental involvement in the education of their children. This was of importance because it gave an overall picture of some of the characteristics of the respondents involved in the study. The findings on this demographic information are summarized in the subsequent sub-headings and Tables.

4.2.3 Ages of the Respondents in Years

The study sought to find out the ages of the respondents. This was important because an understanding of these figures was important in validating the results obtained pertaining to parental involvement. In other words, it ascertains that responses can be relied because age is a component of experience. The findings of the study showed that 90.3% of the respondents were aged 11-15 years, 21(8.5 %) were aged between 16 and 30 years while 3(1.2) were aged between 20-25 years. On the other majority 40(87.0%) of the teachers were aged more than 30 years. The findings are summarized in Table 4.1.

Table 4. 1Age of the Respondents

Age (yrs)	Pupils		Teachers	
	Frequency	Percent	Frequency	Percent
11-15	225	90.3		
16-20	21	8.5		
20-25	3	1.2	3	6.5
26-30	-	-	3	6.5
>30	-	-	40	87.0
Total	249	100.0	46	100.0

Source; Author, 2017

The study results indicated that majority of the pupils are within the age bracket of being in standard eight. The teachers are in their mid life age and thereby exhibiting some relative experience in their teaching work. Further, the teachers are presumed to have an understanding of the major reason of the research and gave relevant information on the parental participation in the education of their children.

4.2.4 Gender of the Respondents

The researcher sought to find out the gender of the respondents as it was necessary to determine the gender of the respondents that were sampled in order to stratify them according to their gender. The study results indicated that majority of the class eight pupils and teachers were females.

Table 4. 2 Gender of the respondents

Gender	Pupils		Teachers	
	Frequency	Percent	Frequency	Percent
Male	109	43.6	20	43.5
Female	140	56.4	26	56.5
Total	249	100.0	46	100.0

Source; Author, 2017

The results of Table 4.2 implies that most of the respondents that were sampled were female; this was based on the approximate gender proportion 2:3 (male: female) ratio of the accessible population. As expected the proportion of female and male pupils were consistent with the proportion of male and females across all the ages depicted, that is, in the female category, there was higher proportion of the pupils aged between

11-15 years in both the categories; 129(85.7%) and 166(93.8%) for males and female pupils respectively.

4.2.5 Age distribution of teachers by Gender

The study findings indicated that, while the majority of the teacher respondents were female teachers, majority were aged over 30 years. This is in contrast with male teachers whose higher proportionality were aged below 30 years (Table 4.3).

Table 4. 3 Age distribution of teachers by gender

Age Category		Gender		Total
		Male	Female	
20-25	Count	2	1	3
	% within Age	66.7%	33.3%	100.0%
26-30	Count	1	2	3
	% within Age	33.3%	66.7%	100.0%
>30	Count	17	23	40
	% within Age	42.5%	57.5%	100.0%
Total	Count	20	26	46
	% within Age	43.5%	56.5%	100.0%

Source: Author, 2017

The findings in Table 4.3 indicated two things on human resource as far as basic education is concerned; either the male teachers have opted out of the teaching profession early before retirement or there is poor distribution of male and female teachers across schools in Soy and Turbo sub-counties. .

4.3 Extent of parental involvement in helping and supervising their children with academic work at home

This section presents findings on objective one, that is, the extent to which parents participate or get involved in helping and supervising their children with academic

work at home. This extent has been expressed in percentage with higher percentages showing more involvement and vice versa.

4.3.1. The Extent of Parental involvement in education

The study sought to explore the extent to which parents are getting involved in the education of their children. The pupils were asked if their parents involved themselves in school activities such as parent orientation and socialization activities, formal parent–teacher meetings about child’s progress and parents information sessions. The study findings indicated that majority of the parents involve themselves in school activities, since the pupils who indicated that their parents involved themselves in school activities were 199(79.9%) as opposed to 32(12.2%) who did not involve themselves in school activities. Five percent 12(5.0%) indicated that their parents get involved somehow in the school activities (Table 4.4).

Table 4.4 My parents involve themselves in school activities

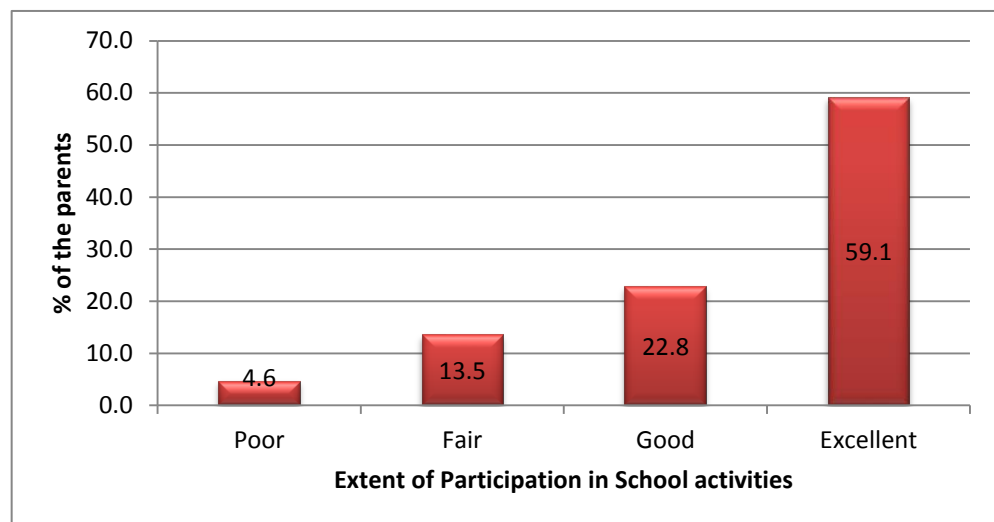
Response	Frequency	Percent
Yes	199	79.9
No	32	12.7
Somehow	12	5.0
Not sure	6	2.3
Total	249	100.0

Source: Author, 2017

Some studies such as those conducted by The National Center for Education Statistics (NCES, 2012) in the united states have gone ahead and indicated school or school related activities that parents usually participate. The most common school-related activity that parents were reported participating in during the school year was attending a general school or a parent-teacher organization or association (PTO/PA)

meeting at 87% (NCES, 2012). In addition, 76% of parents were reported to be attending a regularly scheduled parent-teacher conference; 74% had parents who attended a school or class event while 42% had parents who volunteered or served on a school committee.

Further, 58% had parents who participated in school fundraising; and 33 percent had parents who met with a guidance counselor (NCES, 2012). The results of Table 4.4 is consistent with the results of Figure 4.1, where the pupils were asked the extent to which their parent got involved in school activities. The research findings indicated that participation of the majority 204(81.9%) of the parents was good or excellent. Out of these participation of 147(59.1%) was excellent while a 57(22.8%) was good (Figure 4.1).



Source; Author, 2017

Figure 4. 1 Pupils opinion on parent's participation in school activities

4.3.2 Teachers view on the Extent of Parental Involvement

The opinion of the teachers was also sought on extent of the parental involvement, and the results were consistent with those of the learners. However, the proportion of

the parents who were involved mattered a lot. There is concern, however on the proportions of the parents who were not involved 2(4.6%) or fairly involved 17(36.3%) in the education of their children (Table 4.5). Broethel (2003), indicates that, there are variations in levels of parental involvement in children's learning at home depending on many factors. One of this factor is socio-economic status (SES) of the family (Hill, Tyson, & Bromell, 2009).

There are as many factors as well but are subject to vary because of differences in educational level (Arias and Morillo-Campbell, 2008), ethnic and cultural backgrounds (Yamamoto and Holloway, 2010). Parental involvement may also vary because of differences in ethnic and cultural backgrounds between parents and teachers (Yamamoto and Holloway, 2010).

Table 4. 5 Teacher's view on parent's participating in school activities

Involvement	Frequency	Percent
Not involved	2	4.6
Fairly involved	17	36.3
Very involved	27	59.1
Total	46	100.0

Source; Author, 2017

4.3.3 Parents' talk about School

Other indicators of parental participation in school included whether parents' talk well about their children's school. The study findings indicated that parents talk well about their children's school. Among those who talk well about the school 16(6.5%)

indicated that it is okay, 65(26.2%) talk well about the school and 167(67.3%) talk very well of the school (Table 4.6).

Table 4. 6 Parent’s talk about the School

Do your parents’ talk well about your school		How well parents talk about the school			
		Not at all	Just Okay	Well	Very well
Yes	Count	0	16	65	167
	% within Yes	0.0%	6.5%	26.2%	67.3%
No	Count	2	1	0	0
	% within No	66.6%	33.3%	0.0%	0.0%
Total	Count	2	17	65	167
	% within Do your parents’ talk well about your school	0.81%	6.8%	25.9%	67.3%

Source; Author, 2017

The table reveals that, parents may not be getting involved, not because they don’t like their children’s school but because of other reasons. Various studies have indicated that there are many reasons as to why parents choose school. A study done by McCarthy (2013) in Australia, parents choose a school for their children based on three main factors; proximity of school, academic and religious reasons McCarthy (2013).

4.4 Participation of Parents in their Children’s education

This section highlights the various way in which the parents are involved in the education of their children. They include participating in assisting in homework, provision of a conducive learning environment at home and participation in school activities.

4.4.1 Participation of Parents in homework

The study further sought to find out parental involvement in helping their children in their homework, in checking whether their child or children have done some homework or whether they guide their children in their home study. The study findings indicate that on average 28(60.0%) of the parents agree all the aforementioned participation as far as homework is concerned. On helping their children in their homework, 86(33.3%) and 90(34.9%) strongly agreed and agreed that indeed they help their children in doing their homework (Table 4.7).

Table 4. 7 Participation of Parents in homework

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	N %	N	N %	N	N%	N	N%	N	N%
My parents/guardians often help me in my homework	46	17.8	32	12.4	4	1.6	90	34.9	86	33.3
My parents/guardians understand all the subjects	36	14.1	60	23.4	3	1.4	91	35.5	32	12.5
My parents/guardians often check whether I have done my homework	18	7.2	7	2.8	1	0.8	110	44.2	96	38.6
My parent(s)/guardian often guide me on what I study	53	22.1	40	16.7	1	0.8	55	22.9	78	32.5
My parent(s)/guardian give correct answers to my class assignment	57	22.4	61	24.0	1	0.8	100	39.4	26	10.2

Source: Author, 2017

The results further reveals that the proportion of parents that participated in checking whether their child or children have done some homework comprised a total of 123(48.0%), out of which 91(35.5%) agreed (Table 4.7). For parents to be able to help their children with their homework, they will be required to exhibit some understanding of almost all the subjects so that they are able to provide correct answers to the questions asked. According to the pupils, 206(78.2%) of the parents are

able to occasionally check their child's or childrens' homework, with 38.6% and 44.2% agreeing and strongly agreeing to the same. Fifty-five point-four 133(55.4%) of the parents could only manage to guide their children in their study. Out of this 32.5% strongly agreed and 22.9% agreed (Table 4.7). There is a discrepancy between the understanding of the subjects and being able to provide answers to the questions. This may imply that some of the answers could be wrong or inaccurate.

The results indicate that participation is generally low at this era when parents are expected to fully participate in every aspect of school activities and school work. Parents participation is crucial to child's and school's overall performance. According to Barrera et al, parents play a key role in the academic achievement of their children (Barrera, 2002; Grant and Ray, 2010; Harris and Goodall, 2008; Epstein, 2008). These results indicate some degree of parental involvement, but there is concern on non participation.

The proportion of the parents who are not involved in any way in the education of their children, however small is quite alarming and interventions are required at the earliest opportunity. These study findings are in agreement with Echaune (2015) that parents who are not involved in homework of their children should be encouraged to continue. In the study conducted by NCES in the year 2013, parental involvement was rated at 67% and this seems to be on a downward trend with the results now in Soy and Turbo sub-counties indicating 60.0% involvement. This problem is compounded by the fact that more and more homework assignments are given by the teacher at school.

The study indicated that pupils who did homework outside of school comprise about 214(86%). These statistics reveal that, there are quite a number of pupils whose home

work is left unattended by an adult in the home. It cannot, therefore be over emphasized that, when schools and families work together, children have higher achievement in school and stay in school longer (Henderson & Mapp, 2007, Jeynes, 2007, Pomerantz, Moorman, & Litwack, 2007).

4.4.2 Participating in provision of learning environment

There is the other aspect of parental involvement; providing the child or children with what they require for learning at home like purchasing text books for use and facilitating learning at home like allocating the children time. On average 174(76.9%) of the parents can do any of the above in facilitating learning at home, that is they are able to provide what is required for learning at home; 93(36.4%) for those agreeing and 106(41.1%) for those strongly agreeing (Table 4.8). Over 202(78.2%) and 193(74.8%) of the parents purchase books for their children's use at home. and allocate study time at home respectively (Table 4.8).

Table 4. 8 Learning environment at home

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	N%	N	N%	N	N%	N	N%	N	N%
My parents/guardians often provide me with what you require for your leaning at home	31	12.0	8	3.1	19	7.4	94	36.4	106	41.1
My parents/guardians often purchase books for your use at home.	14	5.4	24	9.3	18	7.0	117	45.3	85	32.9
My parents/guardians often allocate study time at home	40	15.5	20	7.8	5	1.9	120	46.5	73	28.3

Source: Author, 2017

4.4.3 Participation in School Activities

There are many other activities that parents may get involved in the school. Such activities include orientation activities in school, parent–teacher meetings about child’s progress e.g. PA, AGM and parent information and socialization sessions. The results indicated that most 206(79.9%)of the parents do participate in parents orientation activities early at the begining of each year. Out of this, 138(53.5%) agreed and 68 (26.4%) strongly agreed on the same This was followed by parents participating in formal parent–teacher meetings (79.5%) about child’s progress. other activities which parent participate includes attending parent's parent information sessions 175 (68.9%), Social activitie that promote contact 163(64.9%) and purchasing regular newsletters about your school programs and events 170(66.1%) (Table 4.9).

Table 4. 9 School Activities that parents engage according to pupils

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	N%	N	N%	N	N%	N	N%	N	N%
Parent orientation activities early in the year	10	3.9	31	12.0	11	4.3	138	53.5	68	26.4
Formal parent–teacher meetings about child’s progress e.g. PA, AGM	26	10.1	19	7.4	8	3.1	121	46.9	84	32.6
Parent information sessions	37	14.6	29	11.4	13	5.1	128	50.4	47	18.5
Social activities for parents that promote contact or support eg sports activities	27	10.8	49	19.5	12	4.8	109	43.4	54	21.5
Purchasing regular newsletters about your program and events	43	16.7	26	10.1	18	7.0	91	35.4	79	30.7

Source; Author, 2017

A survey conducted in the United states in 2007 by Department for Children, Schools and Families (DCSF) in 2007, revealed that parents participated in a wider range of activities with their children, which included doing school projects together (83%) making things (81%), playing sport (80%) and reading (79%). This is comparable, since the study findings indicated that parents/guardians often allocate study time at home to read with their children (NCSF, 2007).

4.5 Effect of Parents Associations (PA) cooperation on pupils academic achievement

Research by Barrera et al, indicates that parents play a key role in the academic achievement of their children (Grant and Ray, 2010; Harris and Goodall (2008); Epstein, 2008;). PA is a body established to promote quality care, nutritional and health status of the pupils and maintain good working relationship between teachers and parents (GOK, 2014). PA membership is a representative body and virtually represents the parents in the school. Good leadership of PA may bring and maintain focus for the school and this may influence performance. The study sought to explore on the cooperation of the parent teachers association and how it influences the achievement of the pupils. The Academic achievement (AC) comprised the dependent variable while the PA cooperation comprised of (PA) comprised the independent variable. PA cooperation was measured on a five point scale with the highest cooperation tending toward five (5) and the lowest cooperation tending towards one (1). The cooperation was determined for each school together with the overall performance index of the school. Modeling was done using simple linear regression in a bid to predict academic performance based on PA level of cooperation. The equation took the form:

$$AC = \beta_0 + \beta_1 (PA) \dots\dots\dots i$$

Where PA is the Independent variable

AC is the Academic Achievement

Therefore the equation(s) with regard to the variables are as follows:

For PA cooperation and Performance;

$$AC = 3.988 + 0.523 x * PA$$

Table 4.10 Coefficient of Regression model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.988	0.740		5.386	.003
PA	0.523	195	0.376	2.688	0.01

Source; Author, 2017

From the equation, the coefficient in which the PA is its factor is approximately half. However, there is significant contribution (14.1%) of the PA on the AC (Table 4.11).

Table 4. 11 Regression model

Statistics			
R	R Square	Adjusted R Square	Std. Error of the Estimate
Year = 2015			
.396	.141	.122	0.738

Source; Author, 2017

Based on this results, the study argues on this basis that, PA contributes to the academic performance of the school. Therefore, PA cooperation in all aspects of the school is important to the performance of the school. Most schools that parents and teachers work together and make deliberations on the school and adhere to the policies, they perform well. This is because when parents show interest and love the school and participate, the children will also love the school and want to be associated with it. Teachers will also feel that they are supported by parents and their attitude towards the school and the children would be positive. Supportive parents will always strive to better the school by improving facilities, thereby improving the learning environment and this will improve the performance of the learners.

On the other hand, parents who appreciate teachers would boost their motivation to give quality teaching and mentoring. When parents and teachers work together, the learners benefit a lot since support comes from the home and school. Discipline will also go up because teachers and parents monitor the child and minimal cases of truancy will be experienced. A study done by Sanders and Sheldon (2009), research findings have identified certain aspects of parents association that lowered truancy among students (Sanders and Sheldon, 2009). The PA members were involved in monitoring pupil's whereabouts, thereby improving attendance and academic performance (Sanders and Sheldon, 2009).

4.6 Factors that parents consider when making school choice for their children.

The study sought to find out the factors that parents consider when making school choice for their children. The study findings indicated that a significant proportion (83.7%) of the parents consider the performance of the school, with 48.5% and 35.2% agreeing and strongly agreeing respectively. This was followed by the reputation of the school (81.5%). It is apparent that school's reputation sometimes is influenced by the performance of the school over the years and therefore parents consider the reputation. Stated otherwise, the reputation of the school is hinged on its stability over the years and may encompass other attributes like learners moral values and daily discipline (14.0%).

The study findings further revealed that influence from other parents 137(77.9%) was also a much reckoned factor when selecting a school for the child. Out of these, 48(27.3%) strongly agreed while 89(50.6%) agreed that they choose the schools because of influence from fellow parents. Asked whether the syllabus coverage may be a contributing factor, less than half of the parents 83(47.7%) were in agreement

with 17(9.9%) having a strong affirmation. The other factors that parents consider when selecting schools for their children include quality teaching staff 69(39.5%), effective educational environment 98(53.2%), school specialties (53.2%) and nearness to home 93(36.1%) (Table 4. 12).

Table 4. 12 Factors that parents consider when making school choice

Statement	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Influence from other parents	7	4.1	24	14.0	7	4.1	89	50.6	48	27.3
Schools' syllabus Coverage	32	18.0	38	21.5	22	12.8	66	37.8	17	9.9
Good reputation	48	27.5	76	43.3	11	6.4	34	19.3	6	3.5
Quality teaching staff	34	19.2	68	38.9	4	2.4	45	25.7	24	13.8
Student moral values and daily discipline	72	41.1	61	35.1	16	8.9	20	11.3	6	3.6
Schools' environment and facilities	21	12.3	50	28.8	4	2.5	48	27.6	50	28.8
Effective educational environment	14	8.3	28	16.0	39	22.5	70	40.2	23	13.0
School specialties	26	14.8	38	21.9	35	20.1	64	36.7	11	6.5
Nearness to home	39	22.5	56	32.0	17	9.5	37	21.3	26	14.8
Academic performance	5	3.0	23	13.3	0	0.0	85	48.5	62	35.2
Co-educational and single-sex schools	11	6.5	18	10.1	3	1.8	80	45.8	63	35.7

Source; Author, 2017

The results above disagrees with studies by Rehman, Khan, Tariq & Tasleem (2010) which showed that a majority of parents in the area surveyed preferred their child to attend any other school other than the closest one. The study findings indicate that a small relatively proportion (36.1%) of the respondents would prefer a school which is near home. In particular there are factors that parents consider when considering taking their children into private school. According to studies by (Hsu & Yuan fang,

2013), parents emphasize on the importance of private schools' syllabus, schools' environment and facilities when selecting to enroll their children in private schools.

4.7 Challenges that parents face when involving themselves in their children's academic work

The study sought to establish the challenges that parents face when involving themselves in their children's academic work. In particular, the study sought to find out if lack of English language proficiency, parental educational level, disjuncture between school culture and home culture, and lack of time, among other challenges, affect parental involvement in the education of their children. The study results, according to the pupils, indicated that, one of the biggest challenge that face parents when involving themselves in the education of their children or school is lack of time 207(71.30%); out of these 78(26.8%) agreed and 129(44.5%) strongly agreed that lack of time was the biggest challenge that stand in the way of parents involvement in school activities.

This was followed by the parental educational level 159(55.00%) with 65(22.5%) and 94(32.5%) agreeing and strongly agreeing, that parental education affect their participation in school. Related to parental educational level, is lack of English language proficiency 157(54.30%), basic literacy 119(41.30%) and numeracy skills 124(42.90%).

Other challenges that parents face in involvement in their children's academic work included a disconnect between school culture and home culture (46.30%) and childcare issues demands of other children 157(53.5%). See Table 4.13 . The results indicate a scenario where parents are very busy with day to day chores and work. The

working environment is so intense that parents hardly find time for getting involved in the education of their children.

Table 4.13 Challenges that parents face in involving themselves in their children's education

Statement	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Lack of English language proficiency	52	17.9	47	16.2	33	11.6	80	27.7	77	26.6
Parental educational level	21	7.1	48	16.6	62	21.3	65	22.5	94	32.5
Disjuncture between school culture and home culture	43	15.0	83	28.8	29	10.0	54	18.8	79	27.5
Logistical issues	22	7.6	54	18.8	63	21.8	49	17.1	100	34.7
Basic literacy and numeracy skills	52	18.0	52	18.0	30	10.5	55	19.2	99	34.3
Lack of time generally	18	6.1	23	7.9	42	14.6	78	26.8	129	44.5
Childcare issues/the demands of other children	52	17.9	47	16.2	33	11.6	80	27.7	77	26.6

Source; Author, 2017

The above results deviates from other studies such as those by Henderson and Mapp (2002) who did not perspectively highlight the challenges that parents go through when getting involved but gave indication of the challenge that lies in the midst of the school and the family. The study emphasized that when schools and families work together, children will have higher achievement in school and stay in school longer

(Henderson and Mapp, 2002). The other challenge that cut across is to do with literacy.

The study results agree with the works of Nyama (2010), who asserts that parents' literacy levels, that include basic literacy and numeracy skills and education level indeed affects their involvement in their children's education and academic achievement. The study findings also agrees with Hill, Tyson, & Bromell (2009), who indicated that parents in families with lower SES often have fewer years of education and, possibly, have had more negative experiences with schools, and hence may feel unprepared to be involved (Hill, Tyson, & Bromell, 2009). This is indeed one of the challenges that parents in the study area are facing.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter is divided into three sections; the discussions of objectives of the research findings, the second section present conclusion and the third section present recommendations and suggestions for further study. Parental involvement was high (81.9%) according to the pupils. Majority of the parents are positive about their children's school with the findings indicating they help their children in doing their homework, despite majority not having knowledge on the subject area.

Most parents facilitate learning at home with teachers able to give out a lot of homework. The cooperation of PA contributes to the academic performance of the school. On school choice for their children, majority of parents in the area surveyed prefer their child to attend any other school other than the closest one. Most parents cite lack of time as the biggest challenge that stand in their way from being involved.

5.2 Summary of findings

This section presents a discussion of the research findings based on the objectives of the study. First, the demographics of the respondents indicate the compliance to the third gender rule since each gender is at least one-third represented. However, there is no ruling out the unequal representation of the gender that has continued to afflict our society. However, what is more encouraging is the fact that more and more girls have enrolled en mass at least in the basic education subsector as evidence by the higher proportion of girls in standard eight in Soy and Turbo sub-counties. In addition, there are indications of relatively old aged teaching work force since majority are aged at least 30 years, giving indications of delayed recruitment by the government. The

government has for sometime frozen teacher recruitment because of huge recurrent expenditure.

5.2.1 Extent of parental involvement in helping and supervising their children with academic work at home

A section of parents in Soy and Turbo sub-counties, Uasin Gishu county are getting involved in the education at an average rate of 70%. As expected, those parents may be involved at home or at school. At home parents engage in ensuring that the child performs the assignments as expected. This may be a monitoring act or the parents may actually participate by providing answers to the actual and any other questions that the child may ask. The proportion of the parents who are not involved is relatively high (almost 30%) considering that we are in the information age.

This raises a lot of concern because the parental involvement has been shown to influence achievement. The most outstanding reason why parents are not getting involved is lack of time because of work life and other chores associated with earning daily living. Another form of parental participation is through buying learning resources for use at home and also creating a conducive environment for such learning to take place. Other than getting directly involved in school, parents may also be good ambassadors for their children schools' outside there.

One of the indicators of positive parents is talking well about their children's' school. A good and positive talk about a school raises the reputation of the school and other parents may change by fully getting involved in school affairs.

Home involvement on the part of the parents includes helping the children to do their homework. Again here, the parents' participation is rated at 60% and this is worrying

by many standards. This is because it means that about 40% of the learners are not guided in the home by the busy parents. There is the other problem of lack of understanding of the subject matter on the part of the parents and this may mean misguidance because the results indicate a discrepancy between the understanding of the subjects and being able to provide answers to the questions to be answered.

Therefore, participation is relatively low and some form of interventions is required to be mounted to reverse this trend. Studies such as those by NCES (2013) exhibit same trends of parental non involvement in the education of their children, and this may be similar in other environments across counties. In a fast pace world, time is a resource and children would better complete any assigned work at their homes and parents play a pivotal role.

5.2.2 Effect of Parents associations (PA) cooperation on pupils academic achievement

The study results revealed an indication of an association of PA cooperation and the academic performance of the school. Therefore, PA cooperation in all aspects of the school is important to the performance of the school. This affirms the fact that PA is an important organ as far as parental participation is concerned. The association primarily represents parent's decisions and is involved in formulating school policies and ensuring that such policies are implemented for quality education. The link between PA cooperation and academic performance informs that due attention should be put into strengthening PA associations for the betterment of the school.

5.2.3 Factors that parents consider when making school choice for their children

Parents will at all times consider the performance of the school before they take their children to those schools. School reputation goes hand in hand with the achievement of the school. Sometimes parents may influence each other and move their children to such schools together. Parents may as well consider a factor or a combination of other factors when selecting schools for their children. These factors may differ from parent to parent but common in particular society. In a study by Rehman, Khan, Tariq and Tasleem (2010), which showed that a majority of parents in the survey preferred their child to attend any other school other than the closest one.

5.2.4 Challenges that parents face when involving themselves in their children's academic work

The challenges that parents face when involving themselves in their children's academic work are many and included difficulties in English language proficiency, parental educational level, distinct between school culture and home culture, and lack of time, among other challenges, affect parental involvement in the education of their children. The most outstanding is lack of time. This is associated with the many works that parents engage in. Parents, in a bid to make ends meet, get involved in income generating activities that require their attentions from dawn to dusk.

Parental involvement is also confirmed to be influenced by parental educational levels. Parents with well grounded education background find it easy to participate in school activities without any difficulty. Related to parental educational level, is lack of English language proficiency. Educated parents find it easy to express themselves on a point in school development and so literacy in at least a national language is

paramount. Other challenges that parents face in involvement in school include disconnect between school culture and home culture.

5.3 Conclusion

Parents' participation is not satisfactory in many respects, however they are a busy lot and they find difficulty in getting involved in the education of their children. The work environment is so intense that parents hardly find time for getting involved in the education of their children, let alone guiding their children in their home work. Such children become disadvantaged because learning has the component of skill, knowledge and attitudes. From the research findings, it can be concluded that, parents are not involved as expected in school activities as well as in the education of their children. To date a significant proportion of the parent's still consider the performance of the school when choosing schools for their children. There are a myriad of challenges that are facing parents and include illiteracy, parent's educational level, disjuncture between school culture and home culture, and lack of time, among other challenges. There exists a relationship between the cooperation exhibited by parents through the PA and the academic achievement of schools and therefore concerted efforts need to be put in place in order to strengthen PA representatives.

5.4 Recommendations

In relation to the study, there is a clear indication that the participation of parents in the education of the children is relatively high, and that there exists a relationship between the cooperation of PA and student achievement. In addition, there are a myriad of challenges that make parents not to be involved in the education of their children and school activities. Therefore, the study recommends that:

1. The MOE formulates a policy to ensure full participation of parents in decision making in schools. In addition, the state department of MOEST need to formulate interventions on best practices to compel parents to participate wholly in the education of their children. This will be key since the implementation of the current policy is poor or it is ineffective.
2. The study findings indicated that PA cooperation influences school achievement in a great way, and therefore, there is need to strengthen PA as an important organ charged with many roles in the schools. PA cooperation and their behavior in contributing to decision making in school was important (14.1%) and therefore the parents body need to be encouraged. In addition a strong team of PA leadership need to be picked to provide leadership as far as management of school is concerned. This is important because properly constituted PA or Board of management of schools quarantees school achievement for millions of schools in Kenyan Schools.
3. Parents select schools majorly based on performance and there is need to demystify school selection criteria as this has led to parents to always jostle for slots in schools. A case in point is the governments' policy to initiate a public national secondary school in every county to avoid parents jostling for reknowned national schools who have been performing well in academics.

5.5 Suggestions for further study

Further research should be carried out to:

- (i) Compare parental involvement in lower primary, middle primary and upper primary since there are indications of differences.
- (ii) The extent to which parental involvement affect achievements in public schools in the study area.
- (iii) Find out the extent of cooperation of parents in individual classes and its effect on achievement

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APPENDICES

APPENDIX I: RESEARCH CONSENT FORM

Dear Participant,

I am a teacher but currently pursuing a master of philosophy in Early Childhood and Primary Education, University of Eldoret, Kenya. I am undertaking a study on **Parental involvement and their influence on academic achievement in Kenya Certificate of Primary Education**. May I kindly request you to participate in this study by responding to the items in the questionnaire as honestly and accurately as possible. Your response will be highly appreciated and kept confidential and will only be used in this study. Do not write your name on the questionnaire used in data collection. You are free to withdraw from this study at any time deemed fit. Please sign this letter if you accept to participate in the study.

Thank you for participating in this study,

Yours faithfully,

Ruth W. Titus

Participant signature

Date

APPENDIX II: RESEARCH CONSENT FORM

Dear Participant,

I am a teacher but currently pursuing a master of philosophy in Early Childhood and Primary Education, University of Eldoret, Kenya. I am undertaking a study on **Parental involvement and their influence on academic achievement in Kenya Certificate of Primary Education**. May I kindly request you to participate in this study by responding to the items in the questionnaire as honestly and accurately as possible. Your response will be highly appreciated and kept confidential and will only be used in this study. Do not write your name on the questionnaire used in data collection. You are free to withdraw from this study at any time deemed fit. Please sign this letter if you accept to participate in the study.

Thank you for participating in this study,

Yours faithfully,

Ruth W. Titus

Participant signature

Date

APPENDIX III: LEARNERS' QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

Please give your responses as sincerely as possible by either putting a tick or filling the space provided.

Do not write your name in any part of the questionnaire.

Answer ALL questions in the space provided

You will be provided with any additional information not captured by the questionnaire in the blank spaces after the questionnaires.

1. What is your age?

11 -15 Years	
16 – 20 years	
Above 20 years	

2. Gender?

Male	
Female	

SECTION B: PARENTAL INVOLVEMENT

3. My parents involve themselves in school activities?

Yes	
No	
Somehow	
Not sure	

4. What can you say about your parent(s) participation in school activities?

To a less extent (Poor)	
Small Extent (Fair)	
Fair Extent (Good)	
Very Much (Excellent)	

5. (a) Do your parents' talk well about your school?

Yes	
No	

(b) If yes, how well do they talk about the school?

Very well	
Well	
Just okay	
Not at all	

6. What do teachers say about your parent(s) participation in school activities?

Very involved	
Fairly involved	
Not involved	

7. The following are some of the home and school activities in which parents participate in your education. Respond to whether you Strongly Disagree (SD), Disagree (D), Undecided (UN), Agree (A) or Strongly Agree (SA) with the following statements.

A. Home learning Activities

Homework

	Activities	SD	D	UN	A	SA
7.	My parents/guardians often help me in my homework					
8.	My parents/guardians understand all the subjects					
9.	My parents/guardians often check whether I have done my homework					
10.	My parent(s)/guardian often guide me on what I study					
11.	My parent(s)/guardian give correct answers to my class assignment					

Home Learning environment

B. School Activities

	Activities	SD	D	UN	A	SA
12.	My parents/guardians often provide me with what I require for my learning at home					
13.	My parents/guardians often purchase books for my own use at home.					
14.	My parents/guardians often allocate study time for me at home					

Academic

	Activities	SD	D	UN	A	SA
15.	There are parent (s) orientation activities early in the year (e.g., meeting for parents);					
16.	Parent participate in our class programs (e.g., as a classroom volunteer)					
17.	There are formal parent–teacher meetings about child’s progress					

18.	Parents are provided with adequate information about the school					
19.	Does your parent contribute to giving motivation gifts towards your academic work.					

Non-Academic

	Activities	SD	D	UN	A	SA
20.	Parent are orientated on these activities early in the year (e.g., meeting for parents);					
21.	There are formal parent–teacher meetings about my progress e.g. PA, AGM					
22.	Our school has parent information sessions during the year					
23.	There are social activities for parents that promote contact or support e.g sports activities					
24.	The school provides regular newsletters about my program and events					

25. What does your parent say about what makes them not participate in school activities? (Indicate N/A if they are participating)

.....

.....

.....

.....

.....

.....

APPENDIX IV: TEACHERS' QUESTIONNAIRE

This questionnaire is for collecting data which is purely for academic purposes. The study seeks to investigate the **Parental involvement and their influence on academic achievement in Kenya Certificate of Primary Education**. All information will be handled with strict confidentiality. Do not write your name or that of your school, neither put any identification on the questionnaire. Please give your responses as sincerely as possible by either putting a tick or filling the space provided.

1. Age?

20 -25 Years	
26 – 30 years	
Above 30 years	

2. Gender

Male	
Female	

3. Level of Education

P1 []

ATS []

Diploma []

Degree []

Any Other (Specify)

SECTION B: PARENTAL INVOLVEMENT

4. Do Parents involve themselves in school activities?

Yes	
No	

5. (a) Do you give out homework?

Yes No

(b) If yes, how often?

Once a week []

Twice in a week []

Thrice in a week []

Weekly []

Monthly []

6. To what extent do parents get involved in school activities?

To a less extent (Poor)	
Small Extent (Fair)	
Fair Extent (Good)	
Very Much (Excellent)	

7. What is the perception of parents towards school involvement?

Positive	
Negative	
Neutral	
Don't know	

8. How do teachers judge the degree of involvement of parents in their children’s education?

Very involved	
Somewhat involved	
Not involved	

The following are some of the school activities in which parents participate. Respond to whether you Strongly Disagree (SD), Disagree (D), Undecided (UN), Agree (A) or Strongly Agree (A)

School Activities

	Activities	SD	D	UN	A	SA
9.	Parents orientation activities are held early in the year (e.g., meeting for parents);					
10.	Parents participate in your program (e.g., as a classroom volunteer)					
11.	There are formal parent–teacher meetings about child’s progress					
12.	There are parents information sessions					
13.	Parents are provided with school newsletters					

14. What challenges do you think parents face when involving themselves in the education of their children?

.....

.....

.....

(b) Which of these factors are teacher related?

APPENDIX V: INTERVIEW SCHEDULE (PA)

SECTION A: Demographic data

Interview Number []

Gender Male [] Female []

Age -----

School-----

SECTION B

1. Do parents' of this school participate in school activities?

.....
.....
.....

In your opinion, are there areas that they are more involved than others?

.....
.....
.....

What role is the school playing that is geared towards parents' involvement?

.....
.....
.....

Are parents satisfied with the extent to which the school makes them involved?

.....
.....
.....

What are your suggestions on getting parents involved in school?

.....
.....
.....

2. Do parents participate actively in assisting their children in their homework?

.....
.....
.....

- 3. What do you think parents consider when, they are bringing their children to this school?

.....
.....
.....
.....

- 4. What challenges do parents face when they try to get involved in the day to day affairs of the school?

.....
.....
.....
.....

APPENDIX VI: RELIABILITY ANALYSIS

Case Processing Summary

		N	%
Cases	Valid	46	100.0
	Excluded ^a	0	.0
	Total	46	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.681	5

Case Processing Summary

		N	%
Cases	Valid	205	82.2
	Excluded ^a	44	17.8
	Total	249	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.709	15

APPENDIX VII: RESEARCH PERMIT – UOE



SCHOOL OF EDUCATION

P.O. Box 1125 -3100, ELDORET, KENYA
Tel. 053-2063111 Ext 2232

Our Ref: UOE/SOE/CIM/02

5th January, 2016

The Executive Secretary,
National Council for Science Technology & Innovation
P.O. Box 30623-00100,
NAIROBI.

Dear Sir/Madam,

**RE: RESEARCH PERMIT FOR RUTH WANGECI TITUS REG NO:
EDU/PGEC/1002/13**

This is to confirm that the above named Post Graduate Student has completed Course work of her Master of Education with specialization in Early Childhood and Primary Education.

She is currently preparing for field research work on her thesis entitled: ***“Parental Involvement and their Influence on Academic Achievement in the Kenya Certificate of Primary Education: A case of Public Primary Schools in Eldoret West Sub County, Uasin Gishu County.”*** The proposal was examined and approved by academic board of examiners of the school of education on 10th October 2015.

Any assistance accorded her to facilitate acquiring research permit for field research will be highly appreciated.

Yours faithfully,

DR. JACOB LOLELEA NATADE
**HEAD, CURRICULUM & INSTRUCTION/
EDUCATIONAL PSYCHOLOGY**

Head of Department
Curriculum & Instruction
UNIVERSITY OF ELDORET

APPENDIX VIII: RESEARCH AUTHORIZATION DATA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/73105/10833

11th May, 2016

Ruth Wangeci Titus
University of Eldoret
P.O. Box 1125-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Parental involvement and their influence on academic achievement in the Kenya Certificate of Primary Education: A case of public primary schools in Eldoret West Sub County, Uasin Gishu County,*" I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **10th May, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

APPENDIX IX: RESEARCH AUTHORIZATION FROM MOEST



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION**

Telegrams: "EDUCATION", Eldoret
Telephone: **053-2063342** or 2031421/2
Email: eldoretwestdeo@yahoo.com
eldoretwestdeo@gmail.com
When replying please quote:

Office of The District Education Officer
Eldoret West District
P.O. Box 371,
ELDORET.

Date: 30th June 2016

Ref: No. EDW/UG/GEN/3/VOL.VI/6

Ruth Wangeci Titus
Moi University
PO BOX 3900-30100
ELDORET

[Handwritten Signature]
DEPUTY COUNTY COMMISSIONER
TURBO SUB-COUNTY
30/6/2016

RE: RESEARCH AUTHORIZATION

This office has received your request for authority to carry out research on "*Parental involvement and their influence on academic achievement in the Kenya Certificate Primary Education: A case of public primary schools*" in Eldoret West Sub County.

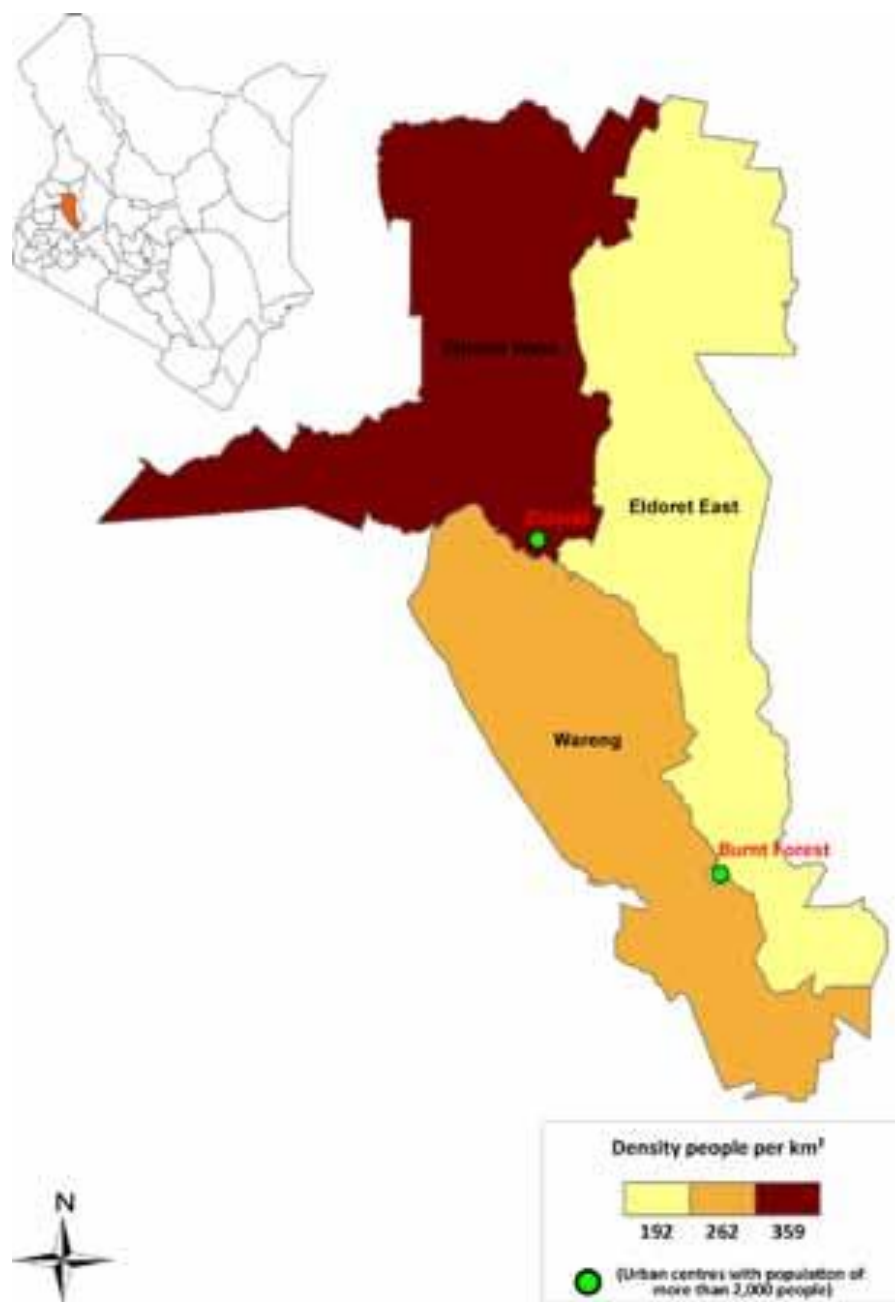
We wish to inform you that your request has been granted for a period ending 10th May 2017.

The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this research.

[Handwritten Signature]
JANE LOCHO For DISTRICT EDUCATION OFFICER
FOR: SUB COUNTY DIRECTOR OF EDUCATION
ELDORET WEST SUB COUNTY

/pcy

APPENDIX X: MAP OF SOY-TURBO SUB-COUNTIES SUB-COUNTIES

Source: IEBC Boundaries, 2013