

**INFLUENCE OF PARENTAL INVOLVEMENT IN THE
LEARNING PROCESS OUTCOME OF CHILDREN IN PUBLIC
PRIMARY SCHOOLS IN KISUMU MUNICIPALITY, KENYA**

BY

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DECLARATION

This Research Project Report is my original work and has not been presented for the award of any degree in any other University.

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DEDICATION

This study is dedicate to my husband Sospeter Okoth Okusah, daughter Gift Okusah, son Praise Okusah, nieces, nephews and all the family members who have always encouraged me to excel and valued my efforts in pursuit of education. I also dedicate it to my father Erastus Ang'ienda and my mother the late Perepeture Ang'ienda who encouraged me to pursue higher education.

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TABLE OF CONTENT

TITLE	PAGE
DECLARATION	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
LIST OF ABBREVIATIONS AND ACRONYMS.....	x
ABSTRACT.....	xi
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study	5
1.4 Objectives of the Study.....	5
1.5 Research Question	6
1.6 Significance of the Study	6
1.7 Basic Assumptions of the Study	7
1.8 Limitations of the Study	7
1.9 Delimitations of the Study.....	8
1.10 Definition of Key Terms.....	8
1.11 Organization of the Study ..	9
CHAPTER TWO.....	10
LITERATURE REVIEW.....	10
2.1 Introduction	10
2.2 Overview of Parental involvement on the learning process of the children.....	10
2.3 School visitation as a component of parental involvement in the learning process.....	12
2.4 Provision of healthy learning environment as a component of parental involvement in the learning process schools.....	14
2.5 Constant communication by the school as a component of parental involvement in the learning process	17
2.6 Volunteering in school activities by the parents as a component of parental involvement in the learning process.....	20
2.7 Benefits of parental involvement in Education.....	21
2.8 Theoretical Framework.....	24

CHAPTER THREE.....	27
RESEARCH METHODOLOGY.....	27
3.1 Introduction.....	27
3.2 Research Design.....	27
3.3 Target Population.....	27
3.4 Sample size and Sample selection	28
3.5 Research instrument.....	28
3.5.1 Pilot Testing	29
3.5.2 Validity of the instrument	30
3.5.3 Reliability of the instrument	30
3.6 Data Collection Procedure	31
3.7 Data Analysis Technique	32
3.8 Ethical consideration.....	32
CHAPTER FOUR.....	33
ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS..	33
4.1 Introduction.....	33
4.2 Questionnaire Return Rate.	33
4.3 Demographic Characteristic of Respondents.	33
4.3.1 Gender.	34
4.3.2 Years of experience as an administrator.	34
4.3.3 Years of teaching experience.	35
4.4 Assessing the extent to which school visitation as a component of parental involvement has influenced learning process.	36
4.4.1 Attendance of parents/guardians on parent/teacher conference meeting on a regular basis.	36
4.4.2 Attendance of parents/guardians on board meetings.	38
4.4.3 Attendance of parents on workshops.	39
4.5 Determining the level at which provision of healthy learning environment as a component of parental involvement has influence the learning process.....	40
4.5.1 Parents participation in scheduled regular interactive homework.	40
4.5.2 Parents assistance to pupils in setting academic goals.	42
4.5.3 Provision of good nutrition by parents.	43

4.6	Establishing how constant communication by the school as a component of parental involvement has influence the learning process.	44
4.6.1	Parental involvement of teachers in a two way communication.	44
4.6.2	Duration that parents often get in touch with teachers.	46
4.6.3	Participation of schools in conducting orientation for new parents.	48
4.6.4	Provision of clear information about the curriculum, assessment and achievement levels and report cards by schools.....	49
4.7	Assessing the extent to which volunteering in school activities by the parents as a component of parental involvement has influenced the learning process.	51
4.7.1	Participation of parents in the organizations for PTA, PTO and PTC	51
4.7.2	Volunteering of parents in participation in classroom activities.	53
4.7.3	Involvement of parents in the school activities.	54
4.7.4	Involvement of parents in location and utilization of community resources	56
CHAPTER FIVE		58
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS....		58
5.1	Introduction	58
5.2	Summary of the findings	58
5.3	Conclusion	61
5.4	Recommendation	62
5.5	Contribution to the body of knowledge	63
5.6	Suggestion for further studies	65
REFERENCE		66
APPENDICES.....		72
Appendix I: Letter of transmittal.....		72
Appendix II: Questionnaire for Head Teacher and Deputy Head Teachers		73
Appendix III: Research Clearance Permit		77
Appendix IV: Research Authorization		78

LIST OF TABLES

	Page
Table 4.1	Gender34
Table 4.2	Years of Experience as an administrator.35
Table 4.3	Years of experience35
Table 4.4	Attendance of parents/guardians on teacher/parent conference on a regular basis37
Table 4.5	Attendance of parent/guardians on board meetings38
Table 4.6	Attendance of parents on workshops39
Table 4.7	Parents participation in scheduled regular interactive homework41
Table 4.8	Parents assistance to pupils in setting their academic goals42
Table 4.9	Provisions of nutrition by parents43
Table 4.10	Parental involvement of teacher in a two-way communication.45
Table 4.11	Duration that parents often get in touch with teachers47
Table 4.12	Participation of schools in conducting orientation for new parents48
Table 4.13	Provision of clear information about the curriculum, assessment and achievement levels and report cards by schools50
Table 4.14	Participation of parents in the organizations for PTA, PTO and PTC52
Table 4.15	Volunteering of parents in participation in classroom activities53
Table 4.16	Involvement of parents in the school activities55
Table 4.20	Involvement of parent in location and utilization of community resources....56
Table 5.1	Contribution to the body of knowledge63

LIST OF FIGURES

	Page
FIG 2.1 Conceptual Framework.....	28

LIST OF ABBREVIATION AND ACRONYMS

US	United States
FPE	Free Primary Education
MoE	Ministry of Education
MEO	Municipal Education Office
KCPE	Kenya Certificate of Primary Education
IQ	Intelligent quotient
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
SES	Socioeconomic Status
NPTA	National Parent Teacher Association
PTC	Parent Teacher Club

ABSTRACT

Education is a very important pillar of life since it defines the future of our children. However, it is faced with challenges, some which include parental involvement. The purpose of the study was to investigate the influence of parental involvement in the children's learning process outcome in public primary schools in Kisumu Municipality. The study was designed to fulfil four objectives namely: to assess the extent to which school visitation as a component of parental involvement has influenced the children's learning process outcome, to determine the level at which provision of healthy learning environment as a component of parental involvement has influenced the children's learning process outcome, to establish how constant communication by the school as a component of parental involvement has influenced the children's learning process outcome and to investigate the extent to which volunteering in school activities by the parents as a component of parental involvement has influenced the children's learning process outcome. Literature study investigated existing programmes: School visitation, Provision of healthy learning environment, constant communication by the school and volunteering in school activities by the parents as components of parental involvement in schools. The study adopted descriptive survey study in investigating the influence of parental involvement. This design was used because it described the variables in order to answer the research questions. The target population was 236 administrators (head teachers and deputy head teachers). The study covered all the public primary schools in the Municipality since more than 100 respondents are recommended for Social Science research. Questionnaires were used for primary data collection. Pilot testing was done in the 10 neighbouring schools in Rongo town to assess the validity and reliability of the instrument. Descriptive statistical components such as measures of central tendencies and dispersions were used to analyse the responses, concerns and views of the respondents to give general descriptions of data. In order to ensure validity, research instruments were subjected to review by supervisors to ensure they captured the relevant data. The tools were also subjected to peer review by colleagues to facilitate revision of research questions, hence clarity was enhanced. This was done after a test and retest to determine the instruments accuracy, adequacy and dependability. Reliability of the questionnaire was tested to assess the internal consistency of the instrument. The analysed data were then presented in tables. The study findings established that school visitation as a component of parental involvement, provision of healthy learning environment as a component of parental involvement, constant communication by the school as a component of parental involvement and volunteering in school activities by the parents as a component of parental involvement have influenced the children's learning process outcome. It also established that when parents visit school, the performance improves. This was evident at 141 (61.9%) good and 24 (20.5%) excellent. When healthy learning environment is provided, the performance was evident at 106 (46.5%) good and 46 (20.2%) excellent. When parents involve in a constant communication with the school, the pupils' performance improves. This was evident at 130 (57%) good and 70 (30.7) excellent. When parents volunteer to participate in school activities, the children performed well. This was evident at 180 (78.9%) good and 12(5.3) excellent. The study concluded that parental involvement has influenced the children's learning process outcome in the public primary schools in Kisumu Municipality. The study recommended that the government should address issues that can improve parental involvement in schools by documenting school- parental policies to enable their participation in the school activities and that more funds are set aside to finance the food programmes. Communities to be sensitised on the importance of parental involvement. Areas that require further study include replicating the same study in public primary schools in rural areas and future research to include the views of the parents.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study

Parental involvement involves active, ongoing participation of a parent or primary care giver in the education of his or her child (Trina, 2010). This practise between schools and parents cuts across and reinforces children's health and learning in the multiple settings like at home, in school, out-of-school programs and in the community. The involvement of parents in the learning process of children varies considerably. Globally, in the United States (US) parental involvement is a critical component to a child's educational experience. According to Lareau (1989), multiple case studies found that the relationship between low Socioeconomic Status (SES) parents and the school is to be characterized by separation. Parents of low SES tend to believe that the education of their children is the responsibility of teachers, as they seek little information about their children's schooling. In addition, activities like reading to children and involvement in their academic experience is less in low SES parents compared to high SES parents and the involvement that low SES parents do have is done so by mothers (Lareau, 1989). In contrast, parents of high SES feel much more connected to their children's education. These parents feel that teachers and parents are responsible for the education of the children. They often reinforce the school curriculum in their own homes. These parents also request and seek services to help their children who are lagging behind in school. Such services include meeting with the teacher(s) outside of school, programs offered by the school, and even tutoring outside of school. Fathers of high SES are more involved in their children's education as

they regularly attend school events and take an active role in the education of their children (Lareau, 2003).

In China, parent involvement is of critical importance in the education field. However, child development and childhood education are still new areas in China, the knowledge of and concepts for improving parent involvement in China's public schools is still very limited (Diamond, 2000) . Due to certain cultural and historical backgrounds, Chinese parents are more likely to withdraw from school-based involvement but maintain supreme authority at home (Lareau, 2003). Chinese parents accept the critical role of helping their students to learn concepts if they are lagging behind in school. They also make sure that their children complete their homework. In China, education ethics begins with parents. Mothers in Eastern Asian countries for example, will actually attend school in order to take notes for their children when they are ill and unable to attend school sessions. In addition, parents are actually expected to attend school to observe their children's work habits (Diamond, 2000).

In Europe, there is the Observatory of parental involvement in education which is a structure of independent information and research on parental involvement in educational systems. The Observatory has been created by European consortium, the European Network on Education Governance in Europe consisting of Universities and civil society organizations which have been working over the last ten years to improve the management of education systems (Sangeeta, 2011). In South East Europe, School Principals suggest that school leadership cannot be underestimated, considering the enormity of its effect on the learning environment of schools, and the impact it ultimately has on student achievement. Principals of schools set the tone in regards to school culture and guide the intellectual energy of school faculty towards providing a valuable education to their students, either effectively or ineffectively. In most schools, the principals have the greatest influence

on school-based governance Structures than parents. As a result, they have the authority and responsibility to provide an inclusive and fair environment for all children to learn in. Creating opportunities for parents to support school activities is recognized as the most beneficial way of engaging parents in school life (Yoon, 2009).

In African countries particularly in Namibia, Parents' attitudes, along with their behaviour and activities with regard to their children's education, do affect academic achievement in a positive way (Hui-Chen Huang and Mason, 2008). Namibia gained its independence from South Africa on 21 March 1990. At that time, there was no compulsory education in the country. The new democratically elected Namibian government made it one of its top priorities to make education in Namibia compulsory for all children. Soon, grade one through grade ten became compulsory. In Namibia, the participation of parents is regular, two-way and meaningful. There is participation in student academic learning and other school activities. Parents are encouraged to be actively involved in their child's education at school (Amukugo, 2002).

Parent involvement in Kenya has mainly been limited to making financial contributions and serving on mandated school-parent bodies (Agustinho, 2012). Given the dire need to improve the quality of education, it is important to understand the role of parents in the provision of education. The effectiveness of educational restructuring initiatives therefore would depend on more comprehensive parental involvement in schools.

Parent involvement is positively associated with student academic success (Epstein, 1995). It is against this background that the study seeks to establish the influence parental involvement in public primary schools in Kisumu Municipality.

1.2 Statement of the problem

Learning is a product of interaction between learners, teachers, parents and the community. Learners are the key participants in the learning process. The learning process is designed to respond to the learning outcomes. Learning outcomes play a central role in designing the school's learning process. The learning outcome for example performance can be attributed to parental involvement in the learning process. Parental involvement in schools is a better predictor of children's academic success (Lareau, 1989).

In Kisumu Municipality, the KCPE Result analysis from the Municipal Education Office indicates that there has been dismal performance in some public primary schools. The academic success has not been fully realised, a fact which may be attributed to lack of parental involvement. In 2011 KCPE examination 47 out of 118 schools did not achieve 250 marks out of 500 marks which are 40% of the total number and 50% of the total mark respectively. In 2010, 48 schools did not achieve 250 marks and above which is 41% of the total schools. According to the Kisumu Municipal Education Office performance report in 2011, the bottom 5 schools: Bwanda Primary School, Ngege Primary School, Bara Primary School and Akingli Primary School had mean scores of 175.29, 186.37, 190.28, 194.01 and 191.86 respectively. This study confirms dismal performance in some public schools in Kisumu Municipality.

From KNEC (2013, January 29), the 2012 performance data of the bottom 5 schools in some of the neighbouring counties in Western Kenya: Kisumu County, Homabay County, Siaya County, Vihiga County and Kakamega County had the following scores 162.8, 176.8, 197.0, 190.2 and 174.8 respectively. This may have been caused by several aspects, for example, poor teaching methodologies and lack of parental involvement in the learning process of children. From the above

data it is clear that there is need for a study that will inform on the influence of parental involvement in the learning process of children. This study therefore seeks to establish the influence of parental involvement in the children's learning process outcome in public primary schools in Kisumu Municipality.

1.3 Purpose of the study

The purpose of the study was to establish the influence of parental involvement in the children's learning process outcome in public primary schools in Kisumu Municipality, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To assess the extent to which school visitation as a component of parental involvement has influenced the children's learning process outcome
2. To determine the level at which provision of healthy learning environment as a component of parental involvement has influenced the children's learning process outcome.
3. To establish how constant communication by the school as a component of parental involvement has influenced the children's learning process outcome
4. To assess the extent to which volunteering in school activities by the parents as a component of parental involvement has influenced the children's learning process outcome

1.5 Research question

The study seeks to answer the following research questions

1. To what extent has school visitation as a component of parental involvement influenced the children's learning process outcome?
2. To what level has provision of healthy learning environment as a component of parental involvement influenced the children's learning process outcome?
3. How has constant communication by the school as a component of parental involvement influenced the children's learning process outcome?
4. To what extent has volunteering in school activities by the parents as a component of parental involvement influenced the children's learning process outcome?

1.6 Significance of the study

It was hoped the study would be important in providing knowledge to schools, the government and to relevant stakeholders for example the parents. It was also hoped it would enable schools to understand the factors that influence parental involvement, offer possible strategies to put in place in order to achieve the desired goals and enhance effective communication among the stakeholders within the public primary schools. The study may enhance good relationship among all the participants in the life of the young child and the general performance of the schools through effective involvement of the parents. This would lead to better performance by the pupils and improved performance of the schools. From the study, the Government of Kenya may use the

findings in strengthening policies related to parental involvement in schools. Policies may hinder or open up areas that may be found to be unfavorable to parents' participation in schools.

1.7 Basic assumption

This study assumed that the teaching methodologies are being practised by all the teachers in the public schools in Kisumu Municipality. It was also assumed that there is no absenteeism among pupils in the public primary schools in Kisumu Municipality. It further assumed that there is teacher involvement in the learning process of pupils in the public primary schools in Kisumu Municipality. These assumptions enabled comprehensive mobilization of required data that will be analyzed to assess the influence of parental involvement in the learning process of the children, timely collection of required data and completion of the study within the agreed time frame.

1.8 Limitations of the study

The limitation of the study was the vastness of the area which required significant amount of time and money to collect data. The study targeted head teachers and deputy head teachers in Kisumu Municipality. All the public primary schools participated in the study. However, getting the data from all the schools was strenuous in terms of time. It required going to schools very early in the morning and coming back late. It was not easy to access all the data as some administrators needed a lot of persuasion to release any information to the researcher. School programmes also interfered with the meeting times as the selected teachers were in class and sometimes attending to other issues at the time of visit by the researcher.

1.9 Delimitations of the study

The study was delimited to public primary schools within Kisumu Municipality. It focused on parents, children and educators. It was delimited to influence of parental involvement. The region was purposely chosen on the basis of researcher's proximity of the working area and researchers background which has been on Education. The region had different school categories for example those that achieved a mean of 250 marks and above in the Kenya Certificate of Primary Education (KCPE) and those that did not, hence a good comparison could be put in place. Parental involvement was chosen among other factors because it involved all the stakeholders in education, for example the educators, parents and pupils.

1.10 Definition of key terms

Socioeconomic Status (SES) refers to a measure of an individual or family's relative

economic and social ranking and can be constructed based on father's education level, mother's education level, father's occupation, mother's occupation, and family income.

Performance is the standard to which someone does something such as action, job or

examination.

The Observatory of parental involvement in education is a structure of independent

information and research on parental involvement in educational systems in Europe which has been created by a European consortium, the European Network on Education Governance in Europe consisting of Universities and civil society

organizations which have been working over the last ten years to improve the management of education systems.

Empowerment is defined as approaches that offer parents training or skills that allow them to be more involved in their children's education.

1.11 Organization of the study

The study has been organized into five chapters. The first chapter is the introduction. It outlines the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, basic assumptions, and limitation of the study, delimitation of the study, definition of key terms and organization of the study. The second chapter highlights review of existing literature. This chapter constitutes introduction which discusses the existing literature that make up the independent variable and their influence on the dependent variable. The chapter also includes the theoretical framework and the conceptual framework. Chapter Three briefly describes the research design, target population, sample size and sample selection, research instrument, reliability and validity of instrument, data collection procedure, data analysis and clarifies aspects to be considered as part of ethics.

Chapter four covers data analysis, presentation, interpretation and discussion of the findings. The chapter highlights the analysis on relationship between parental involvement and school visitation, provision of healthy learning environment, constant communication by the school and volunteering in school activities by the parents. Chapter five covers summary of findings, conclusions and recommendations, gives suggestions on policy issues, further study areas and contribution to body of knowledge.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature which is related to the study based on the following thematic and sub-thematic areas: the overview of parental involvement on the learning process of the children, influence of school visitation as a component of parental involvement in the learning process, provision of healthy learning environment as a component of parental involvement in the learning process, influence of constant communication by the school as a component of parental involvement in the learning process and influence of volunteering in school activities by the parents as a component of parental involvement in the learning process. Secondly, this chapter presents a review of relevant theoretical framework based on the open system theory. Lastly this chapter presents a conceptual framework of the relationship between variables in the study.

2.2 Overview of Parental involvement on the learning process of the children

Learning is acquiring new, or modifying existing, knowledge, behaviors, skills, values or preferences and may involve synthesizing different types of information. Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by what we already know (Terry, 2006). Parental involvement includes a wide range of behaviors but generally refers to parents' and family members' use and investment of resources in their children's schooling. These investments can take place in or outside of school, with the intention of improving children's learning (Epstein, 1995). Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Involvement at school may include

parents volunteering in the classroom, attending workshops, or attending school plays and sporting events. Epstein (2001) argued that school, family, and community are important "spheres of influence" on children's development and that a child's educational development is enhanced when these three environments work collaboratively toward shared goals. Epstein encouraged schools to create greater "overlap" between the school, home, and community through the implementation of activities across six types of involvement: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community. By implementing activities across all six types of involvement, educators can help improve student achievement and experiences in school.

“According to Wendy S. Grolnick and her colleagues, in articles published in 1994 and 1997, they conceptualized three dimensions of parental involvement based on how parent–child interactions affect students' schooling and motivation” (as cited by Agostinho 2012). Behavioral involvement refers to parents' public actions representing interest in their child's education, such as attending an open house or volunteering at the school. Personal involvement includes parent–child interactions that communicate positive attitudes about school and the importance of education to the child. Terry,(2006) notes that Cognitive/intellectual involvement refers to behaviors that promotes children's skill development and knowledge, such as reading books and going to museums. Parental involvement, according to this dimension affects student achievement because these interactions affect students' motivation, their sense of competence, and the belief that they have control over their success in school.

Parental involvement should begin when the child is born or adopted. It can take many forms, including helping with homework, coaching youth sports, leading scout troops, and getting to know a child's teachers and friends, and much more. Children with involved parents tend to do better in

school, stay out of trouble, and avoid drug and alcohol abuse (Lareau, 1989). Parental involvement in schools is a better predictor of children's academic success than the student's intelligent quotient (IQ), socioeconomic status, or even the school environment. There is a positive effect of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). Good schools make a difference, but parent involvement better predicts a child's academic performance than the qualities of the school he or she attends. Parents need to be aware of how important they are, and invest time in their children: checking homework, attending school events and letting kids know school is important. Desforges C. (2003), argues that Parental involvement takes many forms including good parenting in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance

2.3 School visitation as a component of parental involvement in the learning process

A school visit is an invaluable way to learn about whether a particular school is the right place for your child (Epstein, 1995). One of the best ways parents can become involved is to visit their children's school to talk with the teachers. Parents who visit schools support programmes aim at enhancing knowledge, skills and confidence of their young children (Van 2012). Michigan Education Department, (1997) notes that Children's learning increases when parents are invited into the process by helping at home. Enlisting parents' involvement provides educators and administrators with a valuable support system-creating a team that is working for each child's success. Parents are their

children's first and most influential teachers. Children who are happy, well-adjusted, and earn top grades almost always have parents who take an interest in their school work. Visiting a school can acquaint you with its physical and learning environments and help you learn about the administrators, teachers, and students (Kay and Paulu, 2000). Parental participation improves student learning whether the child is in preschool or in the upper grades, whether or not the family is struggling economically or is affluent, or whether the parents finished high school or graduated from college (Epstein, 1986). Parents are a child's life support system and the most important support a child can receive comes from the home. School personnel and programme staff support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role of school visitation (Michigan Education Department, 1997).

Strong parental involvement is positively associated with a child's readiness and success in school, school attendance, positive attitudes toward education, and entry into post-secondary education (Dauber & Epstein, 1991). Parents who evidenced higher rates of participation in parent-teacher conferences, home visits by teachers, extended class visits by parents (beyond dropping off or picking up their child), and parental help with class activity had pre-school children who have improved adaptive behaviors and basic school skills (Marcon, 1999). Parents who provided support and motivation for their children often had children who attained successful academic performance and classroom teacher relationships (Vondra, 1999).

Beeby (1966), states that family involvement comes in many forms and is just as individual as the families that shape a community. It may begin through parent to parent conversations about making an informed decision on needed services or questions to ask a family physician or child's teacher. It is a continual learning process of gathering information, tapping resources and knowing about choices. An invitation to participate in the life of the child is a starting place for family

involvement and families need to be informed to be able to be involved as equal members in an activity. Supporting families in their role as parents recognizes their importance as the “expert” on their child (Bell, 1989). Providing child-rearing skills that promote home-environments to support learning builds strong foundations. Inviting parents to share their perspective helps staff understand and appreciate families and reinforces a parent’s sense of belonging.

Marcorn (1999) argues that parent involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process. Increased parent involvement has been shown to result in increased student success, increased parent and teacher satisfaction, and improved school climate Beeby (1966). When teachers visit with parents in the home, teachers can share with them school and classroom expectations, and parents can share information about home situations that might affect student achievement (Marcorn, 1999).

School space (room) should be available in schools for parent-led support groups and parenting education classes as parents can share their parenting successes and challenges and gain knowledge that enhance their parenting skills (Christenson, 1995). Schools having the greatest success with parent centers are those with a parent and-teacher team that coordinates activities and use of the room. When parents know that they have a place they can gather informally, as well as hold scheduled meetings parental involvement improves (Marcorn, 1999).

2.4 Provision of healthy learning environment as a component of parental involvement in the learning process

In a school or home setting, a positive learning environment is crucial for a child. The environment not only consists of the physical setting, but it also encompasses how the child feels or responds to the setting (Melisa, 2010). Schools in which the mental, social, and physical health of

students is protected have been able to significantly increase achievement (Marx, 2003). Healthy, properly nourished students who feel safe are better able to concentrate on their work, attend school on a regular basis, and perform well in class and on tests (Epstein, 1995). Although academic achievement is a key mission for schools, it is not the only goal. Public schools also prepare students to be healthy, productive, moral citizens with an appreciation for a range of knowledge and dispositions, including culture and the arts. By including such knowledge and skills as well as a supportive environment, schools help students develop physically, socially, emotionally, and cognitively. Those that satisfy these basic needs find it easier to help students improve their behavior, attitudes, and achievement (Marx, 2003).

According to Epstein (1995), Parents can support their children's learning by continuing the efforts at home. This involves listening to the children, having regular conversations, reading together, doing homework, going on trips and having family outings. Parents should provide a safe and healthy learning environment with supervision and guidance as well as proper discipline. This involves helping the children become confident inside and outside the home.

It is the parents' responsibility to instill a positive attitude and respect for school and learning (Epstein, 1986). Ways to help parents include providing educational training, creating programs to help with nutrition and having school officials, make home visits during transitional times, such as when the children are moving from preschool to primary school. Schools help families with their parenting skills by providing information on children's developmental stages and offering advice on learning- friendly home environment (Epstein, 1995).

Students, schools, and families will benefit if parents are supported in establishing home environments that foster children's growth and learning. Families whose basic needs of food,

clothing, and shelter are not being met have a more difficult time helping their children to do well in school. Schools and community agencies can work together to provide support so that parents can focus on their children's needs.

Parental involvement often emphasize empowerment through collaboration between parents and service providers. Parental programs can empower parents by fostering new friendships and social support while improving parental skills including reading and verbal expression and provide support for parents to increase their participation in their children's education. Parental involvement programs that promote empowerment, acknowledge the strengths of and build rapport with the teachers (Bell, 1989). Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. Physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. Vondra (1999), states that the quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. The school service environment can also contribute to learning in important ways. Provision of health services and education can contribute to learning first by reducing absenteeism and inattention (Bell, 1989).

Family-school collaboration is a cooperative process of planning that brings together school staff, parents, children and community members to maximize resources for child achievement and development (Beeby, 1989). In order to build trust, effective approaches to parent involvement rely upon a strength based approach, emphasizing positive interactions. Though specifics may vary, all

parent involvement programs share the goal of increasing parent-school collaboration in order to promote healthy child development and safe school communities (Marcon, 1999).

Parental involvement with children from an early age has been found to equate with better outcomes (particularly in terms of cognitive development). What parents do is more important than who they are for children's early development – i.e. home learning activities undertaken by parents is more important for children's intellectual and social development than parental occupation, education or income (Beeby, 1966) . Schools can play a role in helping parents to enhance the 'home curriculum' and improve the quality of parental involvement in their children's education (Christenson, 1995)

2.5 Constant communication by the school as a component of parental involvement in the learning process.

Communication is the foundation of a solid partnership. When parents and educators communicate effectively, positive relationships develop, problems are more easily solved and students make greater progress (Kimball, 2003). Too often school or program communication is one-way without the chance to exchange ideas and share perceptions. Effective home-school communication is the two-way sharing of information vital to student success. Even parent-teacher conferences can be one-way if the goal is merely reporting student progress. Partnering requires give-and-take conversation, goal setting for the future, and regular follow-up interactions (Michigan Education Department, 1997).

Communication has the potential to increase effective relationship between home and school to enable increased parent involvement, resulting in improved student learning (Kimball, 2003). The more that parents and teachers share pertinent information with each other about students, the better

equipped they will be to help those students become successful. Parent and teacher consultation and collaboration create the climate for maximum realization of a student's potential. Effective communication with families means that the school welcomes and consistently supports families to support their children. Two-way communication about school programs and children's progress will result in better outcomes for students (Deborah, 2000). "Of all types of parent involvement, supervision of learning activities at home may be the most educationally significant" (Epstein, 1986). To get parents involved, and to have them help with the child's learning at home, there needs to be increased communication from the school to the parent about what the child is learning, how the child is progressing, and what the parent can do at home to help. Epstein (1995) restated that the most pay off for the most parents comes from teachers involving parents in helping their children learn at home and parents who are active at school influence the use of learning activities at home."

Epstein (1986) stated: "Parents think they should help if the teachers give them learning activities to do at home. When effective communication and positive relationships are developed, problems are more easily solved, and children make greater progress (National Parent Teacher Association, 1998). Effective home-school communication is the two-way sharing of information vital to children's success. Even parent-teacher conferences can be one-way if the goal is merely reporting children's progress. Partnering requires give-and-take conversation, goal setting for the future, and regular follow-up interactions. Student learning increases when parents are invited into the process by helping at home. Enlisting parents' involvement provides educators and administrators with a valuable support system-creating a team that is working for each child's success (National Parent Teacher Association, 1998).

Illinois Governor's Council on Educator Quality, (2001) confirms that the vast majorities of parents are willing to assist their students in learning, but many times are not sure what assistance is

most helpful and appropriate. Helping parents connect to their children's teaching enables parents to communicate in powerful ways that they value what their children achieve. Whether it's working together on a computer, displaying student work at home, or responding to a particular class assignment, parents' actions communicate to their children that education is important. Student learning increases when parents are invited into the process by helping at home. Enlisting parents' involvement provides educators and administrators with a valuable support system-creating a team that is working for each child's success.

In a study to improve communication about homework for special education students, it concluded that 'Effective communication begins with teachers, who should communicate with parents by providing a list of suggestions on how parents might assist with homework' (Epstein, 2001). Parents and the children's school need open and constant communication to thrive and reach their optimum levels of work. This includes notes to the teachers, conferences with teachers and other school staff, attending school orientations and open houses, phone calls and regular newsletters. If needed, there should be translators to help the families with communication. Schools work to educate families about their child's progress and school services and providing opportunities for parents to communicate with the school (Epstein, 1995). Using a variety of communication tools to share school events, policy and student progress strengthens school and home partnerships. Information shared in "family friendly" terms and in the language used in the home builds their knowledge and making them know that they belong (Bell, 1989).

2.6 Volunteering in school activities by the parents as a component of parental involvement in the learning process

Creating ways that families can be involved in the school or school programs and recruitment geared to their interests reinforces their sense of belonging. Flexible schedules that engage families as volunteers and audiences shows value for their time (Christenson, 1995). Professional educators perceive parental involvement as a good relationship and cooperation of parents with teachers, participation in teaching and assistance in learners' learning at home and at school. These activities of the parents support the objective of promoting education of learners to make them literate, critical thinkers and independent problem solvers (Warren, 2005). The educators suggest that schools should implement involvement strategies that make tap the knowledge, skills and other resources of parents and community members. Schools should exploit what parents are good at, to support the academic education of learners (Lee & Borren, 2006).

Ideally, parents should find some way to support their children's education by volunteering. This can include being a room parent, helping with administrative work or fundraising. Other ways to support the school are helping with sporting events, school plays or concerts and being on councils or boards. Schools can do an annual mail survey to let the parents know what is needed and to learn what skills and interests the parents can offer. Helping out in a classroom or chaperoning a school party can positively influence your child's development and behavior (Epstein, 2001). Volunteering together in your community can help shape your little one's values and beliefs. Volunteering ranges from offering opportunities for parents to visit their child's school to find out ways to recruit and train them to work in the school or classroom (Epstein, 1995). Besides participating in governance, parents can be involved in schools in many roles. There are the traditional ways: encouraging children to complete homework, attending parent-teacher conferences, and being active members of their

school's parent-teacher organization. Other roles, however, require more commitment: serving as mentors, teacher aides, or lunchroom monitors, or providing assistance to schools and students in myriad other ways (Hill & Craft 2003)

Parent volunteers offer a huge resource and support base for the school community while showing their children the importance of participating in the larger community. By interacting with teachers, administrators, and other parents on a regular basis, parents gain a firsthand understanding of their child's daily activities (Debra, 2000). There are range of activities in which parents engage to promote their children's educational progress. These include: at home pre-school good parenting providing for security, intellectual stimulation and a good self concept, at home enduring modeling of constructive social and educational aspirations and values relating to personal fulfillment and good citizenship, contacting the child's teacher to learn about the school's rules and procedures, the curriculum, homework, assessment and the like, visits to school to discuss issues and concerns as these arise participation in school events such as fêtes, working in the school in support of teachers for example in preparing lesson materials and supervising sports activities and that promote the school in the community (Lareau,1989).

2.7 Benefits of parental involvement in Education.

According to Bridgemohan (2002:1) and Jeynes (2010:749), as cited by Agostinho (2012) argues that “parental involvement means different things to different individuals while the degree of parental involvement in different phases of education also varies.” The study of parental involvement is complex, given the range of activities undertaken, the differing perspectives held by the parties involved and the disparate nature of much of the work. 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 students' progress (Epstein, 1995). The benefits for students when parents are actively involved in schools include: higher grades and test scores, better attendance and more homework completed, fewer placements in special education, more positive attitudes and behaviors, higher graduation rates, greater enrollment in post-secondary education (Dauber and Epstein,1993).

Parents want to be involved in children's education. Teachers and schools believe that involved parents benefit children. But good intentions on either side only go so far. As noted by Epstein (2001), "Teachers, parents, and students have little understanding of each other's interests in children and school. Most teachers do not know the goals that parents have for their children, how parents help them learn, or how parents would like to be involved. Most parents do not know much about the educational programs in their children's school or what teachers require of them." Effective parent involvement comes when a true partnership exists between schools and families. Creating that partnership, especially around academics, is what works for student achievement. Henderson and Berla (1994) reviewed and analyzed comprehensive benefits of parent involvement in children's education. Their studies show that parent involvement activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school.

Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level (Epstein 1986). They generally achieve better grades, test scores, and attendance. They consistently complete their homework. They have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school. Children's positive attitude about school often results in improved behaviour in school and less suspension for disciplinary reasons. Fewer children are being placed in special education and remedial classes. Children from diverse cultural backgrounds tend to do better when parents and professionals work

together to bridge the gap between the culture at home and the culture in school. Children whose parents remain involved usually make better transitions and are less likely to drop out of school (Olsen and Fuller 2011)

Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs. Parents are more confident in their parenting and decision-making skills. As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children (Theron 2011). Parents have a better understanding of the teacher's job and school curriculum. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home. Parents' perceptions of the school are improved and there are stronger ties and commitment to the school. Parents are more aware of, and become more active regarding, policies that affect their children's education when parents are requested by school to be part of the decision-making team (Olsen and Fuller 2011).

Barbara (2011) note that when schools have a high percentage of involved parents in and out of schools, teachers and principals are more likely to experience higher morale. Teachers and principals often earn greater respect for their profession from the parents. Consistent parent involvement leads to improved communication and relations between parents, teachers, and administrators. Teachers and principals acquire a better understanding of families' cultures and diversity, and they form deeper respect for parents' abilities and time. Teachers and principals report an increase in job satisfaction.

Schools that actively involve parents and the community tend to establish better reputations in the community. Schools also experience better community support. School programs that encourage and involve parents usually do better and have higher quality programs than programs that do not involve parents (Olsen and Fuller 2011).

2.8 Theoretical Framework

The study is based on open systems theory which was coined by an early system theorist, Von Bertalanffy in 1940 and later formalized in 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 web of partnership. It can also be defined as a family of relationship among the members acting as a whole (Rudolf, 2011). This theory is applicable to the study because school is viewed as a system comprising of parts such as government, teachers, pupils, parents and community who play interactive roles for the success of public primary schools. If one part does not cooperate, management will fail especially when it is of participatory nature

Conceptual framework of influence on Parental involvement

Independent variable

Dependent Variable

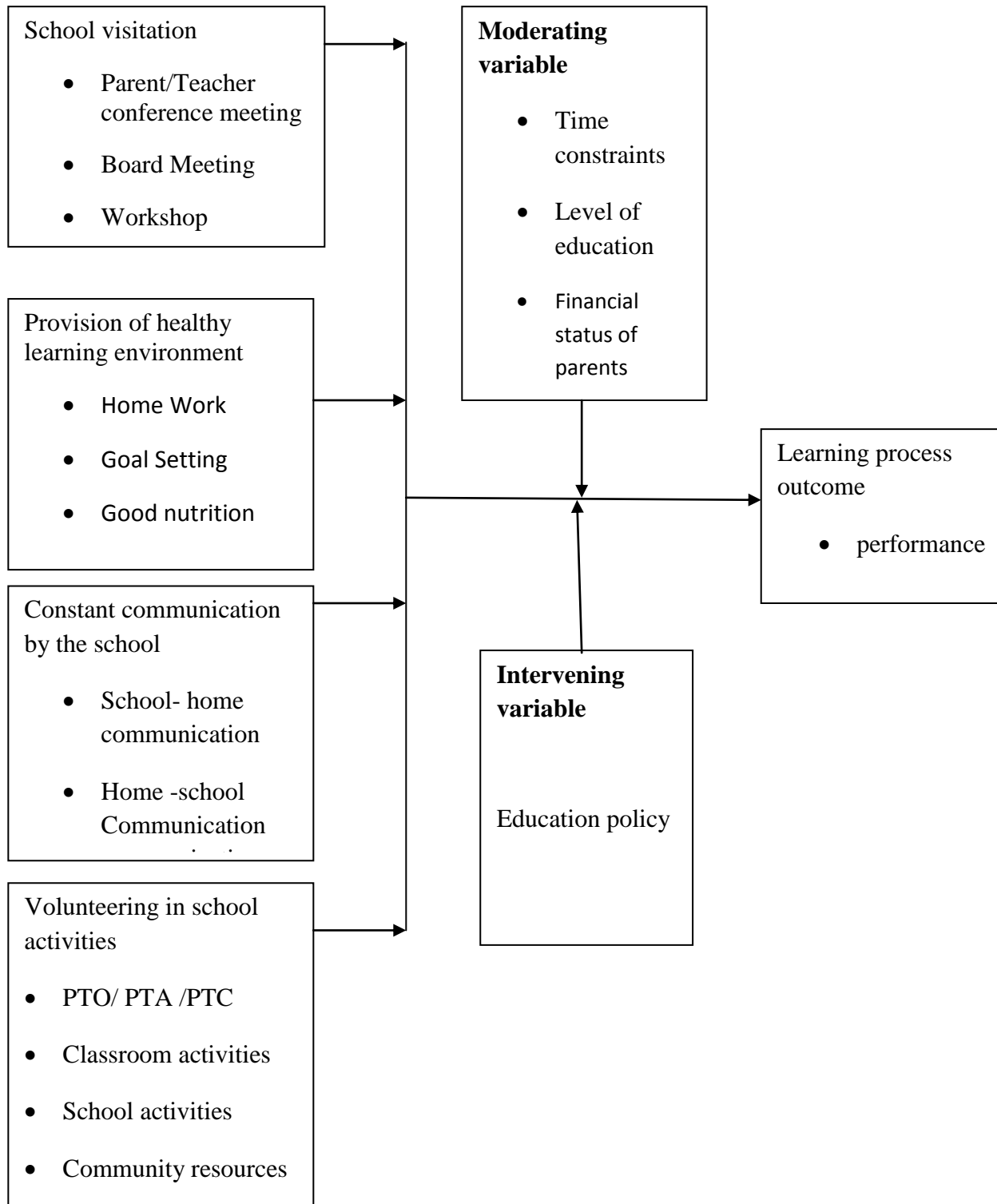


Figure 1. Influence of parental involvement in public primary schools.

The conceptual framework of the study will address the topic parental involvement in the learning process of the children and make the understanding of the topic explicit. This study's conceptual framework presents the key concepts of parental involvement which explains central focus of the study by describing how the environmental systems (parents, head teachers, teachers and pupils) relate to and support each other for the benefit of learner's academic learning and development.

A conceptual framework (Figure 1) is used to help focus on the variables in the study. These variables included: school visitation, guidance and counselling, constant communication, provision of healthy learning environment, time constraints, financial status, and level of education, attitude, education policy, grades and co-curricular activities. The conceptual framework has five classes of variables, dependent, independent, intervening variable, moderating variables and extraneous variables.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The intent of this section is to describe the methodology components that were proposed for the study. This chapter describes research design, target population, sample size and sample selection, the research instrument used, the reliability and validity, procedure for data collection and finally the data analysis technique.

3.2 Research Design

The proposed study adopted a descriptive survey design which focused on formulation of clear objectives; designing the data collection instruments; selection of the sample; collection of data; processing and analyzing it and reporting the findings (Mugenda and Mugenda, 1999). Due to the nature of this study, descriptive survey design was the most appropriate since it not only determined but also reported the way things were and also attempted to describe issues like possible behaviour, attitudes, feelings, values and characteristics. Descriptive survey design was appropriate in this regard in collecting data regarding opinion, perception and experiences of teachers on the influence of parental involvement in the learning process of children in public schools in Kisumu Municipality.

3.3 Target Population

The study was conducted in Kisumu Municipality which has 118 public primary schools according to the records at the MEO's office. The total population targeted by the study was 236 administrators (head teachers and deputy head teachers).

3.4 Sample size and Sample selection

This section discusses sample size and sampling selection.

3.4.1 Sample size

The study used census where by all case in the target population was included in the study. According to Glenn (1992), Census eliminates sampling error and provides data on all the individuals in the population.

3.4.2 Sample selection

The study purposefully selected all head teachers and the deputy head teachers. This was because the researcher believed that the selected individuals had key information since they are the custodians of the teaching and learning process in schools (Melita, 2013). All the targeted population was given an equal chance of selection to participate in the survey

3.5 Research instrument

The research instrument was questionnaire. The researcher collected data by administering questionnaires which were divided into four sections corresponding with the thematic areas of the research. Thus the questionnaires were developed to measure the influence of parental involvement in the learning process of children in public schools. Each section in the questionnaire was developed with questions to address specific objectives and research questions. According to Kathleen (2012), questionnaires have a large and representative sample. The first section sought information relating to personal information for example gender, teaching experience and experience as an administrator. The second section sought information on school visitation. The third section sought information on

the healthy learning environment. The fourth section sought information on communication. The fifth section sought information on volunteering in school activities. The questionnaires were administered to the head teacher and deputy head teacher in every school.

3.5.1 Piloting of the study

Pilot testing was an important step in the research process since it helped to reveal vague questions and unclear instructions in the instruments. Pilot testing also helped capture important comments and suggestions from respondents and these enabled the researcher to improve the efficacy of instruments, adjusted strategies and approaches to maximize response rate. Pre-testing was carried out by the researcher in 10 neighbouring schools in Rongo town and about 20 questionnaires of the total sample size of the target population were filled to test the reliability of the questionnaires. The questionnaires were then collected and checked if well answered and necessary corrections were done. The sampled people were given the corrected questionnaires to fill again after two weeks. The data from pilot testing were not included in the final analysis but were only used to improve the efficacy of the research instrument.

The pilot study allowed the researcher to elaborate on questions in cases where they were not well understood. This enabled the respondent to provide valid answers in the actual study. Pilot testing helps to refine research instruments in order to capture the intended information (Mugenda and Mugenda, 1999).

3.5.2 Validity of the instrument

Validity refers to the accuracy and meaningfulness of inferences which are based on the research results (Orodho, 2005). It involves the degree to which results obtained from the data analysis, accurately represents the phenomenon that is being studied, i.e. the research truly measuring what it is designed to measure. It is measured by the representativeness of the target population and by consensual judgments by experts (Mugenda & Mugenda, 1999). Test and re-test assisted in revealing vague questions and unclear instructions and corrections were made bearing in mind suggestions of respondents. This improved the effectiveness of the instrument. Contents of the questionnaires were also shared with the study's supervisors for verification and correction to ensure the objectives under study were addressed and thus ensured that valid data was collected from the respondents.

3.5.3 Reliability of the instrument

Reliability is the consistency of measurements or the degree to which an instrument measures the same way each time it is used under the same condition with the same subject. It is influenced by random error and the more the random error increases the more reliability decreases. Random error is the deviation from a true measurement due to factors that have not been addressed by the researcher. Such errors may also arise due to inaccurate coding, fatigue and bias (Mugenda and Mugenda 1999). The study ensured reliability by carrying out a test and retest on the research instruments in Central Zone during the pilot. The test and retest strategy involved selecting 20 teachers from the selected public schools. The same instrument was administered to the same group of respondents again after a time lapse of two weeks. An appropriate group of respondents were selected and questionnaires administered to them, keeping all the initial conditions constant. In this study, reliability of the

questionnaire was tested using the internal consistency technique. In computing the internal consistency reliability, the pre-test questionnaire items were used to determine how items correlate among themselves. The K-R 20 formula was used to assess the internal consistency of the instrument. The K-R 20 formula reduces the time required to compute the reliability coefficient in other methods.

The K-R 20 formula is as follows:

$$KR20 = \frac{(K)(S^2 - \sum s^2)}{(S^2)(K-1)}$$

- WHERE:
- KR = Reliability coefficient of internal consistency
 - K = Number of items used to measure the concept
 - S² = Variance of all scores
 - s² = Variance of individual items

A high coefficient implies that items correlate highly among themselves i.e. there is consistency among the items in measuring the reliability. The questions were also designed in a language that enabled respondents to understand the requirements thus providing reliable data. Similarity of results generated showed that the instrument was reliable for data collection.

3.6 Data Collection Procedure

In preparation for data collection, the study obtained a research permit from the National Council for Science and Technology so as to go and carry out research in his area of jurisdiction. The same procedure was employed in the case of administrators of all the schools. Authority to collect data was sought from the University of Nairobi. The researcher visited the stations for research for the purpose of introduction and familiarization. The researcher printed the questions and ensured that

the questionnaire and the covering letter were printed and given to the respondents who comprised of the administrators. The researcher introduced the questionnaires and emphasized confidentiality to the respondents. This was administered with the help of one research assistant. The completed questionnaires were collected by the researcher and the research assistant back for analysis.

3.7 Data analysis technique

The findings of the pilot study formed the basis of how to process and analyse the main study. The data collected was inspected for errors and coded using tally marks, total frequencies and percentages. The process consisted of data cleaning to ensure erroneous entries were inspected and corrected where possible. The responses to the close-ended structured questions were analysed using SPSS (Statistical Package for Social Sciences), which for this study was used to justify that there is a significant relationship between parental involvement and the children's learning process outcome. The presentation was done in form of tables.

3.8 Ethical consideration

In this study the researcher sought permission from the relevant authorities concerned; government ministries and administrators of the public primary schools in Kisumu Municipality. Participants were required to give consent for participation. All participants were assured of total confidentiality and reassured that the information they gave were not to be used for anything else other than for research purposes and that their names were not to appear anywhere. The Kisumu District Commissioner's Office was provided with information of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter of the study presents findings of the study, which have been discussed under thematic areas in line with the study objectives. The thematic areas include: school visitation as a component of parental involvement in the children's learning process outcome, provision of healthy learning environment as a component of parental involvement in the children's learning process outcome, constant communication by the school as a component of parental involvement in the children's learning process outcome and volunteering in school activities by the parents as a component of parental involvement in the children's learning process outcome.

4.2 Questionnaire Return Rate

The study targeted 236 respondents, but 228 respondents were able to respond to the instruments giving a response rate of 96.6%. The study managed to get this response rate due to proper organization of the field work and the efficiency of the field assistants after conducting a successful pilot survey. It was also due to the availability of more than two administrators in almost every school (one head teacher and two deputy head teachers). This return rate was acceptable because above 60% return rate is recommended by Amin (2005).

4.3 Demographic Characteristics of Respondents

Demographic characteristics of respondents that were studied included: gender, years of experience as an administrator and years of teaching experience. This information aided the study in establishing the experience of the respondents in the teaching profession as administrator and the

gender of those who were involved in administration. These results are presented in Table 4.3.1 Gender, 4.3.2 years of experience as administrators and 4.3.3 years of teaching experience.

4.3.1 Gender

The study sought to determine the gender of respondents who participated in the study. This was considered important as it could reveal information on the gender of the respondents who largely took part in the study. Table 4.1 illustrates the gender of the respondents findings of the study.

Table 4.1
Distribution of respondent by gender

Gender	Frequency	Percent%
Male	133	58.3
Female	95	41.7
Total	228	100.0

The study findings as presented in Table 4.1, sought to establish the gender of the administrators in the schools. Out of the 228 respondents who participated through the questionnaire in the study, 133 (58.3%) were male and 95 (41.7%) were female. This implies that majority of those involved in this survey were male. Further analysis showed that gender distribution contained in the government policy to ensure 30% of all appointments were reserved for women was met.

4.3.2 Years of experience as an administrator

The study sought to determine the years of experience of the respondents as administrators who participated in the study. This was considered important as it could reveal information on the respondents' years of experience as administrators who largely took part in the study. Administrators are the custodians of teaching and learning process in every school. Table 4.2 illustrates the years of experience as administrators of the respondents findings of the study.

Table 4.2
Years of experience as an administrator

Years	Frequency	Percent%
[below 5 years]	23	10.1
[5-10 years]	67	29.4
[11-15 years]	86	37.7
Over15 years	52	22.8
Total	228	100.0

The study findings as presented in Table 4.2, sought to establish the years of experience of the respondents as administrators. Out of the 228 respondents who participated through the questionnaire in the study, 23 (10.1%) were below 5 years, 67 (29.4%) were between 5-10 years, 86 (37.7%) were between 11-15 years and 52 (22.8%) were over 15 years. This means that majority of those involved in this survey were between 5-10 years.

4.3.3 Years of Teaching Experience

The study sought to determine the years of teaching experience of respondents who participated in the study. This was considered important as it could reveal information on the years of teaching experience of the respondents who largely took part in the study. Table 4.3 illustrates the years of teaching experience of the respondents findings of the study.

Table 4.3

Years	Frequency	Percent %
[1-5 years]	2	0.9
[5-10 years]	32	14.0
[10-15 years]	95	41.7
[over 15 years]	99	43.4
Total	228	100.0

The study findings as presented in Table 4.3, sought to establish the years of teaching experience of the respondents. Out of the 228 respondents who participated through the questionnaire in the study, 2 (0.9%) were below 5 years, 32 (14.0%) were between 5-10 years, 95 (41.7%) were between 11-15 years and 99 (43.4%) were over 15 years. This means that majority of those involved in this survey were over 15 years.

4.4. Assessing the Extent to Which School Visitation as a Component of Parental Involvement Has Influenced the children's Learning Process outcome.

This section sought to present findings in an effort to assess the extent to which school visitation as a component of parental involvement has influenced the children's learning process outcome under the following sub themes; attendance of parents/ guardians on parent/teacher conference on a regular basis, attendance of parents/ guardians on board meeting, attendance of parents on workshops and performance of pupils whose parents visit school on different occasion.

4.4.1 Attendance of Parents/ Guardians on Parent/Teacher Conference Meeting on a Regular Basis

For all the respondents, the study sought to find out whether respondents were attending Teacher/Parent Conference on a regular basis. This helped in assessing the extent to which school visitation has influenced the children's learning process outcome. Findings are presented on the attendance of parents/guardians on Parent/Teacher Conference meeting in Table 4.4.

Table 4.4**Attendance Of Parents/ Guardians On Teacher Conference On A Regular Basis**

Response	Performance							
	Poor		Average		Good		Excellent	
	Freq	%	freq	%	freq	%	freq	%
Rarely	16	7.0	35	15.4	125	54.8	0	0
Occasionally	0	0	12	5.3	16	7	24	10.5
Total	16	7	47	20.6	141	61.8	24	10.5

In the study findings presented in Table 4.4, it emerged that performance of pupils whose parents visited school on different occasions were excellent at 24 (10.5), good at 141 (61.9%), average at 47 (20.6%) and poor at 16 (7%). It implies that most of the pupils perform very well when their parents visit school on different occasions. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship.

The study findings also reveals that most of the parents rarely attended the parent/ teacher conference meeting at 176 (77.2%) and occasionally at 52 (22.8%).

From table 4.4 it can be concluded that most parents rarely attend Parent/Teacher conference meetings. When parents do not attend conference meetings they tend not to understand their own children's educational development hence lack of improved behaviour and skills. When parents visit schools, they participate in meetings that enhance educational growth. This is in line with the study conducted by Marcom, (1999) which states that parents who evidenced higher rates of participation in parent/ teacher conference had children who have improved adaptive behaviors and basic school skills.

4.4.2 Attendance of Parents/ Guardians on Board Meeting

The study sought to find out whether parents were attending Board Meetings. This helped in assessing the extent to which school visitation has influenced the children’s learning process outcome. Table 4.5 illustrates the attendance of parents on Board Meetings of the respondents findings of the study.

Table 4.5
Attendance of Parents/ Guardians On Board Meeting

Response	Performance							
	Poor		Average		Good		Excellent	
	Freq	%	freq	%	freq	%	freq	%
Rarely	12	55.3	24	10.5	95	41.7	0	0
Occasionally	4	1.8	23	10.1	46	20.2	12	5.3
Frequently	0	0	0	0	0	0	12	5.3
Total	16	7	47	20.6	141	61.9	24	10.5

In the study findings presented in Table 4.5, it shows that performance of pupils whose parents visited school on different occasions were excellent at 24 (10.5), good at 141 (61.9%), average at 47 (20.6%) and poor at 16 (7%). It implies that most of the pupils perform very well when their parents visit school on different occasions. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship.

The study findings also reveals that most of the respondents rarely attended the board meeting at 131 (57.4%) and occasionally at 85 (37.3%) and frequently at 12 (5.3%).

From table 4.5 it is clear that most parents rarely attend the board meeting and this definitely weakens the school programmes. When school programmes like the board meetings are well attended, effective decisions are made. This is supported by the study findings on the study conducted by Van (2012) who states that parents who visit schools support programmes aimed at enhancing knowledge, skills and confidence.

4.4.3 Attendance of Parents on Workshops

The study sought to find out whether parents were attending Workshops. This helped in assessing the extent to which school visitation has influenced the children’s learning process outcome. Findings are presented on the attendance of parents on Workshop in Table 4.6.

Table 4.6
Attendance of Parents on Workshops

Response	Performance							
	Poor		Average		Good		Excellent	
	Freq	%	freq	%	freq	%	freq	%
Rarely	0	0	12	5.3	24	10.5	0	0
Occasionally	16	7	23	10.1	57	25.0	12	5.3
Frequently	0	0	12	5.3	64	27.2	12	5.3
Total	16	7.0	47	20.6	141	61.9	24	10.5

Of the same population of 228, study findings presented in Table 4.6, shows that performance of pupils whose parents visited school on different occasions were excellent at 24 (10.5), good at 141 (61.9%), average at 47 (20.6%) and poor at 16 (7%). It implies that most of the pupils perform very well when their parents visit school on different occasions. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their

children often had children who attained successful academic performance and classroom teacher relationship.

The study findings also reveals that a percentage of 36 (15.8%) do not attend workshop, 106 (46.5%) rarely attend workshop and 86 (37.7%) occasionally attended workshops.

This means that Workshops were not highly attended by parents in the schools hence lack of sharing in terms of successes and knowledge for parenting skills. When parents attend workshops in schools, parents engage in activities that develop their knowledge, creating a positive effect of parental involvement on children. This finding corresponds to the finding by Christenson (1995) which establishes that parenting education classes enable parents to share their parenting successes and challenges and gain knowledge that enhance their parenting skills.

4.5 Determining the Level at Which Provision of Healthy Learning Environment As a Component of Parental Involvement Has Influenced the Learning Process.

This section sought to present findings in an effort to determine the level at which provision of healthy learning environment as a component of parental involvement has influenced the children's learning process outcome under the following sub themes; parents participation in scheduled regular interactive homework, parents assistance to pupils in setting their academic goals, provision of good nutrition by parents and performance of pupils whose parents provide healthy learning environment.

4.5.1 Parents Participation in Scheduled Regular Interactive Homework

The study sought to find out whether parents participate in scheduled interactive homework. This helped in assessing the extent to which provision of healthy learning environment has influenced

the children’s learning process outcome. Table 4.7 illustrates the participation of parents in scheduled regular interactive homework of the respondents findings of the study.

Table 4.7
Parents Participation in Scheduled Regular Interactive Homework

Response	Performance					
	Average		Good		Excellent	
	Freq	%	freq	%	freq	%
Not at all	12	5.3	22	9.6	0	0
Rarely	64	28.1	48	21.1	43	18.9
Occasionally	0	0	36	15	3	1.3
Total	76	33.3	106	46.5	46	20.2

The study findings presented on Table 4.7, shows that performance of pupils whose parents provide healthy learning environment was excellent at 46 (20.2%), good at 106 (46.5%), average at 76 (33.3%). It implies that most of the pupils perform very well when their parents provide healthy learning environment. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship.

The study findings as presented in Table 4.7 shows how parents participate in scheduled interactive homework, at 34 (14.9%) do not participate, 155 (68.0%) rarely participated and 39 (17.1%) occasionally participated.

From the table it is clear that most parents rarely and do not participate in scheduled interactive homework hence poor rapport. When parents participate in a scheduled interactive homework, a room for discussion and assistance is created among the children, parents and teachers.

This is supported by the study findings on the study conducted by Bell (1989) which states that parental programmes promote empowerment, acknowledge the strengths of and build rapport with the teachers.

4.5.2 Parents Assistance to Pupils in Setting Their Academic Goals

The study sought to find out whether parents assist pupils in setting their academic goals. This helped in assessing the extent to which provision of healthy learning environment has influenced the children’s learning process outcome. Findings are presented on parents’ assistance in the setting of the academic goals in Table 4.8.

Table 4.8
Parents Assistance to Pupils in Setting Their Academic Goals

Response	Average		Good		Excellent	
	Freq	%	freq	%	freq	%
Not at all	0	0	23	10.1	0	0
Rarely	76	33.3	59	25.9	24	10.5
Occasionally	0	0	24	10.5	11	4.8
Frequently	0	0	0	0	11	4.8
Total	76	33.3	106	46.5	46	20.2

The study findings as presented in Table 4.8 reveals that performance of pupils whose parents provide healthy learning environment was excellent at 46 (20.2%), good at 106 (46.5%), average at 76 (33.3%). It implies that most of the pupils perform very well when their parents provide healthy learning environment. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship.

In Table 4.8, the analysis of the study findings presented portrays how majority of the parents at 23 (10.1%) do not assist the pupils to set their academic goals, at 159 (69.7%) rarely, 35 (15.4%) occasionally and frequently at 11 (4.8%).

It reveals that majority of parents are not involved in the setting of the academic goals of their children hence poor planning. When parents help in the planning, there is support in the achievement of success. This is in line with the study conducted by Beeby (1989) who stated that Family – School collaboration is cooperative process of planning that brings together school staff, parents, children and community members to maximize resources for child achievement and development.

4.5.3 Provision of Good Nutrition by Parents

The study sought to find out whether provision of good nutrition has influenced the children’s learning process outcome. This helped in assessing the extent to which provision of healthy learning environment has influenced the children’s learning process outcome. Table 4.9 illustrates the provision of good nutrition by parents of the respondents findings of the study.

Table 4.9
Provision of Good Nutrition by Parents

Response	Performance					
	Average		Good		Excellent	
	Frequency	%	frequency	%	frequency	%
Not at all	0	0	59	29.9	13	5.7
Rarely	12	5.3	6	2.6	6	2.6
Occasionally	62	27.2	16	7.0	16	7.0
Frequently	2	0.9	25	11.0	11	4.8
Total	76	33.3	106	46.5	46	30.7

The study findings as presented in Table 4.9 reveals that performance of pupils whose parents provide healthy learning environment was excellent at 46 (20.2%), good at 106 (46.5%), average at 76 (33.3%). It implies that most of the pupils perform very well when their parents provide healthy learning environment. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship

The study findings presented in Table 4.9, emphasises on provision of good nutrition by parents at 72 (31.6%) do not provide, 24 (10.5%) rarely provides, 94 (41.2%) occasionally provide and 38 (16.7%) frequently provides.

This implies that some parents occasionally provide good nutrition as most parents do not and rarely provide good nutrition hence lack of pupils concentration in class. When parents provide good nutrition, children develop physically, socially, emotionally and cognitively because a basic need has been satisfied. This is in line with the study conducted by Epstein (1995) which revealed that healthy, properly nourished students who feel safe are better able to concentrate on their work, attend school on regular basis and perform well in class and on tests..

4.6 Establishing How Constant Communication by the School as A Component of Parental Involvement Has Influenced the children's Learning Process Outcome.

This section sought to present findings in an effort to establish how constant communication by the school as a component of parental involvement has influenced the children's learning process outcome under the following sub themes; parental involvement of teachers in a two-way communication, duration that parents often get in touch with teachers, participation of schools in conducting orientation for new parents, provision of clear information about the curriculum,

assessment and achievement levels and report cards by schools and performance of pupils whose parents practice two-way communication.

4.6.1 Parental Involvement of Teachers in a Two-Way Communication

The study sought to find out whether parental involvement of teachers in a two-way communication has influenced the children’s learning process outcome. This helped in assessing the extent to which constant communication has influenced the children’s learning process outcome. Findings are presented on parental involvement of teachers in a two - way communication in Table 4.10.

Table 4.10
Parental Involvement of Teachers in a Two-Way Communication

Response	Performance					
	Average		Good		Excellent	
	Freq	%	freq	%	freq	%
Not at all	4	1.8	5	2.1	0	0
Rarely	24	10.5	94	41.2	46	20.2
Occasionally	0	0	24	10.5	12	5.3
Frequently	0	0	0	0	12	5.3
Very frequently	0	0	7	3.1	0	0
Total	28	12.3	130	57.0	70	30.7

The study findings as presented in Table 4.10 reveals that performance of pupils whose parents practice two-way communication was excellent at 70 (30.7%), good at 130 (57.0%) and average at 28 (12.3%). It implies that most of the pupils perform very well when their parents practice two-way communication. This is in line with the study conducted by Vondra (1999) which states that

parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship

The study findings presented in Table 4.10, showed that parents involvement of teachers in a two-way communication was at 7 (3.1%) very frequently, 12 (5.3%) frequently, 36 (15.8%) occasionally, 164 (71.9) rarely and 12 (5.1) who do engage teachers in any communication.

This therefore means that most parents rarely and do not engage teachers in a two-way communication leading to poor foundation of a solid partnership. When parents participate in a two way communication, problems are more easily solved, school programmes are communicated and children's progress result into better outcomes. This findings corresponds to the findings by Kimball (2003) who states that when parents and educators communicate effectively, positive relationships develop, problems are more easily solved and students make greater progress. .

4.6.2 Duration That Parents Often Get In Touch With Teachers

The study sought to find out whether the duration that parents often get in touch with teachers has influenced the children's learning process outcome. This helped in assessing the extent to which constant communication has influenced the learning process. Findings are presented on duration that parents often get in touch with teachers in Table 4.11.

Table 4.11
Duration That Parents Often Get In Touch With Teachers

Response	Performance					
	Average		Good		Excellent	
	Freq	%	freq	%	freq	%
Once a week	2	0.9	24	10.5	2	0.9
Once a month	0	0	12	5.3	24	10.5
Once a term	24	10.5	94	41.2	34	14.9
Not at all	2	0.9	0	0	10	4.3
Total	28	12.3	130	57.0	70	30.7

The study findings as presented in Table 4.11 reveals that performance of pupils whose parents practice two-way communication was excellent at 70 (30.7%), good at 130 (57.0%) and average at 28 (12.3%). It implies that most of the pupils perform very well when their parents practice two-way communication. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship.

The study findings presented in Table 4.11, showed that parents get in touch at 28 (12.3%) once a week, 36 (15.8%) once a month, 152 (66.7%) once a term and 12 (5.2%) do not get involved at all.

From this table it is clear that most parents get in touch with teachers once a term, creating an effective relationship between parents and teachers. When parents get in touch with teachers, they influence the learning activities of their children. This finding is in agreement with the study

conducted by Kimball (2003) which states that communication has the potential to increase effective relationship between home and school to enable increased parent involvement that results in improved student learning.

4.6.3 Participation of Schools in Conducting Orientation for New Parents

The study sought to find out whether participation of schools in conducting orientation for new parents has influenced the children's learning process outcome. This helped in assessing the extent to which constant communication has influenced the children's learning process outcome. Table 4.12 illustrates participation of schools in conducting orientation for new parents of the respondents findings of the study.

Table 4.12

Participation of Schools in Conducting Orientation for New Parents

Response	Performance					
	Average		Good		Excellent	
	Freq	%	freq	%	freq	%
Not at all	4	1.8	46	20.1	19	8.3
Rarely	24	10.5	36	15.8	23	10.1
Occasionally	0	0	36	15.8	24	10.5
Frequently	0	0	12	5.3	4	1.8
Total	28	12.3	130	57.0	70	30.7

The study findings as presented in Table 4.12 shows that performance of pupils whose parents practice two-way communication was excellent at 70 (30.7%), good at 130 (57.0%) and average at 28 (12.3%). It implies that most of the pupils perform very well when their parents practice two-way

communication. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship

The study findings as presented in Table 4.12, illustrate the participation of schools in conducting orientation for new parents at 69 (30.3%) were not involved, 83 (36.4%) rarely conducted orientation, 60 (26.3%) occasionally involved in the orientation of parents and 16 (7%) frequently involved themselves in the parents orientation.

It implies that most of the schools do not and rarely participate in the orientation of new parents, hence lack of knowledge and school requirements. When schools participate in the orientation of parents, parents tend to understand their obligations. This is supported by the study findings on the study conducted by Illinois Governor's Council on Education (2001) which confirms that vast majorities of parents are willing to assist their students in learning, but many times are not sure what assistance is most helpful and appropriate.

4.6.4 Provision of Clear Information about the Curriculum, Assessment and Achievement Levels and Report Cards by Schools

The study sought to find out whether provision of clear information about the curriculum, assessment and achievement levels and report cards by schools has influenced the children's learning process outcome. This helped in assessing the extent to which constant communication has influenced the children's learning process outcome. Findings are presented on provision of clear information about the curriculum, assessment and achievement levels and report cards by schools in Table 4.13.

Table 4.13**Provision of Clear Information about the Curriculum, Assessment and Achievement Levels and Report Cards by Schools**

Response	Performance					
	Average		Good		Excellent	
	Freq	%	freq	%	freq	%
Rarely	24	10.5	36	15.7	23	10.1
Occasionally	4	1.8	24	10.5	24	10.5
Frequently	0	0	59	25.8	11	4.8
Very frequently	0	0	11	4.8	12	5.3
Total	28	12.3	130	57.0	70	30.7

The study findings as presented in Table 4.13 reveals that performance of pupils whose parents practice two-way communication was excellent at 70 (30.7%), good at 130 (57.0%) and average at 28 (12.3%). It implies that most of the pupils perform very well when their parents practice two-way communication. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship.

The analysis of the study findings presented in Table 4.13, found out that majority of respondents at 83 (36.4%) rarely provide clear information about the curriculum, assessment and achievement levels and report cards, 60 (26.3%) occasionally provide the information, 62 (27.2%) frequently provide the information and 23 (10.1%) very frequently provide the information.

From the table it can be concluded that schools rarely provide clear information about the curriculum, assessment and achievement levels and report cards leading to a weak school-home partnership. When schools provide clear information, parents connect to their children's learning. This finding corresponds to the findings by Epstein (1995) which revealed that using a variety of communication tools to share school events, policy and students' progress strengthens school and home partnerships.

4.7 Assessing the Extent to Which Volunteering In School Activities by the Parents As a Component of Parental Involvement Has Influenced the children's Learning Process outcome.

This section sought to present findings in an effort to assess extent to which volunteering in school activities by the parents as a component of parental involvement has influenced the children's learning process outcome under the following sub themes; participation of parents in the organizations for PTA, PTO and PTC, volunteering of parents in participation in classroom activities e.g. sharing job skills, involvement of parents in the school activities e.g. giving talks to the pupils, involvement of parents in location and utilization of community resources and performance of the pupils whose parents volunteer to participate in the school activities.

4.7.1 Participation of Parents in the Organizations for PTA, PTO and PTC

The study sought to find out whether participation of parents in the organizations for PTA, PTO and PTC has influenced the children's learning process outcome. This helped in assessing the extent to which volunteering in school activities by the parents as a component of parental involvement has influenced the children's learning process outcome. Findings are presented on participation of parents in the organizations for PTA, PTO and PTC in Table 4.14.

Table 4.14
Participation of Parents in the Organizations for PTA, PTO and PTC

Response	Performance					
	Average Freq	%	Good freq	%	Excellent freq	%
Rarely	26	11.4	109	47.8	8	3.5
Occasionally	10	4.4	47	20.6	2	0.9
Frequently	0	0	24	10.5	2	0.9
Total	36	15.8	180	78.9	12	5.3

The study findings as presented in Table 4.14, it has emerged that performance of pupils whose parents volunteer to participate in the school activities was excellent at 12 (5.3%), good at 180 (78.9%) and average at 36 (15.8%). It implies that most of the pupils perform very well when their parents volunteer to participate in the school activities. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship.

The study findings presented in Table 4.14, found out that majority of parents at 143 (62.7%) rarely participated in the organizations for PTA, PTO and PTC, 59 (25.9%) occasionally participated, 26 (11.4%) frequently participated in the organizations.

From the table 4.14 it can be concluded that most parents rarely participate in this school organizations as few parents do participate hence lack of parents support. When parents participate in school organizations, they support the objective of promoting education of learners. This in line with the study conducted by Warren (2005) which suggests that parents activities support the objective of

promoting education of learners to make them literate, critical thinkers and independent problem solvers.

4.7.2 Volunteering of Parents in Participation in Classroom Activities e.g. Sharing Job Skills

The study sought to find out whether volunteering of parents in participation in classroom activities e.g. sharing job skills has influenced the children’s learning process outcome. This helped in assessing the extent to which volunteering in school activities by the parents as a component of parental involvement has influenced the children’s learning process outcome. Findings are presented on volunteering of parents in participation in classroom activities e.g. sharing job skills in Table 4.15

Table 4.15
Volunteering of Parents in Participation in Classroom Activities e.g. Sharing Job Skills

Response	Performance					
	Average		Good		Excellent	
	Freq	%	freq	%	freq	%
Not at all	0	0	44	19.3	2	0.9
Rarely	26	11.4	110	48.2	6	2.6
Occasionally	10	4.4	16	7.0	2	0.9
Frequently	0	0	10	4.4	2	0.9
Total	36	15.8	180	78.9	12	5.3

The study findings as presented in Table 4.15 reveals that performance of pupils whose parents volunteer to participate in the school activities was excellent at 12 (5.3%), good at 180 (78.9%) and average at 36 (15.8%). It implies that most of the pupils perform very well when their parents volunteer to participate in the school activities. This is in line with the study conducted by

Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship

The study findings presented in Table 4.15, showed that parents at 46 (20.2%) do not participate in classroom activities, 142 (62.3%) rarely participate, 28 (12.3%) occasionally participate and 12 (5.2) frequently participate in classroom activities.

It therefore means that most parents rarely engage themselves in classroom activities hence lack of mentors for the pupils. When parents participate in classroom activities, they help in teaching and assistance in learner's learning at home and at school. This finding corresponds to the findings by Epstein (2001) which revealed that helping out in a classroom or chaperoning a school party can positively influence a child's development and behaviour.

4.7.3 Involvement Of Parents In The School Activities e.g. Giving Talks to the Pupils

The study sought to find out whether involvement of parents in the school activities e.g. giving talks to the pupils has influenced the children's learning process outcome. This helped in assessing the extent to which volunteering in school activities by the parents as a component of parental involvement has influenced the children's learning process outcome. Findings are presented on involvement of parents in the school activities e.g. giving talks to the pupils in Table 4.16.

Table 4.16**Parental involvement in school activities e.g. giving talks to the pupils**

Response	Performance					
	Average		Good		Excellent	
	Freq	%	freq	%	freq	%
Not at all	24	10.5	48	21.1	9	3.9
Rarely	4	1.8	104	45.6	3	1.3
Occasionally	8	3.5	28	12.3	0	0
Total	36	15.8	180	78.9	12	5.3

The study findings as presented in Table 4.16 reveals that performance of pupils whose parents volunteer to participate in the school activities was excellent at 12 (5.3%), good at 180 (78.9%) and average at 36 (15.8%). It implies that most of the pupils perform very well when their parents volunteer to participate in the school activities. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship.

The study findings presented in Table 4.16, showed that parents at 81 (35.5%) do not participate in school activities, 111 (48.7%) rarely participates, 36 (15.8%) occasionally participates in school activities.

It is clear that most parents do not and rarely engage themselves in school activities e.g . giving talks to the pupils hence minimal support by the parents to the school. When parents participate in school activities, they promote their children’s educational progress. This is supported by the study findings on the study conducted by Lee & Borren (2006) which stated that schools should exploit what parents are good at, to support the academic education of learners.

4.7.4 Involvement of Parents in Location and Utilization of Community Resources

The study sought to find out whether involvement of parents in location and utilization of community resources has influenced the children’s learning process outcome. This helped in assessing the extent to which volunteering in school activities by the parents as a component of parental involvement has influenced the children’s learning process outcome. Findings are presented on involvement of parents in location and utilization of community resources in Table 4.17.

Table 4.17
Involvement of Parents in Location and Utilization of Community Resources

Response	Performance					
	Average		Good		Excellent	
	Freq	%	freq	%	freq	%
Not at all	28	12.2	24	10.5	6	2.8
Rarely	6	2.8	99	43.4	2	0.9
Occasionally	2	0.9	57	25	4	1.8
Total	36	15.8	180	78.9	12	7.3

The study findings as presented in Table 4.17 reveals that performance of pupils whose parents volunteer to participate in the school activities was excellent at 12 (5.3%), good at 180 (78.9%) and average at 36 (15.8%). It implies that most of the pupils perform very well when their parents volunteer to participate in the school activities. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship.

The study findings presented in Table 4.17, showed that at 58 (25.4%) parents do not involve themselves in location and utilization of community resources, 107 (46.9%) rarely involve themselves, 63 (27.7%) occasionally involve themselves.

It is clear that the involvement of parents in location and utilization of community resources is low as most parents do not involve and rarely involve themselves in the location and utilization of community resources leading to lack of support by the parents to the schools. When parents participate in location and utilization of community resources, they offer huge resource and support base for the school community while showing their children the importance of participating in the larger community. This finding is in agreement with the study conducted by Lareau (1989) which stated that working in the school in support of teachers for example in preparing lesson materials and supervising sports activities promote the school in the community.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings, derives conclusion from the findings, and makes recommendations, which schools and other stakeholders in education may consider to inform and support the influence of parental involvement in the children's learning process outcome. It also makes suggestions for further research and contribution to the body of knowledge.

5.2 Summary of the Findings

This section has been organized in line with the objectives of this study, which entail; school visitation as a component of parental involvement in the children's learning process outcome, provision of healthy learning environment as a component of parental involvement in the children's learning process outcome, constant communication by the school as a component of parental involvement in the children's learning process outcome and volunteering in school activities by the parents as a component of parental involvement the children's learning process outcome.

The first objective of this study was to assess the extent to which school visitation as a component of parental involvement has influenced the children's learning process outcome in Kisumu Municipality. Regarding school visitation the study found that most parents rarely visit school. This was evident at 176 (77.2%) attendance of parents on Teacher/Conference meeting, 131 (57.4%) attendance of parents on Board meetings and 106 (46.5%) attendance of parents on Workshop.

The study further indicates that pupils whose parents visited school on different occasion performed well. This was evident at 47 (20.6) average, 141 (61.9) good and 24 (10.5%) excellent. It therefore means that school visitation as a component of parental involvement influence the children's learning process outcome. This is in line with the study conducted by Vondra (1999) which states that parents who provide support and motivation for their children often had children who attained successful academic performance and classroom teacher relationship.

The second objective of the study was to determine the level at which provision of healthy learning environment as a component of parental involvement has influenced the children's learning process outcome. In the provision of healthy learning environment a number of parents do not participate at all. This was evident at 34 (14.9%) parents participation in scheduled regular interactive homework, 23 (10.1%) parents assistance to pupils in setting their academic goals and 72 (31.6%) provision of good nutrition by parents. The study also revealed that parents rarely provide healthy learning environment. This was also evident at 155 (68.0%) parents participation in scheduled regular interactive homework, 159 (69.7%) parents assistance to pupils in setting their academic goals and 24 (10.5%) provision of good nutrition.

The study further indicated that pupils whose parents provide a healthy learning environment performed well. This was evident at 76 (33.3%) average, 106 (46.5%) good and 46 (20.2%) excellent. It therefore means that provision of health learning environment as a component of parental involvement influence the children's learning process outcome. This is in line with the study conducted by Epstein (1995) which revealed that healthy, properly nourished students who feel safe are better able to concentrate on their work, attend school on regular basis and perform well in class and on tests.

The third objective of the study was to establish how constant communication by the school as a component of parental involvement has influenced the children's learning process outcome. It was established that there was no effective constant communication by the schools. This was evident at 9 (3.9 %) parental involvement of teachers in a two-way communication, 12 (5.2%) duration that parents often get in touch with teachers and 69 (30.3%) participation of schools in conducting orientation for new parents. The study further revealed that the constant communication was rarely done by the school. This was evident at 164 (71.9%) parental involvement of teachers in a two-way communication, 152 (66.7%) duration that parents often get in touch with teachers 83 (36.4%) participation of schools in conducting orientation for new parents, 83 (36.4%) provision of clear information about the curriculum, assessment and achievement levels and report cards by schools.

The study further indicated that pupils whose parents and schools had a constant communication with teachers performed well. This was evident at 130 (57.0%) good and 70 (30.7%) excellent. It therefore means that constant communication by the school as a component of parental involvement influence the learning process of children. This finding corresponds to the findings by Epstein (1995) which revealed that using a variety of communication tools to share school events, policy and students' progress strengthens school and home partnerships.

The fourth objective of the study was to assess the extent to which volunteering in school activities by the parents as a component of parental involvement has influenced the children's learning process outcome. Regarding volunteering in school activities by the parents, they did not participate in most activities. This was evident at 46 (20.2%) participation in classroom activities e.g sharing job skills, 81 (35.5%) involvement of parents in the school activities e.g giving talks to the pupils and 58 (25.4%) involvement of parents in location and utilization of community resources.

The study also showed that parents rarely volunteered in the school activities at 143 (62.7%) participation of parents in the organizations for PTA, PTO and PTC , 142 (62.3 %) participation in classroom activities, 111 (48.7%) involvement of parents in the school activities e.g giving talks and 107 (46.9%) involvement of parents in location and utilization of community resources.

The study further indicated that pupils whose parents volunteer to participate in school activities performed well. This was evident at 180 (78.9%) good and 12 (5.3%) excellent. It therefore means that volunteering in school activities by the parents as a component of parental involvement influence the children's learning process outcome. This is supported by the study findings on the study conducted by Lee & Borren (2006) which stated that schools should exploit what parents are good at, to support the academic education of learners.

5.3 Conclusion

The main purpose of this study was to investigate the influence of parental involvement in the children's learning process outcome in public schools in Kisumu Municipality, Kenya. The first objective was to assess the extent to which school visitation as a component of parental involvement has influenced the children's learning process outcome. This was fully met as the study showed that there was lack of visitation by parents in schools but when parents visit schools, the performance improves.

The second objective was to determine the level at which provision of healthy learning environment as a component of parental involvement has influenced the children's learning process outcome. Findings showed that most parents rarely provided a healthy learning environment. It further revealed that when a healthy learning environment is provided then the performance would majorly be good and excellent.

The third objective was to establish how constant communication by the school as a component of parental involvement has influenced the children's learning process outcome. The findings showed that constant communication by the school was rarely practiced. It further revealed that when parents involve in a constant communication with the school, the pupils' performance improves.

The fourth objective was to assess extent to which volunteering in school activities by the parents as a component of parents involvement has influenced the children's learning process outcome. The findings showed that parents rarely volunteer to participate in school activities. It further revealed that when parents volunteer to participate in school activities, the pupils' performance improves.

5.4 Recommendation

Based on the findings of this study and the conclusions made the study made the following recommendations:

The study found out that there was lack of parental involvement in the children's learning process in public primary schools in Kisumu Municipality, Kenya. The study therefore recommends that the government should address issues that can improve parental involvement in schools by documenting school- parental policies. This will directly have an impact as the parents would have guidelines enabling their participation in the school activities. The study also found out that there is lack of provision of good nutrition by the parents. It therefore recommends that the government should introduce free lunch programmes in all the primary schools. This intervention will go a long way in reducing the number of pupils who go without food, under feed and do not eat a balanced diet.

The study found out that parents do not visit school regularly. The study therefore recommends that a policy on parental involvement should be created by the stakeholders to enable efficient participation by parents. When parents' views are part of the requirements of the school then their involvement would be vital to the school.

The study found out that parents do not volunteer to participate in the school activities. The study therefore recommends that sensitisation of parents on educational activities should be done in the community. This would make them aware of their responsibilities and opportunities in the life of their children.

5.5 Contribution to the body of knowledge

The study made the following contribution to the body of knowledge.

Table 5.1 Contribution to the Body of Knowledge

Objectives	Contribution to the Body of Knowledge
1. To assess the extent to which school visitation as a component of parental involvement has influenced children's the learning process outcome.	The study showed that school visitation as a component of parental involvement has influenced the children's learning process outcome. Parents rarely attended Teacher/ Parent conference, Board Meeting and Workshop but where they visited schools on different occasion, there was a positive impact on the performance of the children.
2. To determine the level at which provision of healthy learning environment as a component of parental involvement has influenced the children's learning process outcome.	The study showed that provision of healthy learning environment has influenced the children's learning process outcome. Parents rarely participate in scheduled regular interactive homework, assist the pupils to set their academic goals and provide good nutrition but where there was provision of healthy learning environment, they was positive impact on the performance of children.
3. To establish how constant communication by the school as a component of parental involvement has influenced the children's learning process outcome.	The study showed that constant communication by the school as a component of parental involvement has influenced the children's learning process outcome. Parents rarely participated in a two- way communication and got in touch with teachers. Schools rarely conducted an orientation for new parents and provided clear information about the curriculum, assessment and achievement levels and report cards but where parents practiced two-way communication the performance had a positive impact.
4. To assess the extent to which volunteering in school activities by the parents as a component of parental involvement has influenced the children's learning process outcome.	The study showed that volunteering in school activities influenced the children's learning process outcome. Parents rarely participated in the PTA, PTO and PTC, classroom activities, school activities and location and utilization of resources but where parents volunteered to participate in the school activities, the performance had a positive impact.

5.6 Suggestions for further studies

The following topics were suggested for further studies

1. Since the study was conducted in Kisumu Municipality, which is an urban area, further researchers should carry out the same research in a rural area for comparison purposes.
2. Since this study relied on the responses of the head teachers and deputy head teachers, future researchers need to carry out the same study but include the views of parents.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Head Teacher,

Dear Respondent,

RE: RESEARCH PROJECT

I am a post graduate student at the University of Nairobi undertaking a research study on the influence of parental involvement in the learning process of children in public schools in Kisumu Municipality in Kenya. Your school has been chosen to participate in the study. I would be very grateful if you would fill the questionnaire attached. Your name should not appear anywhere on the questionnaire. The information you give will be treated confidentially and will be used purely for academic purposes. Your cooperation will be highly appreciated.

Yours faithfully,

Loice Aoko Ang'ienda

**APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS AND DEPUTY HEAD
TEACHERS**

Name of Enumerator	
Name of School	
Location	
Time Interview Started	
Time Interview Ended	

My name is _____. I wish to request for your participation in giving information required in this questionnaire for purposes of academic research. Your responses into these questions will be treated with utmost confidence.

The interview will take approximately 30 minutes of the respondent's time.

PART A BACKGROUND INFORMATION

1. What is your gender?

Male [] Female []

2. How many years of experience do you have in your current position?

1-5 Years [] 5-10 years [] 10-15 years [] Over 15 years []

3. How many years of teaching experience do you have?

1-5 years [] 5-10 years [] 10-15 years [] Over 15 years []

PART B SCHOOL VISITATION

1. Do parents/ guardians attend parent teacher conference on a regular basis?

[] Not at all [] Rarely [] Occasionally [] Frequently [] Very frequently

2. Do parents attend board meeting when they are called?

[] Not at all [] Rarely [] Occasionally [] Frequently [] Very frequently

3. Do parents attend workshops when they are offered?

[] Not at all [] Rarely [] Occasionally [] Frequently [] Very frequently

4. How is the performance of pupils whose parents visit school on different occasion?

[] Poor [] Average [] Good [] Excellent

PART C. HEALTHY LEARNING ENVIRONMENT

1. Do parents participate in scheduled regular interactive homework that requires pupils to demonstrate and discuss what they are learning with a family member?

[] Not at all [] Rarely [] Occasionally [] Frequently [] Very frequently

2. Do parents assist the pupils to set their academic goals?

[] Not at all [] Rarely [] Occasionally [] Frequently [] Very frequently

3. Do parents provide good nutrition e,g the lunch parents provide to pupils at school?

Not at all Rarely Occasionally Frequently Very frequently

4. How is the performance of pupils whose parents provide healthy learning environment?

Poor Average Good Excellent

PART D COMMUNICATION

1. Do parents involve teachers in a two-way communication?

Not at all Rarely Occasionally Frequently Very frequently

2. How often do parents get in touch with teachers?

Daily Once a week Once a month once a term Not at all

3. Does the school conduct an orientation for new parents?

Not at all Rarely Occasionally Frequently Very frequently

4. Does the school provide clear information about the curriculum, assessment and achievement levels and report cards?

Not at all Rarely Occasionally Frequently Very frequently

5. What is the performance of pupils whose parents practice two-way communication?

Poor Average Good Excellent

PART E VOLUNTEERING IN SCHOOL ACTIVITIES

1. Do parents participate in the parent organizations for example Parent Teacher Association

(PTA), Parent Teacher Organization (PTO) and Parent Teacher Club (PTC)?

Not at all Rarely Occasionally Frequently Very frequently

2. Do parents volunteer to participate in the classroom activities e.g. sharing job skills?

Not at all Rarely Occasionally Frequently Extensively

3. Do parents get involved in the school activities e.g. giving talks to the pupils

Not at all Rarely Occasionally Extensively Very Extensively

4. Do parents involve themselves in locating and utilizing community resources?

Not at all Rarely Occasionally Frequently Extensively

5. How is the performance of the pupils whose parents volunteer to participate in the school activities?

Poor Average Good Excellent.

APPENDIX III: RESEARCH CLEARANCE PERMIT

CONDITIONS

1. This permit is issued to the District Commissioner and the District Education Officer of the area designated for carrying out the research in accordance with the conditions of your permit.

2. The Government Officer will not be interviewed without prior appointment.

3. This permit will be issued unless it has been approved.

4. Excavation, digging and collection of biological specimens are subject to their permission from the relevant Government Ministries.

5. You are required to submit at least two (2) copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

CPK 6055 (Rev. 6/10/2011)

REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

(CONDITIONS - see back page)

Page 02

Research Permit No. NCS/RC/01/07/138

Date of issue: 5/1/2013

Place received: KSHC 1000

THIS IS TO CERTIFY THAT

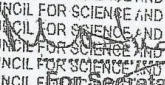
Dr. Mrs. Miss. Institution

of (Address) University of Nairobi

P.O. Box 82520/100, Kisumu

has been permitted to conduct research on the topic: **Influence of parental involvement in the learning process of children in public schools in Kisumu Municipality Kenya**

in the District of **Nyanza**

Applicant's Signature: 

National Council for Science and Technology



APPENDIX IV: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550

Mobile: 0713 788 787, 0735 404 245

Fax: 254-020-2213215

When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100

NAIROBI-KENYA

Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1138**

Date: **25th June 2013**

Loice A. Ang'ienda
University of Nairobi
P.O Box 825-40100
Kisumu.

RE: RESEARCH AUTHORIZATION

Following your application dated 19th June, 2013 for authority to carry out research on *"Influence of parental involvement in the learning process of children in public schools in Kisumu Municipality, Kenya."* I am pleased to inform you that you have been authorized to undertake research in Kisumu District for a period ending 31st August, 2013.

You are advised to report to the District Commissioner and District Education Officer, Kisumu District before embarking on the research project.

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


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kisumu District.