

**INFLUENCE OF PARENTS' INVOLVEMENT IN EDUCATION ON
THEIR CHILDREN'S PERFORMANCE AT THE KENYA CERTIFICATE
OF PRIMARY EDUCATION IN NYAKACH SUB-COUNTY, KISUMU,
KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Education Administration**

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DECLARATION

The research project is my original work and has not been presented for a degree in any other university.



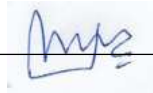
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DEDICATION

This project is dedicated to my husband Jared Kiplagat Cheruiyot, my children Jeremy Kipkemboi and Julie Chebet and my loving mother Grace Akinyi Akello.

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ABBREVIATIONS AND ACRONYMS

AGM	Annual General Meeting
BOM	Board of Management
CAT	Continuous Assessment Test
CDE	County Director of Education
FGD	Focus Group Discussions
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
NGO	Non-Governmental Organization
PTA	Parents Teachers Association
SCDE	Sub County Director of Education
SPSS	Statistical Package for Social Science

ABSTRACT

The purpose of this study was to establish the influence of parents' involvement in education on their children's' performance at Kenya certificate of primary education in Nyakach Sub-County, Kisumu, Kenya. Four objectives were formulated to guide the study: to examine how parents' involvement in supervision of their children's homework influence their performance, to establish how parents' involvement in attending school meetings influence their children's performance, to determine how parents' initiative in the academic follow up of their children influences their performance and to examine how parents' involvement in provision of supplementary learning materials influences their children's performance. The research used descriptive survey design. The target population of this study was 144 public primary schools in Nyakach Sub county. The research came up with the following findings: Majority of the parents (88%) were not supervising their children's homework as expected and this affected their academic performance negatively. On attendance of school meetings, most of parents (65%) created time to attend AGM and PTA meetings, though it did not significantly influence their children's performance, but low attendance of parents (15%) was realized during academic clinic days, which greatly led to low academic performance of their children. Majority of the parents (77%) did not make initiatives to follow up the academic progress of their children, which negatively influenced their academic performance. Most parents (65%) provided their children with proper uniform, but majority of the pupils (75%) still lacked supplementary books and stationaries, which led to the low academic performance noted in Nyakach subcounty. Based on the findings, it was concluded that the parents in this subcounty have not been supervising their children's homework and this has led to low academic performance witnessed. Parent's attendance of school meetings did not show a significant influence on their children's performance. Parents lack of initiatives in the follow up of their children's education had a significant negative influence on their academic performance. Lack of provision of supplementary learning materials by parents has a significant negative influence on their children's performance. The researcher recommended the following: Parents should make it their responsibility to supervise their children's homework; measures should be put in place to ensure parents attend academic clinic days and the school administration should organize trainings to advise parents on ways to initiate follow up on their children's education. The researcher suggested that a study of other factors influencing pupils' performance other than parent's involvement should be studied and the same study should be done in other sub counties.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

A child's community is made up of the immediate members, relatives, friends and neighbors. The role of parents in the education of their children is very crucial. Obonyo (2018), defined Parents' involvement as a combination of commitment and regular participation of parents in school and learning activities. In West Indies Pakistan, Perriel (2015), indicated that the presence of parents in schools contributed to pupils' academic achievement. Mtaragwi (2012) in a study in Africa stated that many parents spend more time at work or away from their children leaving them with very little time to acquaint themselves with their children's education progress.

Homework is the task assigned by a teacher for the pupils to perform at non-school hours which in most cases is done at home. Portier, Stagg, Tavares and Rambaran (2013), from Canada stated that homework is an important way for the school to communicate with the parents. The learning activities given as homework provide the parent with the content and skills their children learn in school. It is therefore the role of the parent to monitor and assist their children with the homework. In America, Patall, Cooper and Robinson (2008), indicated that involvement of parents in pupil's homework positively impact on the completion and reduction of problems that pupils may have with assignments.

In South Africa, Abrahams (2013), indicated that parental non - involvement in homework is not a deliberate act but occurs due to challenges like uneducated parents, poverty, unemployment, and drug abuse. In Kenya, Chemagosi (2012), found out that parents who supervised homework realized better performance from their children as opposed to those who do not. In Kisumu County, Odawo (2013), strongly agrees with the fact that most of the parents who were keen on their children's assignment were those having a high educational background. This is because they could comprehend what the children were learning in school. From the above studies it can be said that parent's involvement in supervising pupils' homework is core in their academic performance and lack of it may be detrimental.

School meetings are forums organized by the school administration to discuss pupils' progress at school and find solutions to academic or behavioral problems. In America, Donoghue (2014), stated that parents should be engaged in their children academic activities regardless of their busy schedules. They need to set aside time to attend school meetings to receive information on how their children were performing. In China, Wong (2018), stated that communication with teachers and attending school events increased parent's understanding of their children's academic performance. This developed parent-child communication on school issues associated with learning.

In Namibia, Erlendsdottir (2010), found out that interaction process through school meetings have greatly enabled parents to share ideas. When parents are given opportunity to express their ideas on issues concerning the education of their

children, they tend to do it whole heartedly. In Kenya, Opala (2014), stated that parents' attendance of PTA meetings provided opportunities for them to discuss their children's learning activities with teachers. In Kisumu, Ang'ienda (2013), concurs by stating that parent' participation brought constant communication between the parent and the school resulting in good performance.

Parents have a deep knowledge of their children than teachers, therefore, they need to constantly follow up their children's academic performance. In America, Perriel (2015), argued that parents should not only be called during fundraisings, or when their children get in trouble, but they need to be actively involved in the education process of their children on a day to day basis. In Ethiopia, Sukys, Dumciene and Lapeniene (2015), argued that parents who are involved in the education of their children realized better performance.

A study in Tanzania, Kimaro and Mmachumu (2015) stated that parent-teacher face-to-face contact was the most natural and desirable system of communication that improved not only children's school outcomes, but also discipline, attitude and attendance rates. This view is supported by Ondieki (2012), who found out that parents who followed up their children's performance in school regularly, have their children achieve better academic results than those who were less frequent in the follow ups or with no follow ups at all. Therefore, it should be a top priority for parents to form a habit of visiting the school to make follow up of the learning progress of their children without which their children's performance will take a downward trend.

For the realization of successful learning, parents need to support their children's education in all areas and not leave them to the teachers to handle everything. In Canada, Mare (2014) identified that parents who are involved in their children's education expose them to interesting activities and materials, like reading books or having academic tours. This shows that they place a high value in the education of their children and expect their children to do likewise. The Kenyan constitution Basic education Act No. 14 of 2013 sec 39 addresses the responsibility of the government to provide all the necessary learning resources for all schools. Nevertheless, parents have a role to ensure that their children have proper uniform when going to school. Kinya (2016) found out that pupils without official or appropriate uniform were sent home hence missing lessons that resulted to poor performance. Pupils need writing materials and stationaries for their learning. Michubu (2013), argued that parents should be encouraged to purchase other supplementary learning materials for their children to use at home to do their homework and extra studies.

Nyakach Sub County was the target in this study. The academic performances of pupils in this Sub County when compared to other Sub Counties showed that the mean standard score at KCPE had been at the bottom in comparison to the neighboring Sub counties of Kisumu County as presented on Table 1.1.

Table 1.1: Kisumu Central, Kisumu East and Nyakach Sub County KCPE performance for 2015-2018

Sub counties	Kisumu County Mean Score on KCPE			
	2015	2016	2017	2018
Kisumu Central	296.39	290.26	274.71	276.09
Kisumu East	260.12	267.1	260.75	260.75
Nyakach	258.98	247.30	248.55	257.58

SOURCE: County Education Office - Kisumu (2019)

Table 1.1 shows subsequent low performance in KCSE mean score for Nyakach Sub County in comparison with other sub counties in Kisumu County. This might have been due to lack of parents' involvement in the education of their children, hence the research sought to study the influence of parents' involvement in pupils' academic performance in primary education in Nyakach Sub County.

1.2 Statement of the problem

The Kenya government passed a basic Education Act No. 14 of 2013 Sec 39, (d) and (e) that stipulated the role of the government as providing human resource including adequate teaching and non-teaching staff, learning and teaching equipment and appropriate financial resources. Despite all these efforts by the government to ensure that the primary school education is equipped with all the necessary learning materials, the performance in Nyakach Sub County is low in comparison to other sun counties within Kisumu county, as shown in Table 1.1.

Most education stakeholders put their focus on the school administration, teachers and the pupils to obtain good performance. According to Habibullah and Ashraf (2013), Schools are often blamed for pupil's poor performance in academics despite the teachers' efforts in educating them. The education stakeholders have continued to put pressure on the teachers to improve the academic performance of the pupils, while forgetting the role of the parents. It is for this reason that the researcher intended to determine whether parents' involvement in the education of their children also contributed to the low performance reflected on Table 1.1.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of Parents' involvement in their children's performance at Kenya Certificate of Primary Education in public schools in Nyakach sub-county, Kisumu County, Kenya.

1.4 Objective of the Study

The following objectives were used to guide the study:

- i. To examine how parents' involvement in supervision of their children's homework influence their performance at Kenya certificate of primary education in public schools in Nyakach sub county, Kisumu county, Kenya.
- ii. To establish how parents' involvement in attending school meetings influence their children's performance at Kenya certificate of primary education in public schools.
- iii. To determine how parents' initiative in academic follow up of their children influence their performance at Kenya certificate of primary education.

- iv. To examine how parents' involvement in provision of supplementary learning materials influence their children's performance at Kenya certificate of primary education.

1.5 Research Questions

The study was guided by the following research questions:

- i. How does parents' involvement in supervising pupils' homework influence their children's performance at Kenya certificate of primary education in public schools in Nyakach Sub County, Kisumu County, Kenya?
- ii. In which ways does parents' involvement in attending school meetings influence their children's performance at Kenya certificate of primary education in public schools?
- iii. How does parents' involvement in making own initiatives in academic follow up influence their performance at Kenya certificate of primary education?
- iv. In which ways does parents' involvement in provision of supplementary learning materials influence their children's performance at Kenya certificate of primary education?

1.6 Significance of the Study

The study findings might be useful to a number of people including: the school management, that is, the head teachers, Board of Management (BOM) and the teachers, who may use the findings to come up with policies and strategies guiding parents on how to get involved in the education of their children in schools. From

the study, parents might be able to understand the importance of getting involved in the learning process of their children. The Ministry of Education (MoE) and Non-Governmental Organizations (NGOs) involved with education matters might also get to know the importance of parents' involvement in the education of their children in the Kenya Certificate of Primary Education. It may also trigger more future research in the area of study.

1.7 Limitation of the Study

Limitation is an aspect of research that influence the results negatively but over which the researcher has no control (Mugenda and Mugenda, 2003). The responses that they gave could not be controlled by the researcher. The researcher therefore requested the respondents to be as honest as possible for the research findings to be valid. The researcher also assured the respondents that their identities and information given will be used in confidence for the study purposes only.

1.8 Delimitation of the Study

The study was confined to Nyakach Sub county in Kisumu County. The study focused primarily on the influence of parents' involvement in education on their children's performance. This was done by assessing parents' supervision of their children's homework, their attendance of school meetings, their level of initiating academic follow up and purchasing supplementary learning materials. The study was delimited to the pupils, teachers and parents from public primary schools in Nyakach Sub-County as the main respondents. The findings are limited to public

primary schools in Nyakach Sub county and therefore might not generally reflect the cases of other sub counties in Kisumu because of the difference in its geographic location, climatic condition and the economic status of the community.

1.9 Basic Assumptions of the Study

The study was based on assumptions that;

- i. Parents' involvement in the education of their children affects their academic performance.
- ii. The respondents would voluntarily give reliable information on the subject.

1.10 Definition of Significant Terms

Academic Follow up refers to the act of parents making their own initiatives to go to school to meet the teachers of their children, in order to discuss the academic progress of their children and support the teachers in teaching the child (children).

Academic Performance refers to the average scores that a pupil obtains in the examination at the end of a term or year.

Homework refers to extra work given to the pupil by the teacher in school that is expected to be done at home after school hours. The work is based on a topic that was already covered in the class.

Parent refers to the biological father or mother of a child. This also refers to the guardian responsible for the child if the biological parents are not available.

Parent's involvement refers to an active role played by the parents in the learning process of their children both at school and at home to improve the academic performance of the pupil.

Supplementary learning Materials refers to are learning materials that are used by the pupil at his /her private time. Such as books, stationaries and uniform.

1.11 Organization of the Study

The study was organized into five chapters. Chapter one contained the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study , limitations of the study, delimitations of the study, basic assumptions in the study, definition of key terms and the organization of the study. The second chapter discussed the literature review; theoretical framework as well as conceptual framework. Chapter three dealt with the research methodology, research design, target population, sample size and sampling procedures, instruments for data collection, their reliability and validity, data analysis techniques and ethical considerations. Chapter four focused on data analysis, presentation and interpretation whereas chapter five covered the findings of the study, making dependable conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section focused on the concept of academic performance, parents' involvement, parents' supervision of homework, parents' participation in school meetings, parents' academic follow-up and parent's involvement in purchasing supplementary materials. This section also provided a summary of the literature review, the theoretical and conceptual frameworks of the study.

2.2 Concept of Academic Performance

According to Shahzadi and Ahmad (2011), from Pakistan, academic performance depends on academic interaction and academic interaction depends on study habits and home environment. Good academic performance is a concern for all stakeholders of education (Wali, 2016). According to Abagi and Odipo (2007), in Kenya, the indicators of academic performance in education include good examination results, positive exhibition of knowledge, skills and attitudes.

2.3 Parent's Involvement in their Children's Education

Parents' involvement is an active participation of a parent in the learning process of their children both in school and out of school. According to Watson, Lawson and McNeal (2012), in a study in USA, parents who take a personal interest in the education of their children, had their children understand that education was important to success in life. In a study in Kenya, Mudibo (2014), indicated that

parent's involvement ensures and sustains an intellectually stimulating environment that promotes and motivates pupil's drive towards higher academic performance. Mutea (2020) also added that when a parent is engaged in their child's learning, they work closely with the teachers and the school to impart knowledge, skills, competencies, values and attitudes to the child. In a study within Kisumu, (Awour 2012), stated that when parents are not concerned about the education of their children, chances are high that their performance will be below average.

2.4 Parents' Supervision of Homework on their Children's Performance

According to American researchers, (Murillo and Garrido 2014), homework is the work assigned to pupils by their teachers, intended to be done in extracurricular hours. They also went ahead to state that the main responsibility for carrying it out lies with the pupil, but in the case of younger children, this responsibility is shared with their parents. By doing this, Godina and Cortina (2014) stated in a study in Thailand that this may shape the achievement of the goals parents embrace for their children. This is supported by Kaberere (2013), who found that in Rwanda, parents of children in high performing schools were significantly more involved than their peers with children in low performing schools, particularly in assisting their children to do their homework.

In a study from Kenya, Mutea (2020), stated that parents find it demeaning to sit and help their children with their homework, which has a negative effect on the child's outlook towards learning. There is therefore need to assess whether parents

supervise their children's homework in Nyakach Sub County, and the impact it has on their academic performance.

2.5 Parents Participation in School Meetings on their Children's Performance

School meetings are the gatherings called by the school administration or teachers to discuss issues pertaining the education of their children. In a global study in West Indies Pakistan, Perriel (2015), indicated that the presence of parents in schools contributed to pupils' academic achievement. Shah (2019), from Nepal, stated that are not involved in school activities, efforts to actualize the curriculum are hindered which in-turn affects their academic performance.

In Kenya, Ngigi (2014), stated those parents that are sensitized on the educational progress of their children and also how to assist the teachers and school administration to come up with ideas that will improve their children's academic performance may have their children perform better. Mutea (2020), stated that parents are ignorant of what happens in the schools since many of them do not attend parents' meetings and open days to discuss the performance of their children. In a study in Kisumu, Awour (2012), identified that participation of parents in school exposes them to a deeper knowledge of pupils needs and they become aware of challenges faced by their children, hence they will be able to consult with teachers on the best approaches to the solutions. Based on the research findings, parents' participation in school meetings influence performance but a study is yet to be done on the influence of parents' attendance to school functions on their

children's performance among the public primary schools with specific focus on Nyakach Sub County, Kisumu. This researcher therefore sought to fill this existing knowledge gap.

2.6 Parents' Initiative in Academic Follow up on their Children's Performance

Cubies and Roel (2017), in a study in Netherlands, stated that consistent parental follow up and participation is clearly related to the child's performance. They go ahead to explain that children with learning difficulties may highly benefit from parents' continual follow up of their progress from the teachers at school. The extra effort that parents put is more important to pupil's success than their economic status or their educational background. In a study in South Africa, Mutodi and Ngirande (2014), found that parent-teacher communication is positively related to academic performance. They also add that the most significant predictor of academic performance is the family and home support.

In Kenya, Mudibo (2014), stated that parents should be sensitized on the importance of closely following up and monitoring their children's academic progress besides guaranteeing them a conducive home environment that stimulates learning. Mutea (2020), from Kenya, also added that parents should monitor the academic progress of their child, identify areas of weakness and together with the teacher put interventions to ensure improvement of the child's performance. From the above study findings, parents need to make close monitoring of their children's learning process since it influenced their performance. This research has not been conducted

in Nyakach Sub County; hence this research goes ahead to find out if this is the case in this Sub county.

2.7 Parents Purchasing Supplementary Materials on their Children's Performance

According to the EFA Global Monitoring Report (2008), Pupil's access to textbooks is an important factor in addressing what and how much they learn. In a study in Kenya, Khatete (2020) stated that lack of provision of adequate learning materials influences pupils' progression from one level to another leading to low academic performance. Mulei (2012) found out that there is a positive relationship between availability of learning facilities and pupil's performance in national examinations. Kinya (2016) adds that pupils with non- official or inappropriate uniform may have low self-esteem and low self-confidence than those who had proper uniform. This is further confirmed by Chepkonga (2016), who stated that academic performance can be achieved by enhancing learner's self-esteem. Based on the above findings parents' provision of learning materials may have an influence on their performance hence there is need to carry out a study in Nyakach Sub County to identify whether, provision of supplementary learning materials influences the academic performance of the pupils in this subcounty.

2.8 Summary of the Reviewed Literature

Review of related literature is based on the objectives of the study that provided more information from other studies related to this. Many studies have been conducted in relation to parents' involvement in education. Ang'ienda (2013), did a study on the influence of parental involvement in the learning process outcome of children in public Primary schools in Kisumu municipality. Odawo (2013), also did a study on the influence of parental characteristics on performance in language activities of preschoolers in Nyando division, Kisumu County. These researchers did not focus on the influence of parents' involvement on academic performance in Nyakach Sub County. The purpose of the study is therefore to explore the possible relationship between parents' involvement and their children's academic performance in public primary schools in Nyakach Sub County.

2.9 Theoretical Framework

The study was based on the open system theory, initially developed by Ludwig Von Bertalanffy in 1940 and later formalized in the 1950s. Open systems theory is the interdisciplinary study of systems in general, with the goal of elucidating principles that can be applied to all types of systems at all levels in all fields of research. System is a collection of interrelated parts which form some whole. System means a configuration of parts connected and joined together by a web of partnership. It can also be defined as a family of relationships among the members acting as a whole (Rudolf, 2011). This theory is applicable to the study because the school is

viewed as a system comprising of parts such as the government, teachers, pupils, parents and the community, who play interactive roles for the success of public primary schools. If parents therefore do not do their part faithfully, the school as a system will fail in achieving its goals, primarily being the wholesome academic success of the pupils.

2.10 Conceptual Framework

The relationship between parents' involvement in education and their children's performance is shown on figure 2.1.

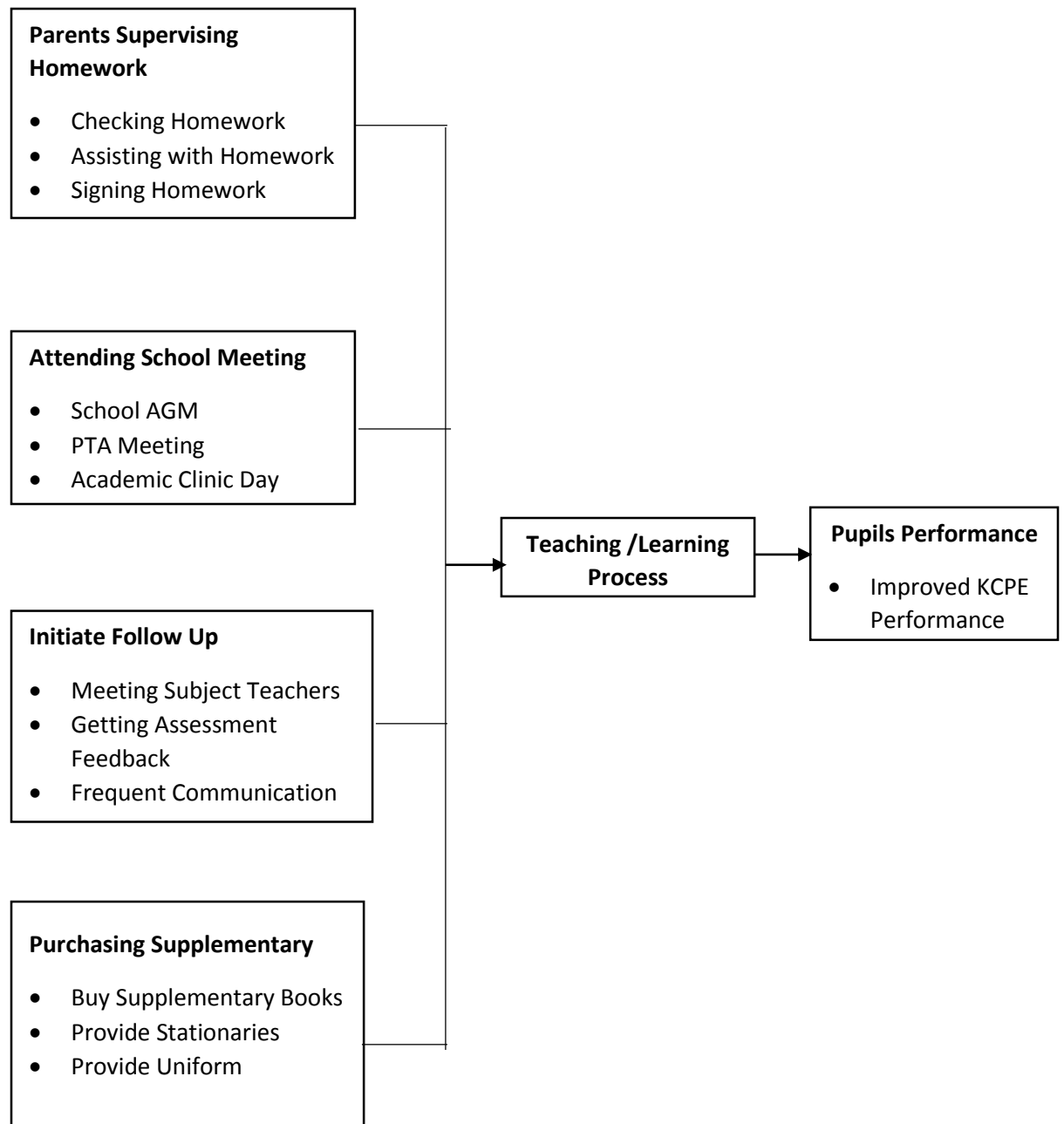


Figure 2.1 The relationship between parents’ involvement and their children’s performance.

In the conceptual framework below, parents supervising their pupil's homework, attendance of school meeting by parents, parents making follow up to school to get to know their children progress and providing of supplementary learning materials for the pupils were the independent variables. The dependent variable for the study were effective teaching and learning and improved academic performance hence high performance in national examination.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section covers the methodology that was used in the study. It focuses on research design, the target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedure, data analysis techniques and ethical considerations.

3.2 Research Design

This study adopted a descriptive survey design. According to Kothari (2012), the main objective of descriptive survey research design is to describe the situations as they exist in the present. Due to the nature of this study, descriptive survey design was the most appropriate since it not only determines but also reports the way things are and also attempts to describe issues like possible behavior, attitudes, feelings, values, and characteristics. Descriptive survey design was appropriate in collection of data with regards to the opinions, perceptions and experiences of parents on the influence of parent's involvement in the academic performance of their children in public schools within Nyakach Sub County.

3.3 Target Population

According to Orodho (2004), population is defined as all the items, things, objectives, or people under consideration in any field or inquiry population. The

target population of this study constituted of all schools in the 8 zones of the sub-county, which has 144 schools, 288 teachers, 10,274 pupils and 8,735 parents. The pupils of class seven and eight, their class teachers and parents within Nyakach Sub County were the respondents for this study.

3.4 Sample Size and Sampling Procedure

According to Mugenda and Mugenda, (2003) sampling is the process of selecting the subject or cases to be included in the study as a representative of the target population. The study used multistage sampling technique where sampling was carried out in stages due to the large population. At the first stage the Sub County was divided into 8 zones. At the second stage of the sampling the study utilized 50 percent of the 8 zones that translated into 4 zones. Random sampling was carried out to arrive at the 4 zones. According to Gay and Airasian (2003), a sample size of between 10 percent and 30 percent of the target population is representative. Therefore, at the third stage of sampling the researcher took 20 percent of the schools in the 4 zones. This was to ensure the researcher obtained a manageable number of schools for the study.

A random sample of the pupils from each class was done in each of the sampled schools. The researcher used pupils from class seven and eight because they were mature enough to understand the questions in the questionnaire and give the accurate responses. Papers were written and randomly picked by three pupils from each class in standard seven and eight in order to give equal opportunity for all

sampled schools to participate in the study. The standard seven and eight class teachers and parents were also respondents. Therefore, the sampling yielded 96 pupils, 31 teachers and their parents as respondents. Table 3.1 shows the summary of the sampling procedure.

Table 3.1 Sampling Procedure

	Schools		Teachers		Pupils	
	Target	Sample	Target	Sample	Target	Sample
		(20%)		(20%)		(20%)
Katito	22	5	44	9	150	30
Nyabondo	19	4	38	8	120	24
Konditi	18	4	36	8	120	24
Sigoti	13	3	26	6	90	18
Total	72	16	144	31	480	96

3.5 Research Instruments

In this study, questionnaires and a focus group discussion guide were used. The researcher administered questionnaires to the teachers and pupils since they enabled a large amount of information to be collected within a short period of time (Orotho 2004). It was assumed that not all parents were able to read and write, therefore the focus discussion worked best for them since the researcher was able to translate the questions in a language they could understand and therefore be able to give their

ideas freely. They were required to give their views in order to determine the level of their involvement on academic performance of their children.

The questionnaire was designed by the researcher for the teachers and pupils of class seven and eight. The questionnaire sought to explore parents' involvement on academic performance. The questionnaires were divided into sections and contained both open and closed ended questions.

3.5.1 Validity of Instrument

Validity is the extent to which research instruments measure what they are intended to measure. The instruments used in this study were questionnaires for teachers and pupils and a focus group discussion for parents. These instruments should sufficiently cover the objectives of the study. Content validity was used in this study. Content validity refers to how adequate the items selected for inclusion in the questionnaire adequately represent the universe of items in the area of study (Oso and Onen, 2009). It sought to answer the question "Did the few items selected adequately represent all the questions that could be used in that area? To ensure validity, expert judgment was sought by presenting the instruments to experts and the research supervisors to assess whether they were relevant to the content. The advice given was used to improve the instruments. The validity of the instruments was tested in two public primary schools that were not sampled for the actual research, in order to get their clarity and relevance. The outcome led the researcher

to get content validity. Corrections, adjustments, and rephrasing of statements was done where necessary in order to improve the research tools.

3.5.2 Reliability of the Instrument

The reliability is a measure of the degree to which a research instruments yields constant results or data after repeated trials (Mugenda and Mugenda, 2003). It enabled the researcher to estimate error and make corrections if any. The research instrument was tested in order to assess their reliability. To test the reliability, the test-retest was used. The researcher administered the questionnaires to the respondents to fill in and then after one week, the same questionnaires were given again to the same respondents. The two sets of scores were regressed using the Pearson Product Moment Correlation Coefficient formula, to determine the correlation coefficient (r) between the two sets of scores. According to Mugenda and Mugenda (2003) a reliability of coefficient of 0.7 to 1.00 is considered acceptable.

The Pearson's Product-Moment Correlation Coefficient.

$$r = \frac{N \sum xy - \sum (x)(y)}{\sqrt{N \sum x^2 - \sum (x^2)} [N \sum y^2 - \sum (y^2)]}$$

Where;

r = Pearson's product moment correlation coefficient

N = number of respondents

x = scores from the first test

y = scores from the second test

$\sum xy$ = sum of the products of paired scores

$\sum x^2$ = sum of squared x scores

$\sum y^2$ = sum of squared y scores

The teacher's questionnaire was administered to 8 teachers who did not form part of the respondents in the final study. The questions given were then marked out of 100 percent and yielded the following scores: 88, 90, 73, 82, 87, 65, 85 and 80. These represented the value of X . The second test was given to the same respondents a week later and yielded the following scores when also marked out of 100 percent: 80, 85, 75, 90, 85, 67, 82 and 87. This represented the value of Y . The number of teachers who participated in the test were 8 which represented the value of N .

The pupil's questionnaire was administered to 10 pupils who also did not form part of the respondents in the final research. The questions given were then marked out of 100 percent and yielded the following scores: 66, 70, 84, 85, 77, 64, 73, 75, 85 and 92. These represented the value of X . The second test was given to the same respondents a week later and yielded the following scores when also marked out of 100 percent: 70, 74, 88, 77, 83, 70, 77, 80, 81 and 90. This represented the value of

Y. The number of teachers who participated in the test were 10 which represented the value of N.

When the Pearson's product moment correlation was computed using the above scores on both tests, the teacher's questionnaire yielded a reliability of 0.8335 and the pupil's questionnaire yielded a reliability of 0.8649. A correlation coefficient of above 0.71 was considered appropriate (Mugenda and Mugenda, 2003).

3.6 Data Collection Procedure

The researcher applied for a permit to undertake the study from National Commission for Science, Technology, and Innovation (NACOSTI) through the Department of Education, University of Nairobi. The permit was presented to the County Director of Education (CDE) of Kisumu and a copy to the Nyakach Sub County Director of Education (SCDE) to request for permission to undertake the research in the Sub County. The researcher then visited the Head teachers of the sampled schools to seek for an appointment and then visited the schools to issue the questionnaires to the respondents. The respondents were requested to complete the questionnaire issued faithfully as the researcher perform the group discussion with the parents.

3.7 Data Analysis Technique

Both qualitative and quantitative data analysis were used. After the data collection exercise, the researcher thoroughly inspected the data by checking for completeness of responses and their uniformity. The researcher then computed both the

qualitative and quantitative data using Statistical Package Social Sciences (SPSS). Data from the questionnaire was tabulated, coded and processed into the database. Quantitative data was generated by the use of frequency and percentages and was presented in tables. Qualitative analysis involves reducing the amount of information obtained by summarizing data into general themes and presenting them in a narrative form where it was most suitable or in tabular form so as to indicate frequencies and percentages.

3.8 Ethical Consideration.

Permission to conduct the research was obtained from the Department of Education, University of Nairobi through an authorized letter. Since the researcher was visiting public schools, the researcher needed to seek for permission from the school authority before any interactions took place. The researcher requested the respondents to participate voluntarily and the information they provided was confidentially used for the research purpose only.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis, the findings, interpretation, and the discussion of responses obtained from the study on the influence of parent's involvement in education on pupils' performance at Kenya certificate of primary education in Nyakach Sub county. This chapter presents the study findings starting with the questionnaire return rate, demographic characteristics, parents checking homework, attending school meetings, initiating academic follow up and supply of supplementary materials. Descriptive statistics method was used to analyze the data and thereafter interpreted using frequencies and percentages.

4.2 Questionnaire Return Rate

Questionnaire return rate refers to the number of questionnaires administered, filled and returned to the researcher for analysis purposes. The target respondents were teachers and pupils of public primary schools in Nyakach Sub county. According to Mugenda and Mugenda (2003), a 50 percent response rate is adequate, 60 percent good and above 70 percent rated very good. This implies that basing on this assertion, the response rate that was received of 100 percent in this research was very good.

Table 4.1 Questionnaire Return Rate

Category	Sample	Response (QR)	Percentage
Teachers	31	31	100
Pupils	96	96	100
Total	127	127	

Table 4.1 shows 100 percent response from both teachers and pupils. This is considered satisfactory to make conclusions for the study. This high response rate is attributed to the data collection procedures, where the researcher personally administered the questionnaires, waited for the respondents to fill them, and thereafter picked the completed questionnaires.

4.3 Demographic Characteristics of the Respondents

Demographic characteristics of respondents that were studied included: gender, age, education background and teacher's years of experience. This information aided the study in establishing the influence that parents' involvement in education has on their children's performance in Nyakach sub county.

4.3.1 Teachers Demographic Information

Teachers spend a lot of time with the pupils sometimes more than parents. It was therefore prudent to get the teachers views on the influence of parental involvement in education on pupils' performance in Nyakach sub-county. Teachers' gender

distribution can play a great role in the academic success of the pupils. Table 4.2 shows the teachers gender distribution.

Table 4.2 Teachers’ Gender Distribution

Gender	Frequency	Percentage
Male	12	39
Female	19	61
Total	31	100

The information shows that female teachers were more than male teachers, represented by 61 percent (19). This agrees with Nzau (2015), who stated that female teachers are more involved in pupil’s activities than their male counterparts. In the research data, the researcher sought to find the age bracket of the teachers in the study area, so as to assist in the final tabulation of the findings. Table 4.3 shows the findings.

Table 4.3 Teachers’ Age Distribution

Age bracket	Frequency	Percentage
Below 30 years	4	13
31 – 40 years	12	39
41 – 50 years	13	42
Above 50 years	2	6
Total	31	100

Table 4.3 reveals that a majority of the teachers were aged between 41 to 50 years represented by 42 percent (13). Majority of the teachers were above 30 years, which means they have more experience in their teaching profession and could give more detailed information about the pupil's they have been teaching.

The researcher also sought to determine the level of education of the respondent teachers. Table 4.4 below shows the findings.

Table 4.4 Teachers' Level of Education

Qualification	Frequency	Percentage
P1 Certificate	5	16
Diploma	15	49
Bachelor's Degree	11	35
Total	31	100

From the table 4.4, all the teachers had at least a P1 certificate in Education, which is the minimum qualifications required for a primary school teacher. This shows that all the sampled teachers were trained and qualified for their work.

The researcher also determined the teachers' working experience and tabulated the results as shown on table 4.5.

Table 4.5 Teachers' Working Experience

Years of service	f	%
Below 2	3	10
2 – 5	2	6
Above 5	26	84
Total	31	100

From the research findings, table 4.5 shows that 84 percent (26) of the respondents had a work experience of above 5 years. This means that a bigger number of the teacher respondents had a wealth of experience for both pupils and their parents' involvement in education hence could give accurate responses.

4.3.2 Pupils Demographic Information

The greatest contributor to pupil's performance is the pupils themselves. Their opinions on the influence of parental involvement on their performance were very vital for the study. This study sought to find the gender of the pupils who were involved in the study. The findings are illustrated in the Table 4.6.

Table 4.6 Pupils Gender Distribution

Gender	Frequency	Percentage
Male	40	42
Female	56	58
Total	96	100

Table 4.6 shows that there were more girls than boys who gave their responses, represented by 58 percent (56). The study also sought to find out the pupils' age. The findings on pupils' ages were illustrated by the Table 4.7.

Table 4.7 Age Distribution of Pupils

Age bracket	Frequency	Percentage
Below 13	10	10
13	20	21
14	44	46
Above 14	22	23
Total	96	100

From the illustration in table 4.7, it is clearly seen that majority of the pupils were of 14 years of age representing 46 percent (44). This shows that the pupils used in the study had the experience and the mental capacity to understand and respond to the questions posed to them.

A Childs' development could be affected by the people they live with at home. It was thus prudent to establish who the pupils lived with as illustrated in table 4.8.

Table 4.8 Whom the Pupil Lives with

Whom the pupil lives with	Frequency	Percentage
Mother and Father	60	62.5
Mother	13	13.5
Father	7	7.3
Relative	16	16.7
Total	96	100

From the table 4.8, most of the pupils live with both parents which was represented by 62.5 percent (60). The rest either lived with a single parent or a relative. The

researcher also sought to establish how the respondent pupils performed in their previous end term examination. This is illustrated in table 4.9.

Table 4.9 Pupils’ Performance in End Term Examination

Class Score	Frequency	Percentage
Above 350	6	6.3
350 - 300	15	15.6
299 - 250	24	25
249 – 200	38	39.6
Below 200	13	13.5
Total	96	100

From table 4.9, a majority of the pupils, that is 39.6 percent (38) scored between 249 – 200 which is below average. This shows that most pupils scored below the average mark of 250 marks.

The pupils were also asked about their parent’s level of education to establish any relationship it may have with parental involvement in the child’s education. The results were summarized as illustrated in the Table 4.10.

Table 4.10 Parents Education Level

Qualification	Frequency	Percentage
Class 8	53	55
Form 4	24	25
Certificate	14	15
Diploma & Degree	5	5
Total	96	100

Table 4.10 shows that 55 percent (53) of the parents had primary education only, which was the majority. The education background of the parents points to the fact that most of them had the basic education required for them to understand any issues arising in the pupil's learning process in primary school.

4.3.3 Parents Demographic Information

The study sought to determine the gender of parents who participated in the focus group discussion. Table 4.11 illustrates the gender of the respondents.

Table 4.11 Parents' Gender Distribution

Parents Gender	Frequency	Percentage
Female	37	66.1
Male	19	33.9
Total	56	100

From table 4.11, it was noted that the majority of the parents were female at 66.1 percent. This finding concurs with the findings of Opala (2014) who concluded that

female parents were more interested in the learning process of their children than the male parents.

4.4 Parents' Supervision of Homework on their Children's Performance

This section addresses the objective that intended to determine how parents' supervision of their children's homework affected their performance. The study found the following regarding this objective with regards to the teachers, pupils, and parents.

4.4.1 Parents' Checking their Children's Homework Daily

Parents stand the best chance to influence academic performance in various ways as enumerated in the parents' focus group discussion. Parents' supervision on homework of their children is a key part of the learning progress of the pupil. The study sought to find out how often a child's homework was checked by the parents at home. Teachers and pupils were asked how often parents check their homework; the results are indicated in table 4.12.

Table 4.12 Teachers and Pupils’ Responses on Parents Checking their Homework

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	3	9.7	9	9.4
Rarely	24	77.4	44	45.8
Weekly	4	12.9	40	41.7
Always	-	-	3	3.1
Total	31	100	96	100

From table 4.12, it can be seen that majority of the teachers, 77.4 percent (24) felt that parents rarely checked pupils’ homework. When it came to pupils, it was found that most parents at 45.8 percent rarely checked their homework books.

Figure 4.1 shows the parents response on checking of homework.

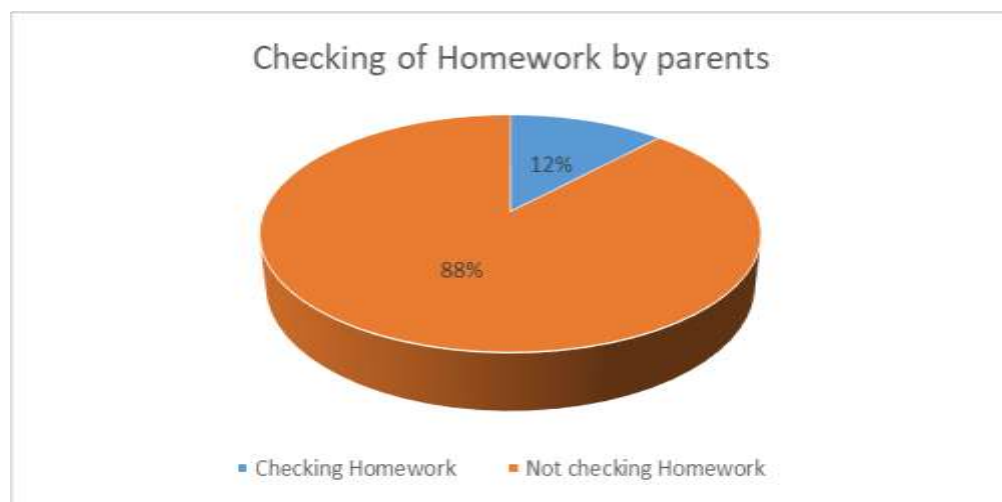


Figure 4.1 Parents Responses on Checking of their Children’s Homework

From figure 4.1, majority of the parents, represented by 88 percent do not check their pupil's homework. This shows that majority of the parents were not involved in their children's education by checking on their homework regularly. Most of the parents said they did small business as sources of income forcing them to leave early in the morning and came back late at night hence could not find time to check their children's homework. This influenced the performance of their children negatively as will be seen in figure 4.4.

4.4.2 Parents Help their Children when doing Homework

Most of the pupils carry out their homework at home. When they are experiencing difficulties, they expect to get help from their parents. Parents need to always be around their children when doing their homework to offer any kind of support they may need.

The researcher asked the teachers and pupils whether parents were involved in assisting their children when doing their homework. Table 4.13 shows the outcome of their responses.

Table 4.13 Teachers and Pupils Responses on Parents Assistance to their Children when Doing Homework

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	10	32.3	29	30.2
Rarely	17	54.8	56	58.3
Weekly	4	12.9	9	9.4
Always	-	-	2	2.1
Total	31	100	96	100

Majority of the teachers, 54.8 percent (17) stated that parents rarely helped their children when doing homework. According to the pupils, 58.3 percent (56) of them stated parents rarely helped them doing their homework since they had little knowledge of what they learn.

Parents were asked how often they assist their children when doing their homework.

Figure 4.2 shows their response.

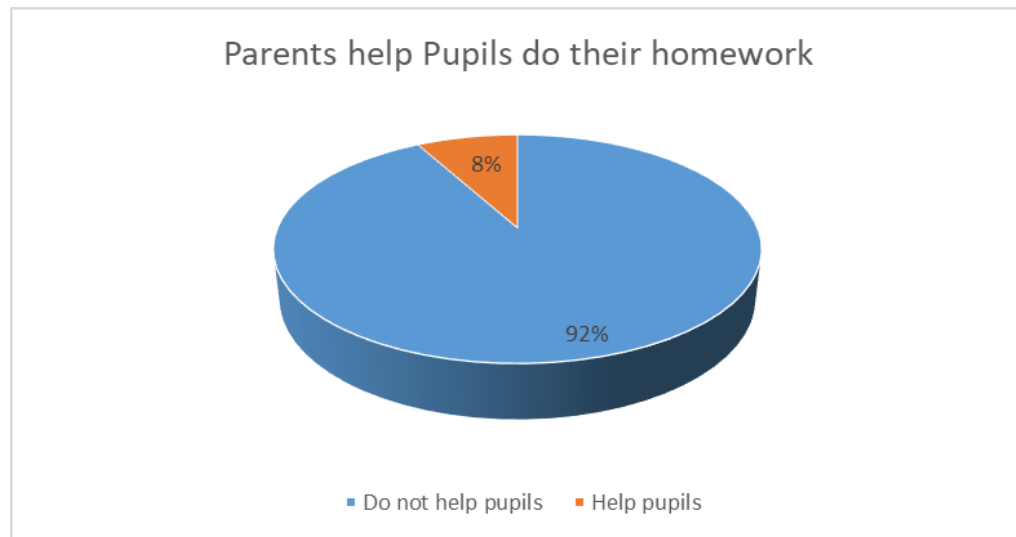


Figure 4.2 Parents Responses on Helping their Children’s Homework

Figure 4.2 indicates that 92 percent of the parents do not assist their children when doing their homework. The responses indicated they were not able to assist with homework since they had little or no knowledge on what their children learn in school hence could not understand whether the children had done the right thing or not. This concurs with Abrahams (2013), who indicated that parent’s non - involvement in helping with homework is not a deliberate act but occurs due to challenges like having uneducated parents.

4.4.3 Parents Sign Homework After Completion

Parents signing of homework is a good indicator that they are concerned with their children’s education which in turn will reflect in their academic performance. When they sign their children’s homework, they are able to see whether the child had

completed the homework or not. Teachers and pupils were asked their opinion on the response of parents signing their homework. Table 4.14 gives their responses.

Table 4.14 Teachers and Pupils Responses on Parents Signing Homework After Completion

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	22	71	51	53.1
Rarely	8	25.8	36	37.5
Weekly	1	3.2	8	8.3
Always	-	-	1	1.1
Total	31	100	96	100

From table 4.14, 71 percent (22) of the teachers stated that parents do not sign their children homework books. Pupils were also asked on the same and 53.1 percent (51) of them said that parents do not sign homework books after they had completed. This agrees with Nzau (2015) who stated that when parents do not sign their children’s homework books at all, they will not be able to know whether their children did the work given or not.

Figure 4.3 shows how parents were involved in signing the homework after completion.

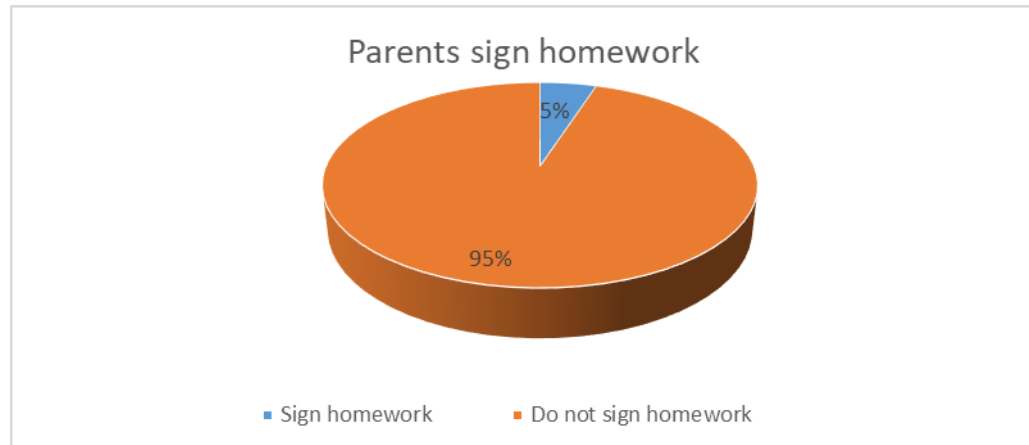


Figure 4.3 Parents Responses on Signing their Children’s Homework After Completion

Figure 4.3 shows clearly that most of the parents (95%) do not sign their children’s homework after completion. From the discussion, most parents were not aware that they needed to be signing the books.

In order to investigate how parents’ supervision of homework influences their Children’s academic performance in public primary schools, the researcher obtained this information from the teachers as shown in figure 4.4 below.

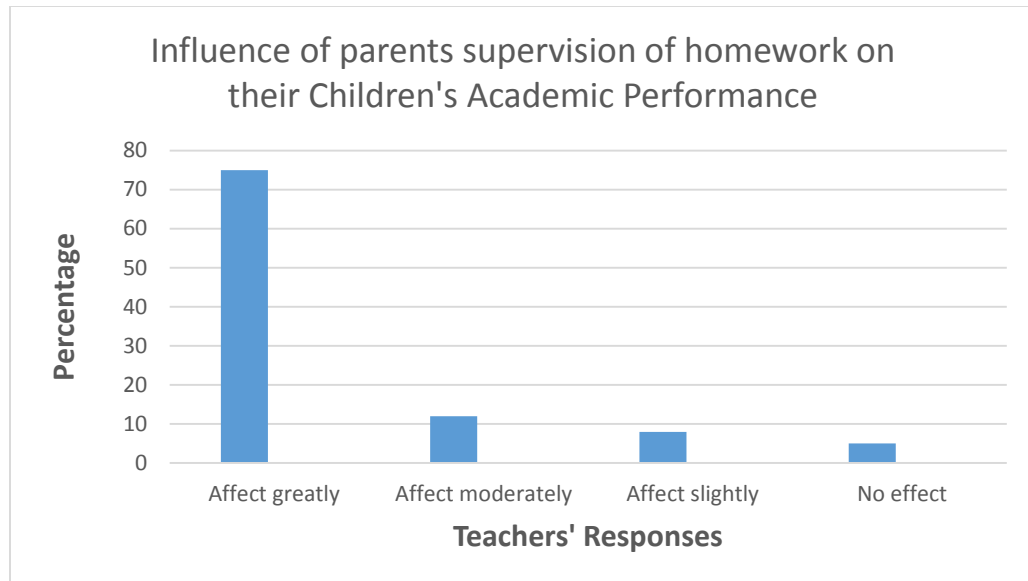


Figure 4.4 Influence of Parents’ Supervision of Homework on their Children’s Academic Performance According to Teachers

As shown in figure 4.4, teachers cited that failure by parents to supervise homework at home of their children greatly influences the academic performance of their children negatively. Teachers stated that the low level of their education was not reason for them not to supervise their homework. This is in line with the findings of Amuda & Ali (2016), who stated that parent’s level of education has no statistical impact on their academic performance.

In conclusion, the researcher found out that parents in public primary schools in Nyakach sub county were not effectively supervising their children’s homework, because of either their lack of Knowledge on the learning content or the economic activities that occupy most of their time. According to the teachers, this influenced the academic performance of the pupils negatively.

4.5 Parents Attending School Meetings on their Children's Performance

Parents need to regularly attend meetings called by the school administration. They have a key role to play when it comes to development of policies that would help the management of the school and that will yield good results in their academic performance. This study sought to find out the influence of parent's attendance in school meetings on the academic performance of the pupils. The researcher obtained responses from the parents, teachers, and pupils.

4.5.1 Parents Attendance of AGM Meeting

Annual General meetings are normally set up by the school once in a year. Their main agendas are the school budget and academic performance of pupils. This is a particularly important meeting for every parent to attend so as to know what affected their children's academic progress both positively and negatively.

To investigate how parents' attendance to AGM influenced performance in public primary schools, the study came up with the following findings from the teachers and pupils as presented in table 4.15.

Table 4.15 Teachers and Pupils Responses on Parents' Attendance of AGM Meeting

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	1	3.2	3	3.1
Rarely	9	29	17	17.7
Frequently	21	67.8	65	67.7
Always	-	-	11	11.5
Total	31	100	96	100

Table 4.15 indicate that 67.8 percent (21) of the teachers stated that parents frequently attend AGMs. Out of the interviewed pupils, 67.7 percent (65) of them said parents frequently attended AGM meetings. Figure 4.5 shows parents' participation in these meetings.

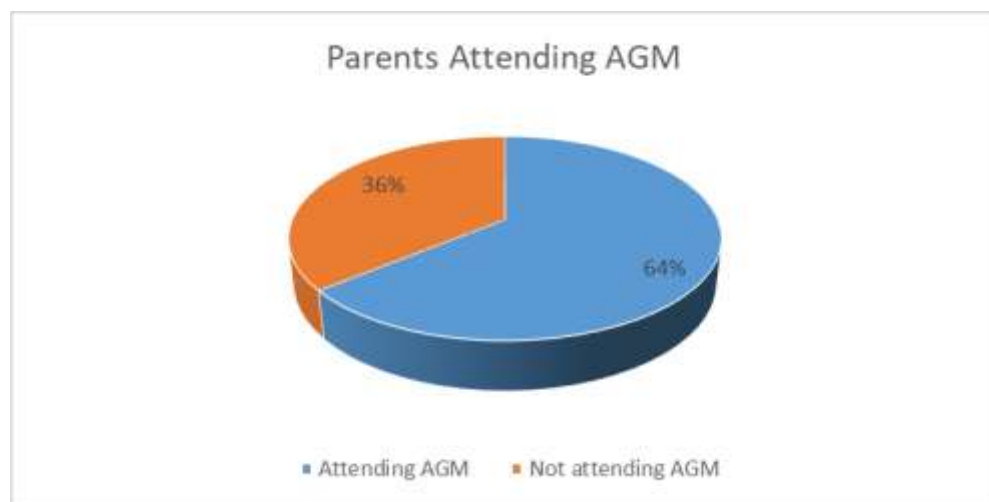


Figure 4.5 Parents' Responses on Attending AGM

Figure 4.5 above, indicate that majority of parents were involved in the schools' AGM (64%).

4.5.2 Parents Participation in PTA Meeting and Activities

Parents Teachers Association is the working together of the teachers and the parents to help the pupils in their academic work. When meetings are organized for the two groups and one party does not play its part as expected, the other party is burdened and hence cannot fulfil its course. According to Apolo (2014), parents' attendance of PTA meetings provided them with the opportunities to discuss their children's learning progress and their academic performance.

The study inquired from the teachers and pupils on the involvement of their parents in participation in PTA meeting and proposed activities. Table 4.16 shows the outcome.

Table 4.16 Teachers and Pupils Response on Parents Participation in PTA Meeting and Activities

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	4	13	13	13.5
Rarely	9	29	38	39.6
Frequently	17	54.8	42	43.8
Always	1	3.2	3	3.1
Total	31	100	96	100

Table 4.16 shows the teachers' feedback. 54.8 percent (17) of the teachers said that parents frequently attend the meetings and were involved in the school activities. Majority of the pupils (43.8%) said that parents frequently participated in PTA meetings and got involved in the activities set for them.

Parents were also asked about their involvement in attending PTA meetings and activities. Figure 4.6 shows their responses.

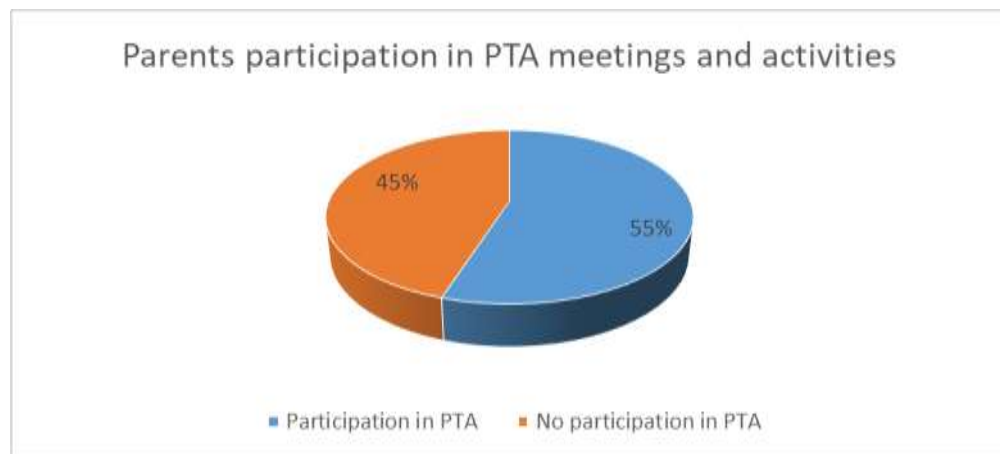


Figure 4.6 Parents' Responses on Attendance and Participation in PTA Meetings

The above figure 4.6 indicated that 45 percent of the parents said they participate and always attend the PTA meetings. Parents said in the discussion that their tried their best to avail themselves in these meetings.

4.5.3 Parents Discuss Academic Performance with Class Teachers on Academic Clinic Days

Academic clinic days are special days organized by the school administration to discuss the academic progress of every child. The discussion involves the class teacher, the pupil and his/her parent. The three agree on measures to be put to improve the performance of the child. The study needed to find out how parents participated in these academic days.

Teachers and pupils were asked their views on the attendance of parents during academic clinic days and the results were as shown in table 4.17 below.

Table 4.17 Teachers and Pupils Responses on Parents Discuss Academic Performance with Class Teachers on Academic Clinic Days

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	7	22.6	31	32.3
Rarely	23	74.2	47	49
Frequently	1	3.2	12	12.5
Always	-	-	6	6.2
Total	31	100	96	100

From table 4.17, teachers represented by 74.2 percent said that parents rarely attended academic clinic to discuss the academic performance of their children.

Majority of the pupils (49%) indicated that parents rarely attend academic clinic days to discuss their academic performance.

The researcher sought to find out how often parents attended academic clinic days to discuss academic performance of their children. The results from the parents are indicated in figure 4.7 below.

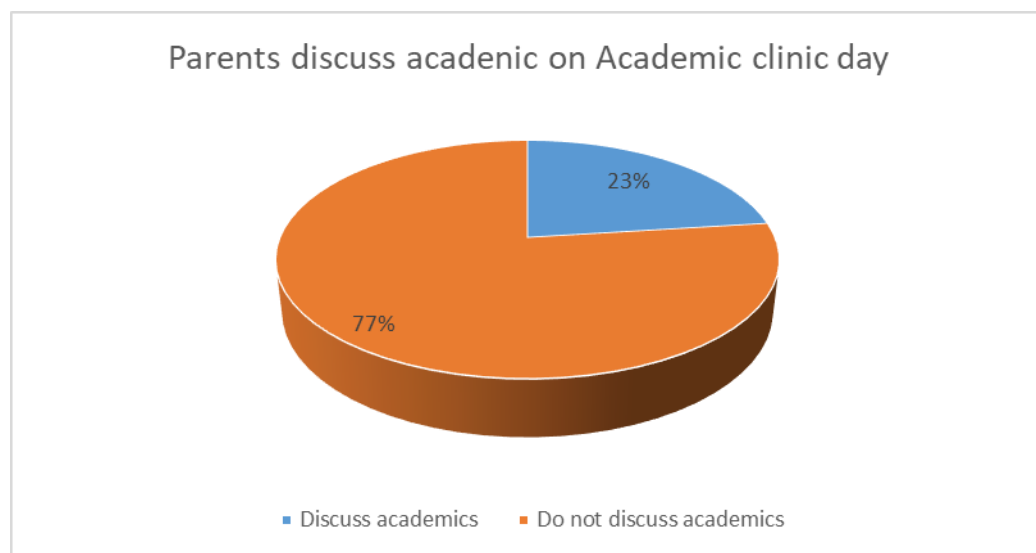


Figure 4.7 Parents Responses on Discussing Academics on Academic Days

Figure 4.7 shows parent's participation in discussing academic performance with class teachers on academic clinic days. The findings indicated that 77 percent of the parents do not attend academic clinic to discuss performance with the teachers.

To investigate how parents' attendance of school meetings influences pupils' academic performance, the researcher asked the teachers the effects of parents attending school meetings on the academic performance. This is shown in figure 4.8.

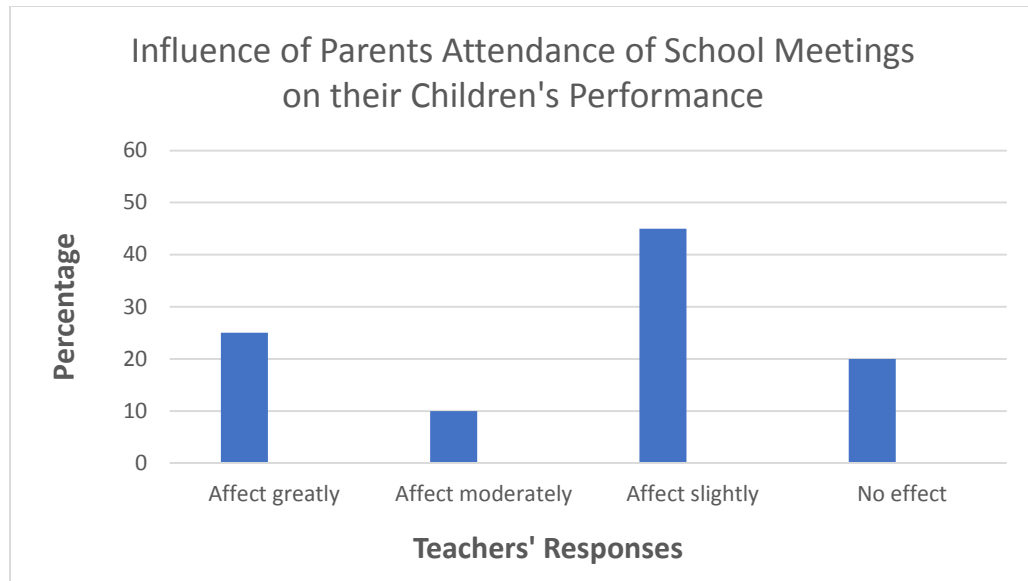


Figure 4.8 Influence of Parents Attending School Meetings on their Children’s Academic Performance

As shown in figure 4.8, teachers pointed to the fact that parent’s participation in school meetings slightly affected (by 45%) the academic performance of their children. This concurs with Ngigi (2014) who stated that schools with high parents’ attendance in school activities makes the performance of the pupils to be equally great. Some of the teachers from the study felt that pupils were still in a position to perform better even if their parents did not make follow up on them.

In conclusion, the researcher found out that there is high attendance of parents in AGMs and PTA meetings, but low attendance was realized during academic clinic days. Teachers stated that it was important for parents to avail themselves for academic clinics in order to exposes them to a deeper knowledge of their children’s needs and challenges. Nevertheless, some teachers emphasized that pupils are able

to perform well even when parents do not participate fully in school AGM and PTA meetings.

4.6 Parents Making Follow Up in School on Children's Performance

Parents need to make personal initiatives to follow up how their children are progressing in school. According Ngigi (2014), it was crucial for parents to always initiate follow up in school to get to know from the teachers the progress of their children. They do not need to be called by the school administration to discuss issues pertaining the academic performance of their children but should be proactive and get in touch with the teachers on the academic progress of their children.

4.6.1 Parents Making Time to Meet Their Children's Subject Teachers

Parents need to always be familiar with the subject teachers of their children and even create time to meet them to discuss how their children are performing in every specific subject. The researcher went ahead to investigate the teachers and pupils on whether their parents created time to meet the subject teachers. The findings are in table 4.18.

Table 4.18 Teachers and Pupils Response on Whether Parents Make Time to Meet the Pupil’s Subject Teachers

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	4	12.9	41	42.7
Annually	27	87.1	42	43.8
Termly	-	-	13	13.5
Monthly	-	-	-	-
Total	31	100	96	100

From table 4.18 majority of the teachers (87.1%) said that parents annually went to school to meet their children subject teachers. From the pupils interviewed 43.8 percent (42) annually went to meet their subject teachers. The researcher went ahead to investigate the parents if they were visiting their children’s subject teachers. The findings were as shown on figure 4.9.

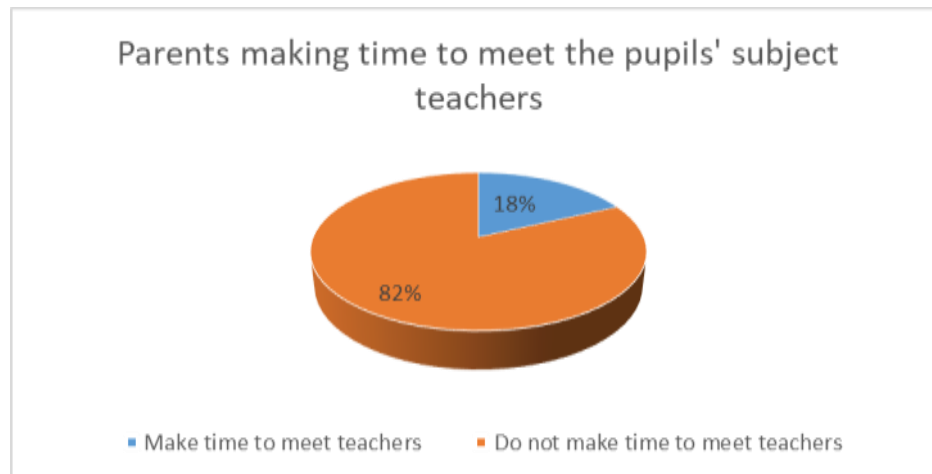


Figure 4.9 Parents Responses on Their Making Time to Meet Their Children’s Subject Teachers

Figure 4.9 shows how parents create time to meet their children’s subject teachers. From the above figure, most of the parents (82%) were not making time to meet their children subject teachers. These findings agree with Mudibo (2014)’s findings, who stated that parents should be sensitized on the importance of closely following up and monitoring of their children’s academic progress.

4.6.2 Parents Collect Progressive Report of Their Children

The academic performance of every child is communicated to the parent through the progressive report book after every assessment done. It is through report books that parents could tell the academic performance of their children. It is therefore every important for parents to collect this document from school since it gives them a summary of how their children have being doing in a certain period of time.

The researcher also gathered information from whether parents went to school to collect the progressive reports. The findings are shown on Table 4.19.

Table 4.19 Teachers and Pupils Responses on Parents’ collection of their Children’s Progressive Report

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	9	29	16	16.7
Annually	16	51.6	40	41.7
Termly	6	19.4	37	38.5
Monthly	-	-	3	3.1
Total	31	100	96	100

From the above table 4.19, 51.6 percent of the teachers said that parents annually went to school to collect their children’s progressive report. The researcher also investigated the pupils and found out that 41.7 percent of them stated that parents annually went to school to collect their children’s report books.

The researcher investigated from the parents whether parents went to school to collect progressive report. The findings are represented in figure 4.10.

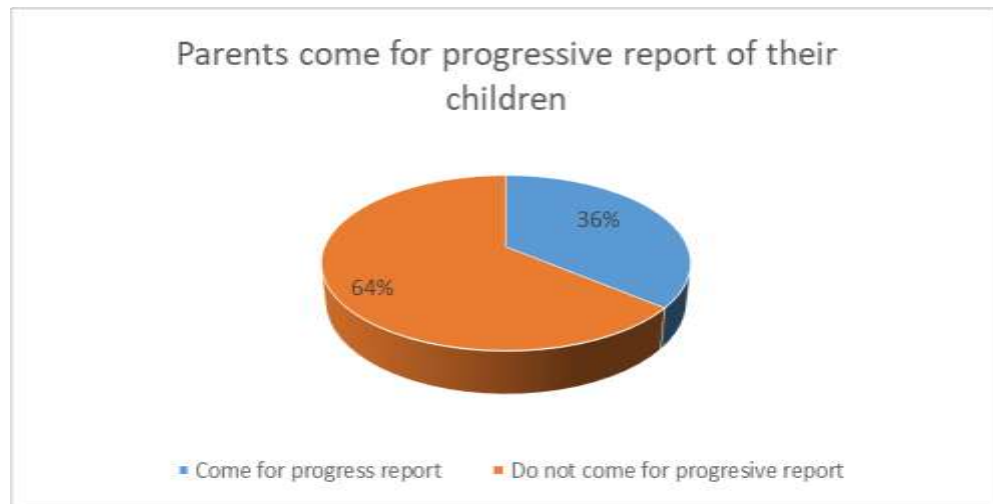


Figure 4.10 Parents Response on Collecting their Children’s Progressive Report

The above figure 4.10 shows that 64 percent do not go to school for their children’s progressive report after any assessment.

4.6.3 Regular Communication Between the Parent and Teacher

Kothari (2003), noted that parent-school communication usually enables the parents or the teachers to pass information regarding the pupil effectively. When there is frequent teachers-parents communication, it immediately increased student engagement in the learning process hence improving his/her academic performance (Kraft et, .al, 2011). The researcher investigated the teachers and pupils whether there was regular communication between the parents and teachers. The findings are presented on Table 4.20.

Table 4.20 Teachers and Pupils Responses on whether Parents Make Regular Communication with Teachers

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	3	9.7	20	20.8
Annually	18	58	54	56.3
Termly	10	32.3	18	18.7
Monthly	-	-	4	4.2
Total	31	100	96	100

Table 4.20 representation above 58 percent of the teachers stated that parents annually communicated to the teachers about their children whereabouts. The pupil respondents said majority of their parents (56.3%) annually communicated to teachers about them.

The researcher further went ahead to discuss with parents on how often they were communicating to their children’s teachers on a regular basis. The outcome of the discussion is shown on figure 4.11 below.

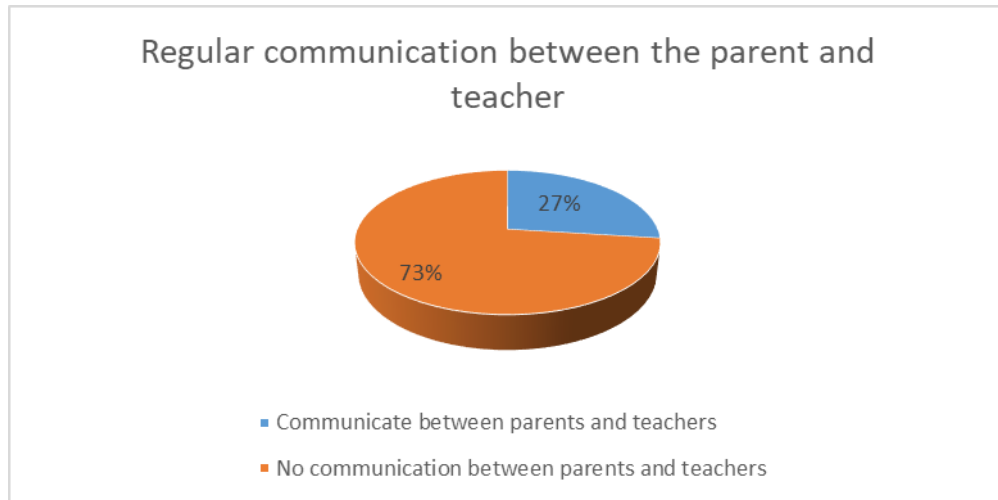


Figure 4.11 Parents Response on Making Regular Communication with the Teachers

Figure 4.11 shows that 73 percent of the parents were not regular in communicating with the teachers. In order to investigate whether parents’ initiation of follow up in the school influences the pupils’ academic performance, the study went ahead to inquire from teachers on the same. This is shown in figure 4.12.

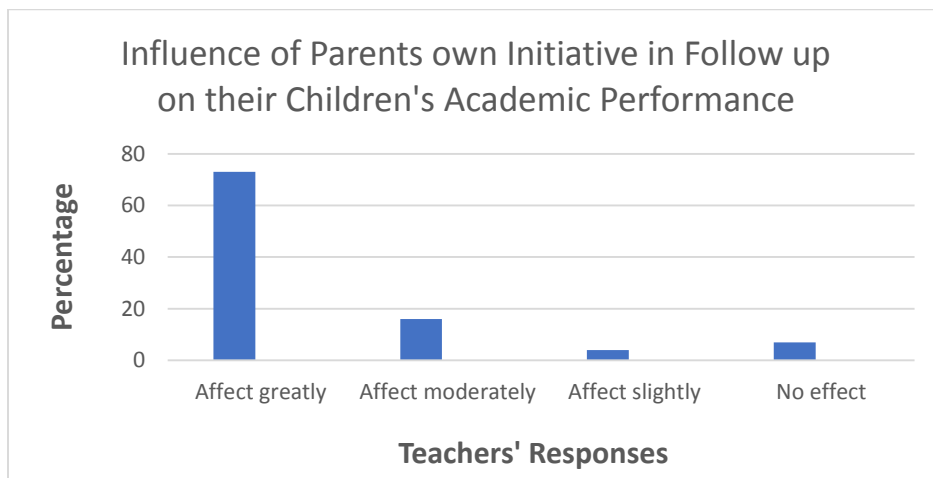


Figure 4.12 Influence of Parents’ own Initiative in Follow up on Pupils’ Performance

From the findings as shown in figure 4.12, majority (73%) of teachers felt that failure by parents to initiate follow up in school greatly affects their children's performance. This is in line with Ondieki (2012), who found out that parents who maintained frequent contact with the school have higher achieving children than those whose parents have less frequent or no contact.

In conclusion, it was noted that a majority of the parents were not making their own initiatives to follow up their children's performance progress. This was indicated by all the respondents in the findings. Teachers stated that the low performance witnessed in Table 4.9 was also influenced by their parents' lack of follow up.

4.7 Parents Purchasing Supplementary Learning Materials on their Children's Performance

The Kenya government through the ministry of education provides public schools with textbooks. This is to ensure that all learners have equal opportunities for learning in the country, but this has not yet come to fruition since the books provided are not sufficient for all the learners in the classrooms. In some schools three to four pupils have to share one book and other learning materials. The researcher established three areas that parents could stand in the gap to ensure they supplement the little resources the government has provided. These include textbooks, stationaries, and uniform.

4.7.1 Parents Purchase Supplementary Books

Learning materials play a great role in enabling children succeed in their studies. The textbooks should be those approved by the Ministry of Education, which the school may not have received enough copies for each child.

The researcher sort to find out from teachers and pupils if their parents provided them with supplementary books. Various responses were recorded from the research instrument. The results are illustrated in the table 4.21.

Table 4.21 Teachers and Pupils Responses on Parents Purchase of Supplementary Books

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	8	25.8	11	11.4
Rarely	21	67.8	54	56.3
Sometimes	2	6.4	26	27.1
Always	-	-	5	5.2
Total	31	100	96	100

In Table 4.21, the researcher found out from the teachers that majority of the parents (67.8%) rarely bought for their children supplementary books. A large number of the respondent pupils (56.3%) stated that parents rarely bought them supplementary books for writing and reading.

Parents were asked to indicate how often they provided these books to their children. This is illustrated in figure 4.13 below.

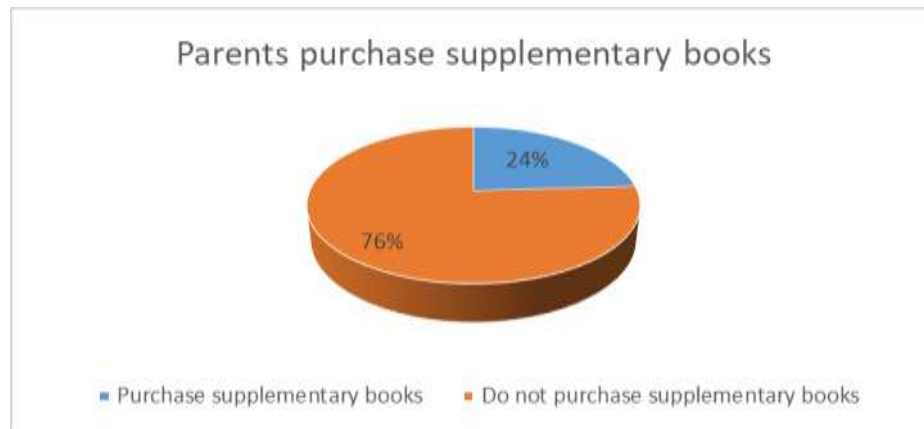


Figure 4.13 Parents Responses on Purchase of Supplementary Books

Figure 4.13 shows the research finding, 76 percent of the respondent parents admitted that they did not buy their children supplementary books since they assumed the government provided for the school.

4.7.2 Parents Purchase Stationeries

Stationeries play a great role in enabling children succeed in their studies at various stages. Teachers and pupils were asked to give their views on this area and the outcome is as shown on table 4.22.

Table 4.22 Teachers and Pupils Responses on Parents Purchase of Stationaries

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	2	2.4	5	5.2
Rarely	19	61.3	53	55.2
Sometimes	10	32.3	23	24
Always	-	-	15	15.6
Total	31	100	96	100

From table 4.22, 61.3 percent of the teachers said that parents rarely purchased for their children stationaries to help them in learning both in school and at home. Majority of the pupils (55.2%) said that parents rarely purchase for them stationary materials for school and private studies.

Parents were asked to indicate how often they provided stationery to their children. This is illustrated in figure 4.14 below.

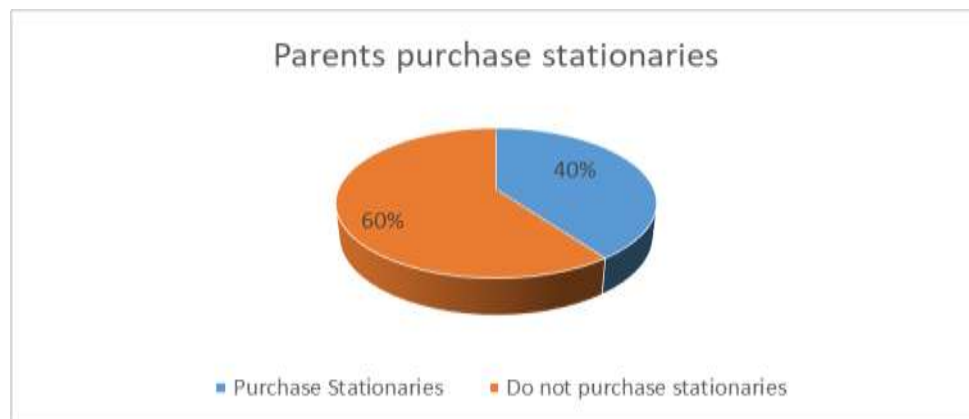


Figure 4.14 Parents Responses on Purchasing Stationaries.

Figure 4.14 shows that a majority (60%) of the parents do not purchase stationaries for their children hence allowing their children to go to school without pens, pencils, geometrical sets or any other stationary needed in school for their learning.

4.7.3 Parents Provide Appropriate School Uniform

Uniforms are important since pupils are never allowed in school without the right uniform. Neither the government nor the school provide uniforms for pupils, thereby leaving this responsibility to the parents. Parents need to take up this responsibility and do it diligently to ensure their children have appropriate uniform that is official and in good shape.

Teachers and pupils were required to comment whether parents were providing school uniform or not. Data was collected and tabulated in table 4.23 below.

Table 4.23 Teachers and Pupils Responses on Whether Parents Provide School Uniform

Responses	Teachers		Pupils	
	f	%	f	%
Not at all	1	3.2	1	1.1
Rarely	13	41.9	32	33.3
Sometimes	14	45.2	44	45.8
Always	3	9.7	19	19.8
Total	31	100	96	100

From table 4.23, 45.2 percent of the teachers said that parents sometimes provided proper uniform for their children while 45.8 percent of the pupils said that their parents sometimes provided them with proper uniform. The result of this study agrees with Kinya (2016) who concluded that self-esteem and self-confidence is associated to those who had proper uniform since this would keep them focused on their studies hence higher scores will be experienced.

Parents were also asked how often they provided uniform to their children. Figure 4.15 contains the findings.

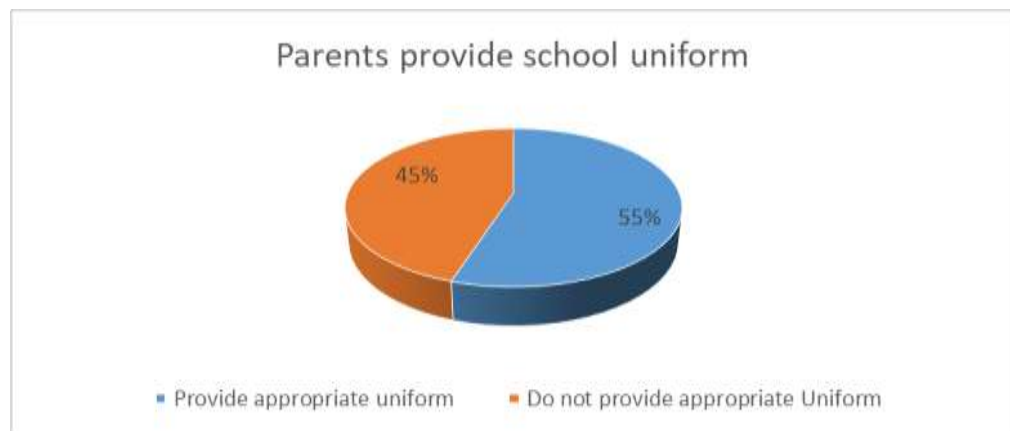


Figure 4.15 Parents Responses on Provision of School Uniform

Figure 4.15 shows parents' responses on provision of uniform to their children. It was seen that 55 percent of the parents provide their children with appropriate uniform. In order to investigate whether parents purchasing supplementary materials for their children influenced academic performance in public primary schools, the study came up with the following findings as presented in figure 4.16 below.

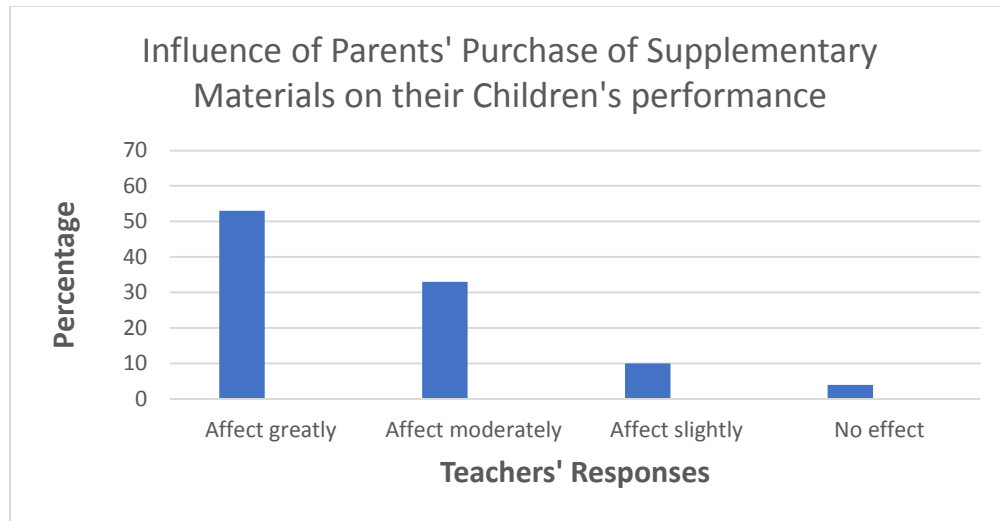


Figure 4.16 Influence of Parents Purchasing Supplementary Materials on the Pupils' Academic Performance

According to Figure 4.16, 54 percent of the teachers clearly indicated that the purchase of supplementary learning materials by parents greatly affects their children's performance in class. Many teachers reported lack of writing materials, books, or inappropriate uniform among majority of the pupils in public primary schools.

From the above findings, majority of the parents do not provide their children with supplementary materials like books and stationeries, though most of the parents provided appropriate school uniforms to their children. The researcher gathered from the teachers that pupils who lacked these necessary materials were sometimes sent home and thus missed some classes, hence affecting their performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, and recommendations of the study based on the research objectives. The study focused on the influence of parents' involvement in education on pupils' performance at Kenya certificate of primary education in Nyakach sub-county, Kisumu, Kenya.

5.2 Summary of the Study

The study purposed to find out the influence of parents' involvement in education on pupils' performance at Kenya certificate of primary education in Nyakach sub-county, Kisumu, Kenya. Four research objectives guided the study: to examine how parents' involvement in supervision of pupils' homework influence pupils' performance; to establish how parents' involvement in attending school meetings influence pupils' performance; to determine how parents' initiative in academic follow up of their children influence their performance; to examine how parents' involvement in provision of supplementary learning materials influence pupils' performance. The independent variables in the study were: parents supervising homework, parents' attendance of school meetings, parents' initiating follow up of child's performance and providing supplementary learning materials for pupils. The dependent variables were effective teaching and learning and good academic performance. The study employed descriptive survey design. The target population of this study was 144 public primary schools in Nyakach Sub county. The

population of the respondents included 31 teachers, 96 pupils and 56 parents. Multistage sampling technique was used to sample teachers and pupils' respondents. The tools for collecting data included questionnaire for teachers and pupils and a focus group discussion for parents. SPSS was used to compute the data into frequencies and percentages presented in tables, pie chart and graphs. The study adopted the open systems theory because a school is viewed as a system consisting of different parts, i.e. teachers, pupils, and parents who interact for the success of the school. The purpose of the study was therefore to explore the possible relationship between parents' involvement and their children's academic performance in public primary schools in Nyakach Sub County, a study that had not been done in this particular environment.

5.3 Summary of the Study Findings

The study considered these four research objectives: to examine how parents' involvement in supervision of pupils' homework influence pupils performance; to establish how parents' involvement in attending school meetings influence pupils' performance; to determine how parents' initiative in academic follow up of their children influence their performance; to examine how parents' involvement in provision of supplementary learning materials influence pupils' performance. The findings on each of these objectives is discussed below.

5.3.1 Supervision of Homework

This objective was to establish how parents' supervision of homework influences their children's performance in public schools in Nyakach Sub county. The findings

reveal that 88 percent of the parents do not check their children's homework. On assisting pupils with their homework, less than 10 percent of both teachers and pupils said parents help them with their homework at home and only 5 percent of them signed their children's completed homework. This was as a result of either their lack of Knowledge on the learning content or the economic activities that occupy most of their time. From the research findings, this influenced the academic performance of the pupils negatively, since majority of pupils whose parents do not supervise their homework end up not doing the homework effectively or fail to do it altogether. This means the pupils end up not effectively practicing the new knowledge acquired hence their performance is retarded.

5.3.2 Participation in School Meetings

On parent's attendance in school meetings, 64 percent of the parents agreed they were involved in attending school AGM and 55 percent of them fully participated in school PTA activities. The situation was different when it came to the parents attending academic clinics. An average of 23 percent of the parents only would come to hear from the teachers the progress of their children. From the study findings, the participation of parents in AGM and PTA meetings did not significantly affect the academic performance of their children as opposed to their attendance of academic clinics, which significantly affected their children's performance. This is because when parents attend academic clinics, their children's academic performance and progress is the main agenda as opposed to the PTA and AGM meetings.

5.3.3 Initiating Academic Follow Up

From the findings, 82 percent of the parents declared they did not know the subject teachers of their children or the subject they did well and those they performed poorly. Parents need to always go to school after every assessment to find out how their children are progressing. Only 36 percent of the parents interviewed confirmed they always collect the report books of their children. Teacher-parents communication is important for better performance, but from the findings, just 27 percent of the parents have regular communication with teachers. From the research findings, it was clearly noted that a majority of the parents were not making their own initiatives to follow up their children's performance progress. This was indicated by all the respondents in the findings. Teachers stated that the low performance witnessed in Table 4.9 was also influenced by their parents' lack of follow up.

5.3.4 Purchase Supplementary Learning Material

From the findings, most parents indicated reluctance in purchasing supplementary learning materials for their children. 76 percent of the parents were not purchasing supplementary books for their children, having the notion that the government would always provide all the required learning materials. 61.3 percent of the teachers indicated that parents were not playing their role in ensuring their children have all the necessary stationaries required. From the findings, it was clearly seen that pupils who lacked these necessary materials were sometimes sent home and

thus missed some classes, hence negatively affecting their academic performance significantly, as shown in figure 4.16.

5.4 Conclusions of the Study

From the findings of the study, the following conclusions were made:

- The study findings show that parents in Nyakach Subcounty performed poorly in the supervision of their children's homework. This was clearly seen to negatively influence the academic performance of their children to a great extent. The results of the study showed that parents who supervised their children's homework had their children perform better in their academic work, since they could clearly gauge and follow up their academic progress in a timely manner.
- The results of the findings also indicated that though parents regularly attended the AGM and PTA meetings, this does not have a significant effect on the academic performance of their children. Pupils still performed poorly despite their parents' attending and participating in school meetings regularly. The results of the study also showed that parents rarely attend academic clinics to discuss the performance of their children with the teachers. This led to a significant negative influence on the performance of their children as confirmed by the teachers. This therefore shows that parent's attendance in academic clinics is of more importance in their children's academic performance than that of AGM and PTA meetings.

- From the study, it was clear that parents in Nyakach subcounty were not making their own initiatives to follow up their children's performance progress. This negatively influence their academic performance as shown in the research findings. Parents who make regular communication and initiate follow up on their children's education have their children perform better in their academic work.
- From the study findings, lack of parents' initiative in providing supplementary learning materials affected the performance of their children negatively. Lack of appropriate uniforms lowered the self-esteem of the affected children especially when they were sent home and ended up missing some lessons. This has a negative influence on their performance. The lack of adequate stationaries and books in class incapacitated the pupils in their class work and hence affected their performance negatively, as shown in the research findings.

5.5 Recommendations

The recommendations made by the researcher based on the study findings include:

1. Parents should be encouraged to deliberately set aside time to supervise their children's homework, assist them in areas of difficulty in as much as they are able to and finally sign the homework after completion in order to ensure their children did their homework in the required manner.

2. School administrations should always put measures to ensure parents attend academic clinic days, even if it means sending pupils back home to bring their parents who were not present on these academic clinic days.
3. School administrations should also organize training meetings to educate parents on how they can effectively be involved in their children's education in order to improve their academic performance.

5.4 Suggestions for Further Research

1. Other factors influencing pupils' performance other than parent's involvement should be studied.
2. Since the study was conducted in Nyakach Sub county, which is a rural area, other researchers may replicate the same study in other areas which are urban in nature.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi

Department of Education Administration and Planning

P.O BOX 30197-00100, Nairobi.

August 2019

To The Head Teacher,

.....Primary School.

Dear Sir/Madam,

RE: PARTICIPATION IN RESEACH.

I am a post graduate student pursuing post graduate at the University of Nairobi, carrying out a study on **Parent’s involvement in their children’s academic performance at Kenya certificate of primary examination in public schools in Nyakach Sub-County.**

Your school has been selected to take part in the study. I am therefore humbly requesting for your permission to gather the required information at your school.

The responses are strictly meant for the study and your school identity will be treated with confidentiality. Your support will be highly appreciated.

Yours Faithfully,

Akello Gylan R.

APPENDIX II

TEACHERS' QUESTIONNAIRE

Kindly you are requested to provide answers to these questions as honestly and precise as possible. Response to these questions will be treated as confidential. Please tick (✓) where appropriate or fill in the required information on the spaces provided.

SECTION A

1. What is your gender? Male () Female ()
2. What is your age in years? Below 30 () Between 31-40 ()
Between 41-50 () Above 50 ()
3. What is your level of education? Bachelors ()
Diploma () Certificate ()
4. What is your teaching experience in years? Above 5 years ()
2-5 years () below 1 year ()
5. What class are you a class teacher? Seven () Eight ()

SECTION B

Parent's involvement and Pupils Performance

Given below are parents' involvements that may influence academic performance.

5. Parents supervision of Homework and Pupils performance

		Not at all	Rarely	Weekly	Always
i	Parents supervise the pupil's homework daily.				
ii	Parents help pupils when doing their homework				
iii	Parents sign homework after completion.				

6. Does lack parent's supervision on homework affect their academic performance?

Affect greatly () Affect moderately () Affect slightly () No effect ()

7. Parents attending School meetings and Pupils performance

		Not at all	Rarely	Sometimes	Always
	Parents attend AGM meeting				

ii	Parents participate in PTA meetings and activities.				
iii	Parents discuss academic performance with class teachers on open day.				

8. Does lack of parents attending school meetings affect the pupils' academic performance?

Affect greatly () Affect moderately () Affect slightly () No effect ()

9. Parents making Follow up in School and Pupils performance

		Not at all	Rarely	Frequently	Always
i.	Parents making time to meet the pupils' subject teachers.				
ii.	Parents come for progressive report of their children.				
iii.	Communication between the parent and teacher is effective				

10. Does lack of parents making follow up in school affect pupils' academic performance?

Affect greatly () Affect moderately () Affect slightly () No effect ()

11. What do you think should be done to enhance parents' involvement in education.....

12. Parents purchasing supplementary materials and pupil's performance

		Not at all	Rarely	Sometimes	Always
i.	Pupils have adequate personal textbooks				
ii.	Pupils have adequate stationary to do the assignments in school and at home.				
iii.	Pupils have appropriate uniform and in good state.				

13. Does lack of provision of supplementary learning materials affect the academic performance of the pupils?

Affect greatly () Affect moderately () Affect slightly () No effect ()

Thank You for your co-operation

APPENDIX III
PUPIL'S QUESTIONNAIRE

You are kindly requested to complete this questionnaire indicating your honest response by putting a tick (✓) against your answer or filling in the blank spaces. The information given will be treated with utmost confidentiality and you are therefore requested not to indicate your name or the name of your school anywhere on the questionnaire. Please respond to all the questions.

SECTION A

Background information.

1. What is your gender? Male () Female ()
2. What is your age?
Below 13 years () 13 years () 14 years () above 14years ().
3. What class are you? Seven () Eight ()
4. Whom do you live with? Mother and father () Mother () father () relative ().
5. What is your parent level of education?
Diploma () Certificate () Form 4() Class 8()
6. What was your class marks obtained during last terms end of term examination? Marks obtained

SECTION B

7. Parents checking of Homework and Pupils performance

		Not at all	Rarely	Weekly	Always
i	Parents ensures that I complete my homework				
ii	Parents discuss with me my homework assignment.				
iii	Parents checks and signs completed homework				

8. Parents attending School meetings and Pupils performance

		Not at all	Rarely	Sometimes	Always
i	Parents attend AGM meetings in school				
ii	Parents participate in PTA activities				
iii	Parents discuss performance of the student on open day				

9. Parents initiate Follow up in School and Pupils performance

		Not at all	Rarely	Frequently	Always
i.	Parents create time to meet subject teachers.				
ii.	Parents request for feedback after every assessment.				
iii.	Parents make regular communication with the class teacher.				

10. Parents purchasing supplementary materials and pupils' performance

		Not at all	Rarely	Sometimes	Always
i.	Parents purchase supplementary books				
ii.	Parents purchase stationaries				
iii.	Parents provide the appropriate uniform				

Thank you for your co-operation

APPENDIX IV

FOCUS GROUP DISCUSSION GUIDE (FGD) QUESTIONS FOR PARENTS

Influence of parents' involvement in education on pupils' performance at Kenya Certificate of Primary Education in Nyakach Sub-County, Kisumu.

Date _____ **Venue** _____

Number of Participants; Male _____ **Female** _____

1.
 - (a) How often do you check your children's homework?
 - (b) How often do you assist you children in their homework?
 - (c) How often do you sign your child's homework book?
2.
 - (a) How do you get involved in school functions and activities?
 - (b) What are some of the agendas you discuss in school meetings about academic performance?
 - (c) How often do you attend open days to discuss academic performance?
3.
 - (a) How often do you visit the subject teachers in school?
 - (b) How often do you check your children's report book/cards?
 - (c) How often do you communicate with the class teachers on issues concerning your child's academic performance?
4. How do you assist your children with learning materials such as supplementary books, Stationaries and uniform?



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