

**PARENTAL INVOLVEMENT AND PUBLIC PRIMARY SCHOOLS'  
IMPROVEMENT IN, NANDI DISTRICT,  
KENYA.**

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A thesis  
Presented to the college of  
Higher Degree and Research  
Kampala International University  
Kampala Uganda

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**In Partial fulfillment of the Requirements for the Degree  
Of Master of Educational Management**

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**May 2013**

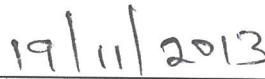
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## APPROVAL SHEET

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## **DEDICATION**

This dissertation is dedicated to my husband Wilson Kosgei and my children Roy and Lyn. May the almighty Lord be our everlasting saviour.

## **ACKNOWLEDGEMENT**

My first appreciation goes to our God who as enabled me to reach this far. The good health, breath and knowledge I have is from my creator. I must thank my family for the support they have given me since I started my course. More so goes to my mother Jael Lagat, my husband Wilson Kosgei and my children. I am very grateful for their contribution to my progress at Kampala International University. My supervisor Dr. Kayindu and all my respondents who assisted me during my studies; I will take this chance to thank all of them for their tireless efforts.

## ABSTRACT

The **purpose** of the study was to establish the relationship between parental involvement and public primary school improvement in Nandi district, Kenya. The problem in this study was parents' involvement in school activities which needed to be considered for improvement of school standards in terms of academic performance, discipline, extra – curricular activities and modern learning and teaching resources. The **objectives** of the study were; to establish the extent of parental involvement, to establish the level of public primary school's improvement; as well as to establish the relationship between parental involvement and public primary school's improvement in Nandi district. **Methodology**; this study was guided by descriptive correlational designs with qualitative and quantitative approaches. Population used in this study was 300 respondents from standard eight classes in nine public primary schools in Nandi district, Kenya. The sample size was 50 done at school level and student level by purposive sampling method. This study used questionnaire instrument to collect data from the respondents. **Data analysis**; frequency and percentage distribution were used to determine profile of the respondents. Data gathered were corrected and encoded in computer and statistically treated using the statistical package for social sciences (spss). The mean were used to measure the extent of parental involvement and the primary schools in Nandi district. Pearson's product moment correlation was used to establish the relationship between the parental involvement and the level of school improvement in Nandi district. **Findings** indicated that the independent variables (parental involvement) influences highly the depend variables (school improvement) as shown by the sig-value of 0.001. **Conclusion**; parents are the major aspects of improvement of any school. They provide the basic needs to their children and have good relation to them and the teachers. **Recommendation**; the government should organize seminars and workshops to sensitize parents on the importance of their concern and participation in school activities and their children academic performance. School authorities should have regular meetings with parents to discuss on school matters and arising issues of discipline and technology. The government should increase the funds given to schools on yearly basis in school. Teachers need to attend to parents and assist them whenever they visit school. Teachers should build good relationship with pupils and parents.

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## **CHAPTER ONE: INTRODUCTION**

This chapter presents the background to the study, statement of the problem, the purpose of the study, the objectives of the study, the research questions, justification for the study, the significance of the study and its scope, limitation and assumptions of the study, the theoretical framework and lastly the definition of key terms.

### **1.1 Background**

School improvement is most commonly determined by combining parents' involvement in their children's education progress, monitoring of their children's homework, discussing school activities with the child and career aspiration for the child, among other things (McNeal 2001). It is widely recognized that if pupils are to maximize their potential from schooling, they will need the full support of their parents. Attempts to enhance parental involvement in education require governments; srranitization of the masses. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratization of school governance. The European Commission, for example, holds that the degree of parental participation is a significant indicator of the quality of schooling. (Britt, 1998). Historically the Kenyan government has formulated various educational policies and programmes such as free Primary level education so as to encourage parental involvement but this has not been fully realized as certain reluctance remains among some parents which frustrates the entire system on the whole. Theoretically, education in public schools has been left to educationalists and teachers. With the

outcomes of limited parental involvement revealing themselves in the realm of public schools this has given rise to the call for the parent involvement that has created a platform for discussion of this issue and how it can be resolved. The entire concept of parental involvement is based on the notion that parental involvement exists as democratic concern of individual rights as well as a methodical approach to formulating an educational system that is self-governing and developing and provides increased power to the local level. This will allow for a greater measure of accountability by schools to the society. The study was promoted to address the growing call for improvement in schools and how this could be achieved. It has been revealed that parental involvement is an important factor not only in the role of motivation but also transforming the traditional beliefs of education being the responsibility of educators and instead instilling the belief of educating children as a community initiative.

### **1.1.1 Historical perspective**

Several formal educational institutions existed in pre-colonial Kenya. In societies where the attainment of puberty was celebrated with a special ceremony as with the Kikuyu and the Masai of central and southern Kenya, pubertal initiation institutions were of considerable educational significance. The place and duration of instruction were well defined as well as the curricula followed. Both the age of entry and completion were generally regulated and education was free. Fees were collected from the "pupils" and their families either in the form of labour or in kind. Further,

an oath of secrecy was generally taken by the students not to disclose the details of the content or the teaching methodology employed at these institutions (Ngaroga, 2006).

Since independence, the government has formulated various educational policies and programmes such as: the establishment of public educational system with national curricula, a national teaching service, and a national examination and certification body. The government also established government schools and government training institution for teachers. The key current components of the National education system are: 3-8-4-4+ consisting of pre-primary, primary school, secondary level and University education. Primary level is free and compulsory to all learners while secondary is subsidized by the government. Parental involvement in their children's education and the whole education process is encouraged, but some parents are reluctant. Based on this, the study was carried out.

At present, the Kenyan education system is experiencing the challenge of providing access to quality education to all children of school-going age on an equitable basis (Republic of Kenya, 2001:25). Because of the free primary education (FPE) initiative, a rapid rise in enrolments at primary school level has been realised. However, this sector of education is facing serious problems in both qualitative and quantitative growth in terms of access and the fact that the retention, completion and attainment rates are declining, while geographical and gender disparities are becoming even more marked. It is important to note that the sector has not responded adequately to population growth and continues to record low enrolments. This brief historical background shows the commitment of

the state to the provision of education to all children over the years. In the Vision 2030, Kenya will provide 'a globally competitive quality education, training and research for development'. The overall goal for 2012 is to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary schools and raising the quality and relevance of education (Kenya Vision 2030 July-August, 2007:12)

### **1.1.2 Theoretical perspective**

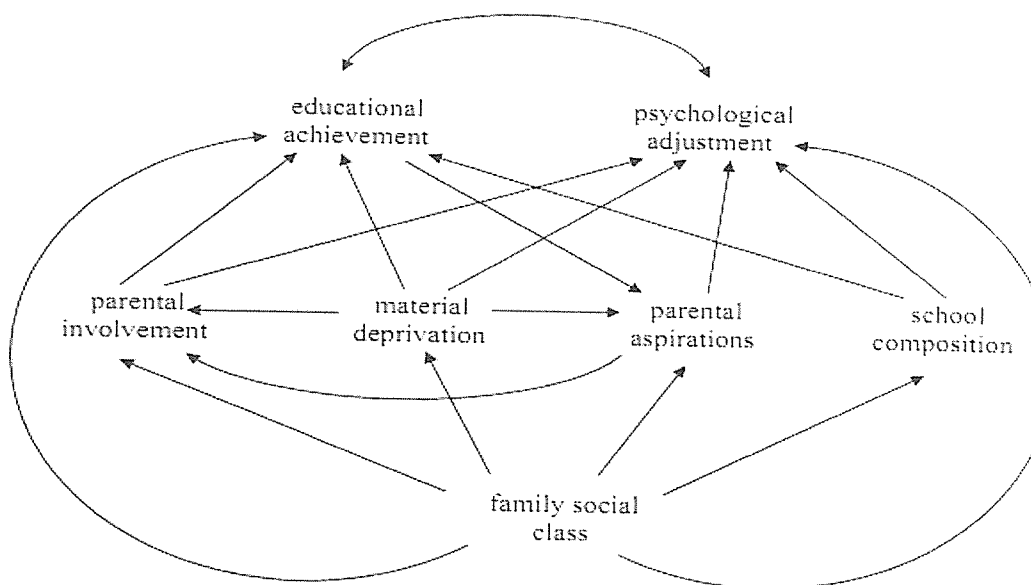
Traditionally, education has been viewed as the exclusive job for the experts in the education sector (Bridgemohan, 2002). As a result, parental involvement has not been enough in some countries. Of late, schools have shifted from restricted professionalism to open a debate on actual parental involvement in school life, which has enabled closer ties to be developed between the home and the school, translating into enhanced attendance and school improvement.

This study was based on Sacker et al (2002) theory which sets out to examine how inequalities in educational achievement and adjustment come about. It has been well known for decades that pupils' educational achievement is related to parents' social class yet the mechanisms that form this relationship are not well understood. How does social class influence school achievement? Sacker and her colleagues set out to test the model shown in Fig 1.

Although there is evidence of the government's commitment to the provision of education, the need for school facilities and services far

exceed the provision thereof. This is the reason for the development of private schools, which offer better facilities and a lower pupil-teacher ratio. Of particular significance is that a big proportion of school-going age children still do not have access to primary education. The author believes that even with FPE in place, we are still grappling with how to attain the goal of ensuring accessibility of quality education for all.

**Fig1 .Model of the Relationship Parents’ Involvement and School Improvement**



**Source: Sacker et al, 2002**

The present interest in this model is the presumed role for parental involvement. Involvement is assumed to be a working link between social class and pupil achievement and adjustment. In this process,

involvement is assumed to be influenced by material deprivation and parental aspiration. The poorer are people's circumstances the more difficult it is assumed to be to support a child's educational development. The latter, parental aspiration is in turn influenced by the school improvement. The more the child achieves, the greater is the parental expectation. The arrows in the diagram indicate presumed directions of influence, showing the anticipated direction of causes to effects. It is assumed here that social class has its influence through the four intervening variables (parental involvement, material deprivation, parental aspiration and school composition). Additionally, it is assumed that social class influences improvement and adjustment in ways not specified in the model, hence the direct arrows from class to achievement and adjustment.

### **1.1.3 Conceptual perspective**

Hung (2007) states that parental involvement is a democratic concern in terms of individual rights and as a way of making the educational system more self-governing and developing more power at the local level, allowing for greater accountability by schools to the society. He adds that in general, society needs to increase its level of educational involvement, and that this starts with the support by the parents. The endeavour of schools to realize higher standards and greater accountability requires the commitment from the school staff, families and communities (Machen, Wilson & Notar, and 2005). In this regard, parent-school linkages can be enhanced through the teacher/parent relationship. Because teachers are the main linkage of parents with a school, the



teacher/parent relationship is critical to school improvement and parent involvement. Kgaffe (2001) points out that there is need to influence the professional attitudes of teachers and convince both parents and schools of the value of mutual cooperation.

Mirons (2004) notes that there is positive contact between parents and teachers initially, the pupils develop positive attitude and discipline and the negative incidents are not likely to change the initial positive notion. In many countries, one of the strongest trends has been to give parents and community members an increased role in governing schools (Lemmer, 2007). Many governments now have legislation to ensure that parents are involved in their children's education more than before (Naidoo, 2005; Friedman, 2011).

Parental involvement is the awareness of and participation in schoolwork, understanding of the interaction between parenting skills and student success in schooling and a commitment to consistent communication with teachers about school improvement progress (National Middle School Association Research Summary (NMSA, 2006). Research undertaken recently has led to a paradigm shift from exclusive professionalism and opened up discussion on the importance of parental involvement (Bridgemohan, 2002) and that parents have the right to play an active role in their children's education (Wolfendale, 1999).

According to Symeou (2003), parents, at nearly all levels, are concerned about their children's education and success and want advice and help

from schools on ways of helping their children. Quioco and Daoud (2006), and Brannon (2008) note that parental involvement leads to higher academic achievement and improved perceptions of children's competence. They add that the increasing evidence of the sustained benefits of parental involvement in the higher primary grades and in high school, calls for continued research in this area and the necessity of implementing parental involvement programs at all levels of school education.

#### **1.1.4 Contextual perspective**

Provision of education in Kenya is guided by the education act (2002) under the ministry of education. The main concerns addressed by the policy include free primary education; education for all parental involvement to mention a few .the governments has made steps to strategize ways of implementing the policies so as to improve delivery of education at various levels. The problem arises with the increased in enrollment rates in public primary schools according to basic statistics in education sector (2010) about 72% of school going children are in school. The situation was more than average which could be attributed to parents' perception on the awareness and importance of education. Due to high enrolment quality is low in terms of output learners entering that is secondary is very level of education that is secondary is very low that is below 50% .This is so due to insufficient trained teachers ,learning materials and facilities and low income to parents in most rural areas.

As such one finds the level of education in Kenya has reduced and as a result the nation is faced with a decline in its public schools which has led to questions as to how the situation can be rectified. The participatory role of parents in the education of their children was identified as a problem that resulted to studies as to how this issue can be resolved from which this study arises. It is not the mere initial enthusiasm for expansion of primary education and matters parental involvement is the key element that can play a major role in school improvement.

### **1.2 Statement of the problem**

Kenya's public school system has reached a point of failure due to the historical shortcomings of previous systems that did not put in place measures to handle the future expansion of the system. This expansion could not be contained which led to inadequacies in certain areas such as limited number of teachers, underfunding from government and sub standard education systems. This on a whole led to reduction in the standards of education in the country as well as the belief by parents that once they take children to school, all the rest is for the teachers and school managers which leads them to be less involved in the education process (Naidoo, 2005). According to Bronfenbrenner (1994:39), learning is a social process affected by forces at many levels, including government policies and the society. His ecological theory on education recognises that among the many different spheres of social influences that create contexts for learner development, there are many possibilities for intervention (Lambert & Sturt, 2005:89). The involvement of parents in the education of their children is one example.

In this study, a bio-ecological model is adopted to develop a theoretical framework for the investigation. The bio-ecological model suggests that intervening intermediate and immediate family and school contexts are likely to mediate the parents' decision to become involved in the education of their children. The study was thus carried out to establish the extent of parental involvement and the resultant level public primary schools improvement in Nandi district, Kenya.

### **1.3 Purpose of the Study.**

The purpose of the study was to assess the extent to which parental involvement was related to the level of school improvement, in public primary schools of Nandi District, Kenya.

### **1.4 Research Objectives**

The study will seek to achieve the following specific objectives;

- i. To investigate the extent of parental involvement as a democratic concern in terms of individual rights in the formulation of the educational system as self-governing at the local level in allowing for greater accountability by schools to the society.
- ii. To understand how the increase in level of educational involvement begins with the support by the parents in Kosirai Zone, Nandi district Kenya as the area of study.
- iii. To establish the relationship between parent's involvement and public primary school improvement Kosirai Zone, Nandi district Kenya.

## **1.5 Research Questions**

This study sought to answer the following Research Questions;

- i. What is the extent of parents' involvement in the public primary schools in the public primary schools in Kosirai zone Nandi district, Kenya.
- ii. What is the level of public schools improvement in Kosirai zone Nandi district, Kenya .
- iii. What is the relationship between parents involvement and public schools improvement in Kosirai zone Nandi district, Kenya.

## **1.6 Hypotheses**

Parental involvement as a democratic concern in an educational system that is self-governing at the local level aims at allowing greater accountability by schools to the society. This is achieved through increase of level of educational involvement that begins with parental support that creates a relationship between the parents and the education system in the case of public schools.

## **1.7 Scope**

The study investigated the parental involvement and school improvement in Nandi district, Kenya .The district is located in the northern part of the rift valley province, 10km from Eldoret International airport .The study was carried out from August 2012 to May 2013.

### **1.7.1 Content scope**

The study was carried out to investigate the relationship between parental involvement and public primary schools involvement in Nandi

district. The models were individually applied were significantly utilized in defining the path needed to fully implement the required techniques and approaches needed in the education environment.

### **1.8 Significance**

This study was of importance to different groups of people. The ministry of education will get first hand information concerning the contributions of parents and their involvement in the academic achievement and provision of quality education in primary schools. This information will enable them come up with effective strategies and measure to ensure that parents are encouraged and even taught on how to be pro active and productive so that to positively influence the discipline in public primary schools.

This study was conducted at a time when public primary schools are facing challenges of poor performance and lack of interest in education among pupils in Kosirai Zone Nandi District, Kenya. The study therefore provided the government and other development agencies with new ways to manage quality of education in such schools.

This review was useful in finding solutions that can guide policy makers, parents and teachers concerning the role of parents' involvement and public school improvement. Furthermore, the review is expected, to form a basis for a continuing research into the role of good parental and involvement and how it influences the career choice of pupils.

**Definition of key word used**

- Parenting** In this study refers to the provision of housing, health, nutrition, safety and conditions to support learning
- Parent's involvement** In this study refers to a democratic concern in terms of individual rights and as a way of making the educational more accountable by schools
- School improvement** This refers to changes that is made by individuals to the school activities that makes it better. Community should make so as to improve the standards of the school

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

Many authors and researchers have written about parent related issues in education, as well as the improvement of schools as discussed below.

### **2.1 Theoretical Review**

On the basis of the theoretical notion which underpins the study being that parental involvement in the form of monitoring of the activities of children in school through parent participation we can examine the theoretical views of the varying theoretical opinions. Zelman and Waterman (1998) and Monadjem (2003) observe that parent's globally typically only assist with homework, help in correcting discipline, pay school levies and visit schools during the times set by teachers as their role in school governance.

Because of this, Naidoo (2005) suggests that parents should play a more dynamic role in their children's education because teachers, pupils and the parents themselves gain from increased parental involvement and this could alleviate some of the problems faced by communities facing difficulties tackling children's material, emotional and learning needs (Lemmer, 2007; Wolfendale, 1999; Zelman & Waterman, 1998). This would then help to achieve equality among the members of these communities (Desimone, 1999; Mahoney, Schweer & Staffin, 2002; Greer, 2004). Michael, Dittus and Epstein (2007) as well as Greer (2004) add that involvement of parents might improve learning outcomes by



to their peers in classroom behaviour and support received from their families. They were rated equal to their peers in other academic and motivational respects (Brooks et al, 1997). These outcomes are striking for cohorts whose attainment on entering the programmes was significantly less than average. Similar results obtained for the impact of numeracy schemes (Brooks et al, 2002). Initial evaluations of literacy schemes for ethnic minority families give positive indications (Brooks et al, 1999).

In Kenya, low community and parental participation are constraints in the development of education in general (Republic of Kenya, 2001). Moreover, communication between schools and parents is seldom on friendly basis since most schools ask parents to come only when their children have discipline issues or are performing poorly. Schools therefore should realize that developing extensive parental involvement and affirming parents' rights to be involved in the education of their children would result in enduring benefits.

Clear communication between student, parent, and teacher is important to show the benefits of homework completion (Coutts, 2004). Research suggested different ways for teachers to keep the communication open-ended such as phone calls, e-mail, or a homework hotline (Munk, et al., 2001). This communication should start out at the beginning of the year when the educators sharing their homework policy (Heitzmann, 1998) as this establishes the parent-

child-educator relationship which can only be achieved through communication as laid out in the theoretical foundation of the study.

Most schools develop efficient structures for getting information out, but few of them develop similar structures to ensure receiving a feedback. The daily communication and feedback between home and school is the most widely used or requested service by parents (Callahan, Rademacher & Hildreth, 1998). For some schools, improving communication involves technology such as e-mail messages and interactive phone systems. Using such ways of communications will guarantee clear home/school communication with parents (Warger, 2001).

The effect of parental involvement as a defined in the theoretical framework of the study (in terms of providing a home learning environment) on achievement and cognitive development has been explored in recent studies of English pre scholars (Sylva, et al, 1999; Melhuish et al, 2001). Sylva et al (1999) ran a longitudinal study (The Effective Provision of Pre School Education Project, EPPE) to assess the attainment and development of children between the ages 3 to 7 years.

Singh et al (1995) explored the effect of different components of parental involvement on the achievement of 8th graders. Singh et al identified four components of parental involvement namely; parental aspirations for children's education, parent-child communication about school; home-structure and parental participation in school related activities. It should be emphasized that 'parental aspiration' refers to the

parents' hopes and expectations for the child's continuing education, 'parent-child communication' refers specifically to school related matters, 'home structure' refers to the degree of discipline exerted by the parents to insist on homework completion and to limit potentially distracting activities (e.g. watching T.V.) whilst 'parental participation in school' more self evidently refers to parent support for and participation in school and class functions. Singh et al showed that parental involvement in school activities had no effect on achievement whilst home structure had a slight negative association.

Parental involvement in the form of parent-child discussions had a moderate impact. Parental aspiration had a powerful influence on achievement both directly and indirectly through discussion. To give some idea of the scale of this influence it can be compared to the influence of prior achievement. Prior achievement is usually the best predictor of pupils' present achievement. It is a good measure of all the previous effects of family background and the child's abilities. Singh et al showed that parental aspiration was the factor that had the biggest impact on pupil achievement once social class factors had been taken into account (Singh et al, 1995).

The significance of parental values as perceived by students as a mechanism for both manifesting and explaining the impact of parental involvement has been validated in a number of studies. Examples include Fan (2001) who established the significant impact of parental aspirations on the general academic achievement of US adolescents; Ma (2001) who showed a strong impact of parental expectation on

achievement in advanced mathematics; Carr and Hussey (1999) who showed that 'parents were the most influential social agents on children's task orientations ..., intrinsic motivation and physical competence' in a study of English adolescents' competence at and commitment to physical education; Lynch (2002) who showed that mothers' beliefs in their ability to help their children (age range 8 – 9 years) learn to read had a positive effect on their children's self beliefs as a learner-reader; and Garg et al (2002) who showed that the impact of family factors had their influence on shaping students' educational aspirations through their impact on extracurricular reading, attitudes towards school and homework and students' perceptions of their parents' educational aspirations.

A poor or limited personal education might leave the parent lacking in vision or confidence or competence in supporting their own child. Single parent status might place limits, especially in respect of time available, to support the child educationally. Maternal depression was explored as a risk factor because depression is associated with a general lack of motivation, energy and confidence and depressed people elicit negative responses from others (Kohl et al).

In their exploration of the impact on these factors on involvement, Kohl et al (1998) developed a conception which attempted to go beyond the.

Hoover-Dempsey and Sandler (2002) suggest that parents are likely to get involved in their child's education to the extent that they see it as part of their role or 'job' as it were. In regard to parents in England,

Williams et al (2002) found that 2% of parents felt the responsibility for education belonged wholly to the school whilst 58% believed that they had at least equal responsibility. Presumably the remaining 40% were distributed somewhere between these values. The attribution of responsibility for education is a key factor in shaping parents' views about what they feel is important or necessary or even permissible for them to do. Ethnic differences in role definitions in regard to school progress were reported earlier. Sub-cultural differences (in terms of socio-economic class) are also evident (Hoover-Dempsey and Sandler, 1997)

Parental role construction in regard to their child's education is not the only determinant of their involvement. Their 'sense of personal efficacy' is also implicated. If it is believed that achievement is a matter of luck or innate ability there would seem little sense in expending effort in promoting it. Again, if it were felt that achievement were determined by 'who you know' rather than 'what you do', efforts to promote it would be worthwhile only to the degree that one's child could be put in the way of useful relationships (Anning, 2000)

Lacking such connections but holding such beliefs, parents would hardly bother to be involved. Beliefs about achievement, ability, luck, intelligence and social interaction are all implicated in one's sense of efficacy. This foundation of beliefs interacts with a sense of personal competence. It could be that parents believe that coaching is a crucial teaching process but feel wholly incompetent to engage in this practice.

If they have the resources they might buy coaching. If not, their involvement is materially truncated at least in this respect (Anning, 2000)

Parental involvement, argue Hoover-Dempsey and Sandler (1998), varies to the degree that such beliefs and competences are distributed as individual differences amongst parents. Those who have 'can do' attitudes and beliefs that personal efforts create abilities will, at least potentially, be at the forefront in parental involvement. Those parents who hold contrary beliefs might be expected to be fatalistic about their child's educational progress (Anning, 2000)

Crozier (op cit), Reay (op cit) and Vincent (2001) have shown that, notwithstanding the espoused commitment to parental involvement and parent-teacher partnership, there are communication barriers starkly experienced by some parents – and especially those from the working class. This is more evident in secondary schools than primary schools, a finding replicated in other countries. Harry (1992) for example reported that many low SES parents in the US found home-school contacts empty, contrived, insubstantial and awkward.

### **2.1.2 The Benefits of Parents and teachers in school improvement**

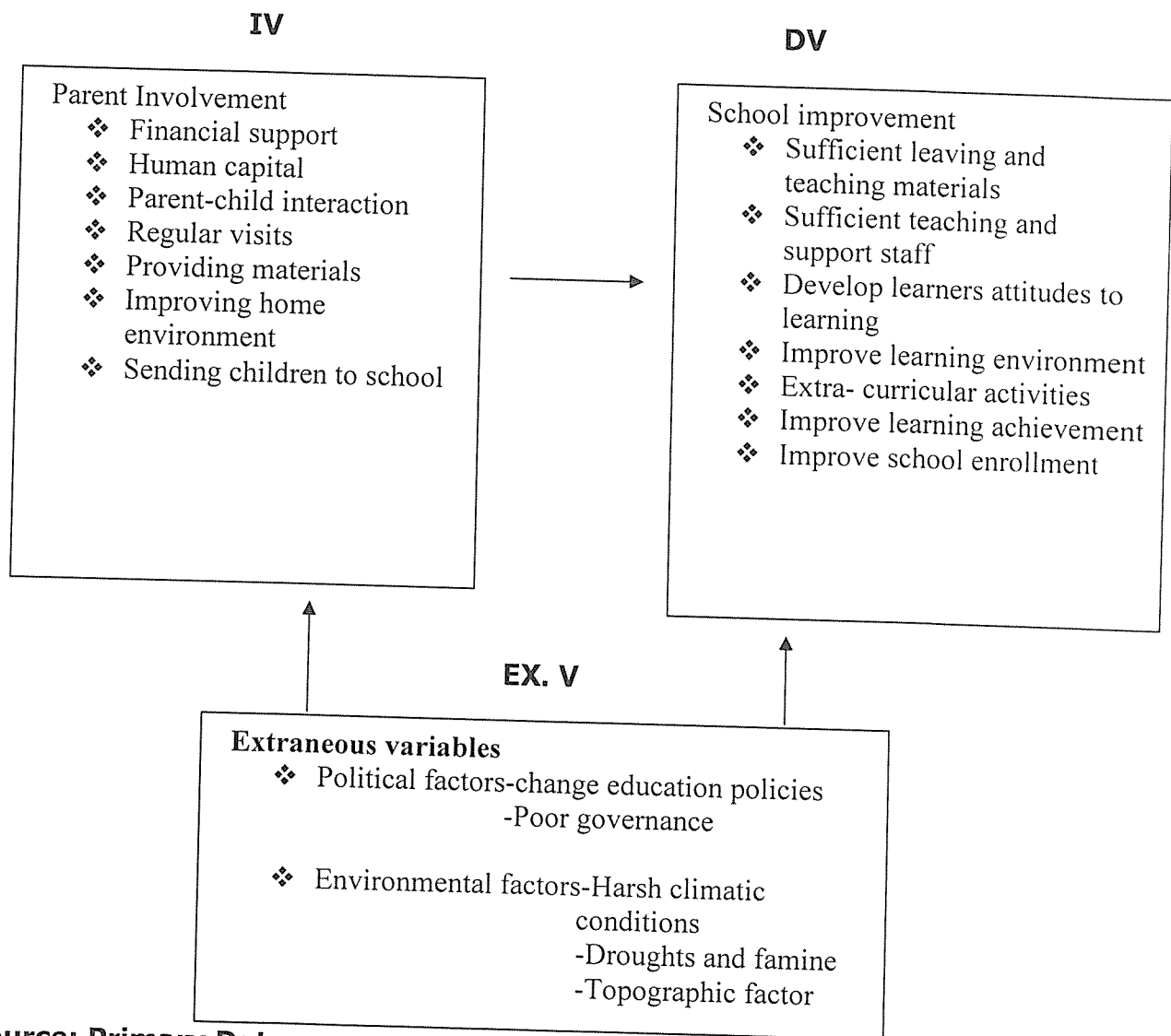
Epstein and Sheldon (2005) have mentioned the benefits of parenting for pupils, parents and teachers as follows: For pupils, respect for parents is created, and the awareness that family supervision is ongoing becomes obvious. Positive personal qualities, behaviour, beliefs, and family values

develop. Management of time for home chores, homework and other activities becomes possible. Awareness of the importance of school is created and attendance improves.

Parents have an awareness of their own and other parents' challenges in parenting. They feel support from the school and from other parents generating greater confidence and understanding of parenting, child and adolescent development, and how to change home conditions for their children to learn as they proceed through school.

Teachers gain an understanding of families' backgrounds, cultures, concerns, goals, needs and views of their children. Similar benefits have been identified by other researchers on parenting programs. Innes (1999) found that there is a positive relationship between parents who provide school-based learning materials and books for their young children at home and learner achievement. In addition, the Australian Council of State Schools' Organisation, ACSSO (2006) observed that improving the home environment increased pupils' school achievement, parents' confidence to consult teachers and their understanding of their children, and it resulted in closer relationships between parents and teachers. Such improvements in the home environment have lasting effects (Program Appleseed, 2007).

## 2.2 Conceptual Framework of Parental Involvement and Public Primary schools improvement



Source: Primary Data



This diagram is a conceptual model illustrating the link between effectiveness of parental involvement and efficiency of school improvement. It is conceptualized that effectiveness of parental involvement in terms of financial support, human capital, parent-child interaction, regular visits to school, providing materials, improving home environment and sending children to school in the context of school improvement will lead to effectiveness of the study.

The figure also shows that other factors can affect the school improvement such as change in education policies, poor governance, harsh climate, drought and famine and topographic factors.

It is postulated that these processes will consequently, the anticipated impact. This impact provide the necessary parameter that would be fully examined in view of the changing considerations within the approach relative to parental involvement and public primary schools involvement.

### **2.3 Related Literature**

Okpala et al (2001) investigated the relationship between parents involvement (in terms of hours of volunteered in-school help), school spend (in terms of dollars per child spent on instructional supplies). Neither dollars spent nor, less yet, parental hours spent helping in the school, were related to pupil achievement. Similar results were found by Zellman and Waterman (1998) in a study of 193 2<sup>nd</sup> and 5<sup>th</sup> grade children. An important attribute of this study was that it contained, amongst other data collection techniques, a direct observation component so that parental involvement was indexed not only by various

reports and ratings but by observations made by independent researchers. Amongst many findings (which will be reported later) it was evident that in-school manifestations of parental involvement were not related to school improvement. There are many possible reasons for having parents working in schools. It might be very good for the parents. It has the potential to help schools link better with the community. It could contribute to the openness and accountability of the school.

Izzo et al (1999) studied four forms of involvement; frequency of parent-teacher contact; quality of parent-teacher interaction; participation in educational activities in the home; and participation in school activities. These factors, as well as family background variables were examined to find any relationship they might have with school improvement as indexed by school grades. Consistent with other studies, Izzo et al showed that all forms of parental involvement declined with child's age and that involvement in the home 'predicted the widest range of improvement variance'.

In another longitudinal study Dubois et al (1994) showed that family support and the quality of parent-child relationships significantly predicted school adjustment in a sample of 159 young US adolescents (aged 10 -12) followed in a two year longitudinal study. At-home parental involvement clearly and consistently has significant effects on pupil achievement and adjustment which far outweigh other forms of

involvement. Why is 'at-home' involvement so significant? How does it work in promoting school improvement?

Zellman and Waterman (1998) observed the interactions between 193 mothers and their children who were in 2nd to 5th grade at school. Children's achievements were measured using school grades for math's. Their adjustment to schooling was assessed using a behaviour rating schedule completed by their teachers. Parenting style was rated following the analysis of a video recording of a Parent-child discussion of an issue they both agreed was 'problematic'. Four dimensions were rated; clarity of communication, warmth, negative communication and emotionality. Parental enthusiasm was rated from responses to questions asked in an interview in which the mother was asked to discuss, amongst other things, the rewards of being a parent and self rating of effectiveness as a parent. Parental involvement was self-assessed by parents in two components; what did they do on the school site and what did they do at home to support educational progress? Several findings were consistent with most studies in the field.

Henderson and Mapp (2002) reviewed a wide range of studies on parent involvement (more than 51 research studies and literature reviews). They found that "students with involved parents, no matter what their income or background, were more likely to earn higher grades and test scores and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better

social skills, show improved behavior, and adapt well to school; and graduate and go on to postsecondary education.

Many research studies indicate the positive relationship between parent involvement and student academic achievement (Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Gutman and Midgley 2000; Shaver and Walls 1998; Epstein & Sanders, 2000). Another study found a strong positive effect on student achievement when parents work with students on homework (Van Voorhis, 2003).

In a research on the effects of parent involvement in homework, a meta-analysis of 14 studies showed that training parents to be involved in their child's homework results in (a) elevated rates of homework completion, (b) fewer homework problems, and (c) possibly, enhanced academic performance among elementary school children (Patall, Cooper, & Robinson, 2008). However, several studies (Cooper, Robinson, & Patall, 2006; Haas & Riley, 2008) have found that such results were not obtained at the middle school level where an inverse relationship between parental involvement and homework completion was recorded. A recent meta-analysis by Cooper, Robinson, and Patall (2006) indicated, in general, a positive relationship between educational outcomes and homework; but, the strength of the relationship depended on some factors such as the student's grade level and the amount of time that student was committed to homework submission.

Monadjem (2003) found that a positive parenting style was more important for children's reading achievement reduced learning difficulties than the extent to which parents were involved at school. She adds that parenting moderates the impact of parent involvement by influencing the extent of the parent-child interaction. Egeland and Collins (2008) also observed that the expected graduates had higher levels of parent involvement in middle childhood, more supportive parent/child relationships in early adolescence and higher levels of social competence with adults than unexpected dropouts.

Georgiou (2008) found that anxious parental pressure on the child relates negatively to children's achievement, while pupils whose parents adopt an authoritative parenting style, accept, nurture, encourage, and are emotionally responsive to their children had positive achievements. Children whose parents attribute their achievement to the child's own effort have been found to have better academic results than those whose parents attribute the achievement to luck, ability or other people (Georgiou, 2008).

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

This chapter discusses the methodological procedures used in data collection and analysis. It describes in detail research design; location and population of the study; sample and sampling procedures; data collection; reliability and validity; and data analysis.

### **3.1 Research Design**

This study was guided by a descriptive survey and descriptive correlational designs because of the need to assess the impact of the independent variable on the dependent variable. Angel (2002) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Warner (2003) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things are without manipulating any variables explored in the study.

### **3.2 Research population**

The target populations were the class eight pupils of public primary schools in Nandi District. Class eight pupils were chosen with perceptions that they could fill the questionnaires and that since they were about to sit for their national examinations, it was hoped that the extent of their parental involvement in their education would be high.

### **3.3 Sample size.**

The sample population was 300 participants. The participants comprised of the pupils as well as the teacher population. The parents were also involved and in the Administrative levels, the teachers and the head teachers were also the main participants in the study.

### **3.4 Sampling procedure.**

Purposive sampling was used to select the schools from the five educational zones in Nandi district. Thus, three schools were selected from the urban, semi-urban and rural parts of Nandi district. The schools were urban schools, Semi-Urban schools, Rural schools, Research instruments

### **3.5 Research Instruments**

The researcher used researcher-made questionnaires to collect data from the field. The questionnaire had two sections; section A and B. Section A collected data on the independent variable and section B collected data on the dependant variable.

### ***3.5.1 Questionnaires***

In this study, the questionnaire was used for data collection because it offers considerable advantage in the school administration and other participants in the study. It also present on even stimulus potentially to large number of people simultaneously and provide the investigation with an easy accumulation of data. It is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview. The questionnaires were used to collect data from head teachers and teachers.

### **3.6 Reliability of the Instrument**

The instrument were piloted on 50 pupils in the district who not included in the actual study sample and modified to improve their validity and reliability coefficients to at least 0.70. Items with Validity and reliability coefficients of least 0.70 are accepted as valid and reliable in research Amin ,(2005)

Reliability estimates the consistency of the measurement. The reliability test involved a "test and retest" exercise. This means the instruments was subjected to a representative sample.

#### **3.6.1 Validity of the Instrument**

Validity is the extent to which research results can accurately be interpreted and generalized to other population. It is the extent to which research instrument measure what they are intended to measure (Amin 2005). To establish validity, the instrument was given to two experts to evaluate the relevance of each item in the instrument to the objectives.



The experts rated each item on the scale: Very relevant, quite relevant, somehow relevant, not relevant, so that the content validity index (CVI) was 0.87 therefore, according to Amin,(2005) for the instrument to be accepted as valid, the average index should be 0.7 or above. (For the calculation see Appendix 111)

### **3.7 Data Gathering Procedures**

#### *Before the administration of the questionnaires*

1. An introduction letter was obtained from the college of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective selected primary schools.
2. The researcher got an approval letter from the District Education Officer (Nandi District) To conduct data collection from selected primary schools.
3. The respondents were explained to about the study and were requested to sign the informed Consent Form.
4. Enough questionnaires for distribution to the respondents were produced.
5. Research assistants who would assist in the data collection were selected oriented in order to be consistent in questionnaire administration.

#### *During the administration of the questionnaire*

1. Respondents were requested to answer by completing the blank spaces completely.

2. Both researcher and her assistants emphasized on getting back the questionnaires between two weeks of the distribution date.
3. All the returned questionnaires were checked if all were answered.

***After administration of questionnaire:***

The data gathered were corrected and encoded in computer and statistically treated using the statistical package for social sciences (SPSS)

**3.8 Data analysis.**

Frequency tables and percentage distribution were used to determine profile of the respondents. The means were used to measure the extent of parental involvement and level of schools' improvement in primary schools in Nandi District. Pearsons product moment correlation was used to establish the relationship between parental involvement and the level of school improvement in selected primary schools in Nandi District. The following numerical values and interpretations were used for the obtained means on the level of social factors in the selected primary schools;

<b>Mean Range</b>	<b>Respondent mode</b>	<b>Interpretation</b>
3.95-5.00	strong agree	high
2.95-3.95	Agree	High
1.95-2.95	Disagree	low
1.00-1.95	Strongly Disagree	very low

### **3.9 Ethical consideration**

To ensure that ethics is practiced in this study as well as utmost confidentiality for the respondents and the data provided by them, the following were done: (1) coding of all questionnaires; (2) the respondents were requested to sign the informed content; (3) Authors mentioned in this study were acknowledged within the text; (4) Findings will be presented in a generalized manner.

### **3.10 Limitation of the study.**

The threats to validity in this study were as follows;

Intervening or confounding values which were beyond the researchers control such as honey of the respondents and personal biases. To minimize such conditions, the researcher requested the respondents to be honest as possible and be impartial/ unbiased when answering the questionnaires.

The research environments are classified as uncontrolled setting where extraneous values may influence on the gathered such as comments from other respondents while on the process of answering the questionnaires. Although these are beyond the researcher's control, efforts will be made to request the respondents to be as objective as possible in answering the questionnaires.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **4.1 Introduction:**

This Chapter presents and analyzes data on the three objectives of the study, namely the extent of parental involvement, the level of school improvement, as well as the relationship between the extent of parental involvement and the level of school improvement.

#### **Objective I: Extent of parental involvement.**

This research objective was looked at based on three concepts of parental involvement in their children's education, namely, parents' academic involvement, provision of necessities to their children, as well as monetary, moral and physical support to schools. The results from the scores in all the three ways in which the variable was conceptualized indicate that, on average, the extent of parental involvement was high. This is shown by the grand mean of 2.87 as shown in table I.

**Table 4.1: Extent of Parental Involvement in their Children's Education in Nandi District, Kenya**

**Parental involvement**

**My parents/guardians**

<b>Academic involvement</b>	<b>Mean</b>	<b>Interpretation</b>
My parents wake me up at night to read/revise	2.12	low
My parents urge me to wake up very early to go to school	2.66	High
My parents urge me to study hard and to observe school rules	2.98	High
My parents visit my teachers at school to check on my academic progress.	3.08	High
My parents urge me to complete home work in time	3.21	High
My parents urge me to successfully complete primary school level	3.18	High
My parents do not with draw me from school for work.	3.20	High
Average mean	2.92	High
<b>Provision of necessities</b>		
My parents guardians buy me uniforms	3.55	Very high
My parents guardians give me breakfast	2.57	High
My parents/ guardians give me money to buy edibles or drinks when I am at school during break time.	2.61	High
My parents / guardians buy me enough note books.	3.31	Very high
My parents/ guardians buy me relevant text books.	2.27	Low
My parents/ guardians provide me with pens and geometry sets.	3.56	Very high
Average mean	2.98	High
<b>Monetary, moral and physical support to schools</b>		
My parents /guardians give their labour or	1.50	Very low

materials such as bricks for school building projects		
My parents guardians attend school meetings to contribute ideas to make the school better.	3.48	Very high
My parents guardians attend fundraisings organized by the school.	3.48	Very high
My parents /guardians give advise teachers on how best to make the school develop.	3.08	High
My parents / guardians give some times shows appreciation to teachers by rewarding them with gifts.	3.02	High
My parents/ guardians are always eager to know the government's policy, commitment and contribution towards primary schools.	2.39	Low
My parents/ guardians are always eager to know the welfare of teachers.	2.08	low
Average mean	2.72	High
Grand mean	2.87	High

**Source: Primary data**

In all the three areas under which the variable was conceptualized, the results indicate that parental involvement (mean, 2.92), parents' revision of necessities to their children (mean, 2.98), and parents' monetary, moral and physical support to schools (mean, 2.72). This shows that the parents in Nandi district must have realized the importance of educating their children. This is possibly because, Nandi District where the study was carried out has mixed population of different socio-economic status. On average, many of the parents are reasonably well off financially. It could also be because of the much sensitization to the masses by the Government of Kenya about the importance of education. President Uhuru Kenyatta of the republic of Kenya has put education on a forefront

among the key issues he has to deal with in his term of office. Wherever he addresses the nation as well as on his visits to different parts of Kenya, he talks about education. This could have awakened up parents.

As for the academic improvement, only one item, namely, parents waking up their children at night to read was scored low with a mean of 2.12. This could be because, in Kenya, the Government policy is that schools open up for classes at 8.30am and close at 4.30pm. Despite this policy, some schools teach candidate classes starting at 8.00am and close at 6.00pm. /since the respondents of the study were all from candidate classes, it is possible that their parents realize how much their children are overworked at school during day, hence decide not to wake up at night to read. Other items under parental academic urging children to wake up very early to go to school (mean, 2.66), parents urging their children to study hard and to observe school rules and regulations (mean, 2.98), parents visiting teachers at school to check on their children's academic progress (mean, 3.08), parents urging their children to complete homework in time, (mean, 3.21) and parents not withdrawing their children from school for work at home (mean, 3.20). All this suggests that parents are so much interested in their children's education and well being in general.

As for the provision of necessities, parents buying uniforms for their children, buying them enough notebooks and providing them with pens and geometry sets were rated very high with means 3.55, 3.31 and 3.56 respectively. This also reveals that parents and guardians in Nandi district are very serious with their children's education only one item, that is,

parents buying relevant text books for their children was rated low with a mean of 2.27. This could be because the Government of Kenya usually provides text books to the public schools. Since this study was carried out in public primary schools, the parents and guardians seen could not have realized the need of buying text books since they were provided at school.

Table I also shows that parents and guardians in Nandi district primary school do offer monetary, moral and physical support to schools. They do this by attending school meetings to contribute ideas to make the school better (mean, 3.48) parents and guardians raise their views to teachers on how best to make the school better (mean, 3.08), sometimes reward teachers with gifts (mean, 3.02). Only one item, that is parents and guardians being eager to know the welfare of teachers, was ranked low with a mean of 2.08. This could probably be due to the African cultural perspective of not interviewing in others' welfare.

### **Objective Two: Level of school improvement.**

The second objective of this study was to establish the level of school improvement in public primary schools in Nandi district, Kenya. School improvement was conceptualized in terms of teaching and academic improvement, extra-curricular activities, as well as physical resources and infrastructure. The findings of the study indicated that the level of school improvement was generally high (mean, 2.91), as shown in table 2.



**Table 4.2: Level of school improvement**

<b>School improvement</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Teaching and academic improvement</b>		
Candidates in our school perform well in the national exam	2.53	High
Pupils of upper primary in this school properly express themselves in English.	2.58	High
Pupils of upper primary are good debaters	2.89	High
Teaching is regular teachers do not dodge lessons	3.02	High
Teachers are committed to their work.	3.55	High
Teachers encourage discussion and active participation	3.48	Very high
Teachers always give home work to pupils and mark the books.	3.30	Very high
Teachers teach the techniques of passing exams	2.95	Very high
Average mean	3.04	High
<b>Extra curricula activities</b>		
There are regular competition of games and sports in this school among the different classes and houses.	3.17	High
Pupils identified with special talents in games and sports are given special attention by the school.	2.79	High

Pupils now perform well in music, dance and drama.	3.17	High
Pupils are motivated to engage themselves in extra curricula activities like giving presents to the best performers.	2.93	High
Names of some pupils in this school have appeared in the mass media for having excelled in extra curricula activities.	2.75	High
When our school competes with other schools in games and sports, our school is usually victorious.	2.62	High
Average mean	2.91	High
<b>Physical Resources and infrastructure</b>		
We have a well stocked library	2.48	Low
We have a school garden.	2.50	Low
We have play grounds for foot ball and net ball.	3.20	High
The school compound is always neat	3.17	High
Classrooms are spacious and neat	3.21	high
Buildings at school are renovated regularly.	2.95	High
The school environment in general is very good.	2.84	High
Average mean	2.91	High
Grand mean	2.91	High

### **Source: Primary data**

Table 2 reveals that among three elements with which the dependent variable was broken into, all of them were rated high, namely, teaching and academic improvement (mean, 3.04), extra-curricula activities (mean, 2.91). This reveals that the schools in the area under study are progressing well. This could be because of social economic status of the parents and guardians in the area of Nandi district is, an average, not so bad.

Regarding teaching and academic improvement, none of the items was rated low. Three items were rated very high, that is, teachers encouraging discussion and active participation of students (mean 3.48) teachers give home work to pupils and mark the books (mean 3.30), and the teachers teaching students the techniques of passing examinations (mean, 3.30). this reveals the seriousness of the teachers in the public schools in Nandi district.

The scores in extra- curricular activities whereby all the items were ranked high, namely, there being regular competitions of games and sports among the different classes and houses (mean, 3.17) the school giving special attention to pupils identified with special talents (mean, 2.79), pupils performing well in music, dance and drama ( mean, 3.17), pupils being motivated to participate in games and sports (mean, 2.93) and some pupils have excelled in extra-curricular activities (mean 2.75). this reveals that the public schools in Nandi district try their means to train and to produce all- round persons, not only in academics but also in

extra- curricular activities. Thus, they are striving to fulfill the purpose of education.

As for the physical resources and infrastructure, it was rated high with a mean of 2.91. only two items were rated low, that is having well-stocked libraries (mean, 2.48) and having school gardens (mean, 2.50). the item of schools having school gardens being rated low could be because many parents do not want their children to do digging at school.

**Objective three: relationship between the extent of parental involvement and the level of schools' improvement.**

The third objective of this study had to do with establishing whether there was a significant relationship between the dependent and independent variables. The findings of the study reveals that the relationship between the two variables is significant (sig, 0.001) as shown in table 3.

**Table 4.3:**

**Relationship between level of parental involvement and level of school improvement**

<b>Variables correlated</b>	<b>R. value</b>	<b>Sig. value</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Level of parental involvement Vs	0.88	0.001	Significant	Rejected

Level of school improvement				
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**Source: Primary data**

Table 3 reveals that the independent variables (parental involvement) influences highly the dependent variable (school improvement) as shown by the sig-value of 0.001. this reveals that one of the major aspects in the improvement of any school is the involvement of parents in the education of their children and the general running of the school.

## **CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.**

### **5.1 Introduction**

The study was carried out in the public primary schools of Nandi district, Kenya. It was based on three objectives namely, to determine the extent of parental involvement, as well as to establish the relationship between the extent of parental involvement and the level of school improvement.

### **5.2 Discussion**

#### **Objective (i): extent of parental involvement.**

It was found at that the extent of parental involvement in the education of their children and in school programmes was high (mean 2.72). on academic involvement , most parents have realized the importance of education to their children hence they give close monitoring to their children's academic work and are ready to support them. Most parents provide their children with necessities like clothing, food, books, pens and geometry sets .from the findings .this is an indication of parental involvement towards school improvement. Most parents were observed to be contributing towards monetary, moral and physical support to schools. The average mean was high (2.72) .despite less contribution to labour or materials for school building projects much efforts were observed on attendance to meeting ,fundraising, school development, rewarding teaches and giving advise to teachers with an average mean of (2.98)

### **Objective (ii) level of school improvement**

The level of school improvement in the public primary schools of Nandi district, Kenya was high (mean, 2.91). The findings suggests that the schools put more effort on teaching and academic area where the highest mean was on teaching committment to work and teachers involving pupils on discussion and active participation to class work. The extra –curricular activities were observed to be high with (2.91). This suggests that the schools provide materials towards games and sports and more so motivate pupils who have excel in extra-curricular activities. This efforts will contribute much to school improvement since the learners will be attracted much to school .their physical; mental and emotional growth will be develop well hence learning will be easier .

The physical resources and infrastructure reveals that the schools have done above average with a mean of 2.91 .this is so since most communities are eager to develop their own schools and want to develop their own schools and want to shine from others .this is observed much from school outlook that most of them are neat, specious, regular renovation and conducive learning environment. There is much indication that from observation made, most schools have the capability of improvement in terms of academic standards.

### **Objective (iii) relationship between the extent of parental involvement and the level and the level of school' improvement**

The third objective of relation of relationship between the extents of parental involvement was significant (sig, 0.001).

The finding indicates that parental involvement influences much on school improvement. It is a clear indication that for a school to improve there is greater role to be played by parents.

Any activity taking place in the school has to be revealed to parents and vice versa.

### **5.3 Conclusions**

Based on the findings of the study, the following conclusions were made:

The null hypothesis was rejected. It had been hypothesized that there was no significant relationship between the extent of parental involvement and the level of schools improvement. Given the sig- value of 0.001, the relationship was significant, therefore the null hypothesis was rejected.

Gaps in literature review were bridged by carrying out the study in the geographical area of public schools in Nandi district about parental involvement and school improvement, an area which many researchers had ignored.

Schools blamed parents for the problems that they encountered with the pupils at school.

They ascribed the problems to poor parenting practices as a result of social problems such as broken homes and alcohol abuse, while in some families, the fathers showed little involvement in their children's lives. Furthermore, difficult pupils were not punishable by corporal punishment



at school, since the Ministry of Education had banned this. Instead, such cases were referred to the guidance and counselling teachers.

In addition, the schools did not involve parents in sports and cultural events because they felt that parents were not competent enough to participate in the schools' social activities. Although teachers acknowledged that the parents' presence could encourage their children at social and sporting events, they did not point this out as part of the parents' roles.

Although teachers gave pupils homework to practise the skills taught in class, they did not use homework as a tool for parental involvement. This was because teachers were unaware of the benefits if done properly, of parental involvement with regard to homework and moreover, the schools lacked a policy on the parents' role concerning homework.

#### **5.4 Recommendations**

The following recommendations were made:

The level of parental involvement in this children's education was high. Parents and guardians need not to relax in this area. They should get involved more to make the extent of this involvement very high.

Though schools' improvement was high, the findings indicate that school libraries are not well stocked with books and many schools do not have school gardens. This calls for headteachers to hold meetings with parents

to buy enough books and stock them in the libraries. They should also get school gardens, however small they may be, so as to teach simple practical agriculture to the pupils, which can help the pupils to be self-sustaining after leaving school.

From the research study and the experiences shared by the principals, teachers and parents, it became apparent that several recommendations could be made that could benefit public primary educational management. In the following sections recommendations and implications for the major role players in terms of parental involvement are presented.

Because the practice regarding the limited amount of parental involvement in schools was a consequence of Kenya's national policy on education, which provided the basis for school practice as well as the basis for curriculum and teacher training, this will serve as the starting point for certain recommendations.

All the teachers interviewed were extremely committed but their lack of knowledge with regard to parental involvement resulted in little effort being made by them to involve the parents. Accordingly, schools need an ideal explanation on given development programs. In communication, they practised the ideal learning Model. Although all the teachers were qualified, their training did not prepare them for parental involvement, nor was it obligatory to have knowledge of it before being allowed to attain teacher qualifications. Thus, it is recommended that teacher trainees complete a course in parental involvement and that teachers receive in-service.

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## **APPENDIX II: INTERVIEW GUIDE: TEACHERS**

### GENERAL INFORMATION: TEACHERS

To be completed by the participant prior to the interview.

### PERSONAL INFORMATION

Names..... (to be coded later for anonymity)

Age.....

Marital status.....

### **PROFESSIONAL INFORMATION**

Highest qualification:

Years of teaching experience:

Have you attended any workshops/courses on parental involvement?

Yes { }

No { }

### **INTRODUCTORY INTERVIEW QUESTION**

Has being a teacher in a public primary school changed in any way during the years?

Explain

How would you describe a 'good parent'?

To what extent are parents in this community involved in the lives of their children?

How do you describe the relationship between parents and their children?

How do parents generally discipline their children?

What influences does the family structure and the circumstances under which they live have on the child?

What is the status of the child in the family?

What is the role of the family in the upbringing of the child?

How often do you contact parents?

Why do you contact them?

How do you contact them?

When are parents able to speak with you about their child?

How often does this occur?

In your opinion, what is the role of the parent in education?

What experience have you had of parental involvement?

What do you as a teacher do to support parental involvement?

In what ways are parents involved in your class

Do you think parental involvement could be of benefit to pupils, the school and teachers?

What are the barriers to parents' involvement in this school and community?

Who should initiate parental involvement-the school or the parent?

In what ways can parent involvement be improved?

What role would you like parents to play in this school?

Do you think parents need to be trained to fulfill this role?

What would be required so that you would involve yourself more in school life?

### **APPENDIX III: INTERVIEW SCHEDULE: PARENTS**

Names..... (to be coded later for anonymity)

Age.....

Marital status.....

#### **DETAILS OF THE PARENT**

Where do you live?.....

What is the highest level of your education?.....

Explain your employment.....

Who is the breadwinner in the family?.....

#### **INTRODUCTORY INTERVIEW QUESTION**

How do you see the value of children in the family-explain/give examples to illustrate?

What is your opinion of today's children?

Who disciplines the children at home?

In what ways are children disciplined?

How is this homework controlled?

In what ways do you think parents should be involved in the education of their children?

What prevents you from being more involved?

How do you find out what is happening at school?

How do you find out how your child doing at school?

When you speak with your child's teacher, what does he/she tell you?

Have you attended a class meeting at the school?

How are you treated when you go to school, or phone the school or write to the school?

What happens at parents' meetings?

Do parents play a role at these meetings or functions/Do parents help to plan parents' meetings/Do they address parents at these meetings?

Are parents asked to help at school? Give examples of such requested activities.

Do parents help in the classroom? Explain.

Do you think the school arranges enough opportunities to become involved in the schooling of their children?

What else should the school be doing about this? Give suggestions.

What do you find to be the most important obstacles for parents being involved in school life? Explain

Which resources does school need for more involvement of parents and how would the school use them?

Would it be important for you if you could be involved more in the school-life? Explain

What are/would be your personal benefits of becoming more active?

What would be required so that you would involve yourself more in school life?

In what way would you like to be involved in the education of your children?

How would you see the future of your children in Kenya?

**APPENDIX IV: INTERVIEW GUIDE: PRINCIPAL(S)**

Names..... (to be coded later for anonymity)

Age.....

Marital status.....

**DETAILS OF THE PRINCIPAL**

Where do you live?.....

What is the highest level of your education?.....

Explain your employment.....

**INTRODUCTORY INTERVIEW QUESTION**

What is the policy of this school on parental involvement?

Is it a written policy/unwritten policy?

Is there a governing structure in place in this school?

What is the nature of the governing structure?

When was it established?

How often do they meet?

Are there any other structures on which the parents serve?

How does new legislation on FPE affect the school governing body in this school?

How do you pass information to parents or to guardians? 287

Are there any opportunities for parents to come to school and talk with the teachers?

How often are such opportunities created?

In what ways do parents assist the school?

If asked to help, who shows them or informs them what to do?

To what extent are parents involved in their children's homework?

How is this explained to them?

What is the policy of the school with respect to involving parents in academic affairs? Do