

**INFLUENCE OF PARENTAL INVOLVEMENT IN EDUCATION
ON PERFORMANCE OF URBAN REFUGEE PUPILS IN PUBLIC
PRIMARY SCHOOLS IN KAMUKUNJI DISTRICT, NAIROBI COUNTY,
KENYA.**

Mwanamisi Kombo

**A Research Project Report Submitted in Partial Fulfillment of the
Requirements for the Award of the Degree in Master of Education in
Education in Emergencies, Department of Educational Administration and
Planning, University of Nairobi**

2015

DECLARATION

This research project report is my original work and has not been presented for award of a degree in any other university

Mwanamisi Adhiambo Kombo

E55/ 69356/ 2013

This research project report has been submitted for examination with our approval as the university supervisors

Dr. Grace Nyagah

Senior Lecturer and Chairman,

Department of Educational Administration and Planning

University of Nairobi

Dr. Rosemary Imonje

Lecturer,

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This study is dedicated to my family; first to my husband for his financial, moral and psychosocial support, without which, I would not have made it this far; secondly to my children for giving me the energy and psyche to pursue my dream and my mother for her encouragement. Finally to my extended family and friends for their immeasurable support and prayer.

ACKNOWLEDGEMENT

I would like to thank Allah subanahu wataallah for giving me the energy, finances and ability to pursue this course.

I would also like to thank my supervisors, Dr. Grace Nyagah and Dr. Rosemary Imonje for their continuous guidance and support throughout the project period. I would also like to acknowledge my husband and children for their moral support and my mother, brother, sisters and friends for their encouragement.

Thank you very much for your thoughts, prayers and encouragement, may God Almighty bless you.

TABLE OF CONTENT

Content.....	Page
Title Page	i
Declaration	ii
Dedication	iii
Acknowledgement	iv
Abbreviations and Acronyms	viii
List of Figures	ix
List of Tables	x
ABSTRACT.....	xi

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study	6
1.4 Research Objectives.....	7
1.5 Research Questions.....	7
1.6 Significance of the Study	8
1.7 Limitations of the Study.....	9
1.8 Delimitations of the Study	9
1.9 Basic Assumptions of the Study	9
1.10 Definition of Significant Terms	10
1.11 Organization of the Study	11

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction.....	13
2.2 Parental Involvement in Education.....	13
2.3 Education of Urban Refugee Pupils.....	14
2.4 Influence of Parental Care in Education	16
2.5 Influence of Parent's Education Level on performance of pupils	17
2.6 Influence of Parent's Ability to Meet Educational Costs on performance of Pupils.....	18

2.7 Influence of Parents’ Communication with the School on Performance of Pupils.....	19
2.8 Influence of Parental Participation in School Activities on Performance of Pupils.....	20
2.9 Summary of Literature Review.....	21
2.10 Theoretical Framework.....	22
2.11 Conceptual Framework.....	24

CHAPTER THREE
STUDY METHODOLOGY

3.1 Introduction.....	26
3.2 Study Design.....	26
3.3 Target Population.....	26
3.4 Sample Size and Sampling Procedures.....	27
3.5 Instruments for Data Collection.....	28
3.6 Reliability of the instruments.....	29
3.7 Validity of the Instruments	30
3.8 Data Collection Procedure	31
3.9 Data Analysis Techniques.....	31
3.10 Ethical Considerations	32

CHAPTER FOUR

DATA ANALYSIS,PRESENTATION AND INTERPRETATION

4.1 Introduction.....	33
4.2 Response Rate.....	33
4.3 Reliability Analysis.....	34
4.4 Demographic information.....	36
4.4.1 Response by Gender	36
4.4.2 Response by Age.....	37
4.4.4 Response by Highest Education Levels.....	38
4.4.5 Head Teacher’s Length of Service.....	40
4.5 Parental Involvement in Education.....	41
4.5.1 Pupils’ Perception of Parental Involvement in Education	41
4.5.2 Teachers’ Perception of Parental Involvement in Education.....	43
4.5.3 Head Teachers’ Perception of Parental Involvement in Education	45

4.6 Performance of Urban Refugee Pupils in Public Primary Schools.....	47
4.6.1 Teachers’ Rating of Refugee Pupils’ Performance.....	48
4.6.2 Factors Contributing to Refugee Pupils’ Performance	49
4.6.2.1 Head Teachers’ Perspectives	49
4.6.2.2 Teachers’ Perspectives on Performance of Refugee pupils.....	50
4.7 Thematic Content Analysis of Parents/Guardians’ Perspectives.....	51
4.7.1 Parental Care and Refugee Pupils’ Academic Performance.....	52
4.7.2 Parents’ Education Levels and Refugee Pupils’ Academic Performance ...	54
4.7.3 Parents ability to meet educational costs and Refugee Pupils’ Academic Performance	55
4.7.4 Parents’ Communication and Refugee Pupils’ Academic Performance.....	57
4.7.5 Parental Participation in school activities and Refugee Pupils’ Academic Performance	58

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.....	60
5.2 Summary of the Study	60
5.4 Conclusions.....	66
5.5 Recommendations.....	68
5.6 Suggestions for Further Studies	70
REFERENCES.....	71
APPENDICES.....	75
Appendix 1: Introduction Letter	75
Appendix II: Interview schedule for the Parents/ Guardians.....	76
Appendix III: Questionnaire for the Head Teachers.....	77
Appendix IV: Questionnaire for Pupils.....	79
Appendix V: Questionnaire for the Teachers	80
Appendix VI: Authorization Letter.....	81
Appendix VII: Study Permit	82

ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
DEO	District Education Officer
EFA	Education for All
KCPE	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
MoE	Ministry of Education
NCC	Nairobi City Council
NGOs	Non-Governmental Organizations
PTA	Parents Teachers Association
PTSD	Post-Traumatic Stress Disorder
SPSS	Statistical Package for Social Sciences
SS	Sample Size
UN	United Nations
US	United States
UPE	Universal Primary Education

LIST OF FIGURES

Figure	Page
Figure 2.1: Influence of Parental Involvement in Education	i
Figure 4.1 Respondents' gender	36
Figure 4.2 Response by age	37
Figure 4.3 Response by Highest Education Levels	39
Figure 4.4 Head teacher's Length of service	40
Figure 4.5 Teachers' Rating of Refugee Pupils' Performance	48

LIST OF TABLES

Table 1.1 : KCPE Results	5
Table 3.1: Sample Structure.....	27
Table 4.1 Response rate	34
Table 4.2Reliability Coefficients	35
Table 4.3Pupils’ Perception of Parental Involvement in Education.....	42
Table 4.4Teachers’ Perspectives on Factors Contributing to Parental Involvement in Education	44
Table 4.5 Head Teachers’ Perspectives of Factors Contributing to Parental Involvement	46
Table 4.6 Head Teachers’ Perspectives on Factors Contributing to Pupils’ Performance	49

ABSTRACT

The purpose of this study was to investigate the influence of parental involvement in education on performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County, Kenya. More specifically, the study sought to examine the extent to which parental care contributed to performance of urban refugee pupils in public primary schools; examine how parents' education levels affected performance of urban refugee pupils in public primary schools; establish the degree to which parents ability to meet educational costs affected performance of urban refugee pupils in public primary schools; determine how parents' communication with the school affected performance of urban refugee pupils in public primary schools; and examine how parental participation in school activities affected performance of urban refugee pupils in public primary schools. Parental involvement in their children's education has been shown to contribute to better academic scores. Research has clearly linked parent involvement to positive educational out comes; including more positive attitudes towards school, better grades, and higher test scores. The researcher used descriptive survey design to collect data and targeted a population of 3032 respondents drawn from six public primary schools, 308 respondents were used in this study and included the head teachers, teachers, pupils and the parents. The researcher used cluster and purposive sampling techniques to determine the population to be included in the study. The tools used to collect data included the questionnaire as well as the interview schedule. The questionnaires were used on the head teachers, teachers, and pupils, whereas the interviews were administered to the parents. Quantitative data was analyzed through descriptive statistics and the results presented in the form of tables, percentages and frequencies to allow for data interpretation. Qualitative data on the other hand was analyzed through content analysis. The study has revealed that most parents take care of their children even under difficult circumstances, 44.3% of the refugee parents are preliterate and don't get involved in their children's education due to ignorance, 64% of refugee parents are unable to meet educational, 83.3% of the refugee parents communicate with the school to find out the progress of their children and 76% of the parents participate in school activities such as attending meetings and clinic days. Based on the findings of the study, it is recommended that, the UN and other refugee agencies assist refugee parents with livelihood activities that enables them to care and cater for their families comfortably, NGO's set up adult learning centers near refugee residential areas which offer language and entrepreneurial skills for free, the Government of Kenya increases education budget to allow for absolutely free basic education for all its citizens including the refugees, school administration encourage a two way communication through frequent forums that parents can participate and initiating programs where teachers can visit pupils' homes and lastly schools actively seek to share and learn from inclusive practices developed by others.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Family is a fundamental factor which contributes to child development. For a child, family is the first social and education environment thus a right beginning is the one that makes the most important part of a child's education (Necsoi & Porumbu & Necsoi, 2012). Parental involvement became a major issue in the 1980's in the United States (U.S) since it was an era of increasing concern about the quality of education, (Cotton & Wikeland, 2001). At this time, most states were taking a greater role in monitoring and maintaining academic standards, and parents wanted assurance that their children received adequate preparation to lead a rewarding life (Cotton & Wikeland, 2001)

Parental Involvement refers to a broad range of activities which include, but not limited to: parents caring for their children by giving them basic needs, love and affection which enhances their physical, mental and social growth that is important basis for learning. It also involves attending teacher- parents meetings, attending clinic days, assisting their children to do homework, communicating with school about the progress of their children, volunteering in school programs, participating in school activities etcetera. These activities that parents get involved are to ensure that children learn well in school since no one is more

influential than the parents in sending signals to their children on the importance of good performance (Ondieki, 2012)

Research has clearly linked parent involvement to positive educational outcomes and academic success; including more positive attitudes towards school, better grades, and higher test scores (Thao, 2009) according to him, parents born in the U. S were more involved in their children's education compared to immigrant parents who highly value education, but studies find that they are less likely to be involved in their children's education. In Canada, Parents' involvement in children's education has several forms according to Mare (2014). She explains that, parents who are behaviorally involved participate in activities such as attending school functions and volunteering at the school, parents who are cognitively involved expose their children to stimulating activities and materials, like reading books or visiting cultural institutions and parents who are personally involved communicate positively with their children about school matters which convey that they value school and expect their children to do the same.

Parent involvement in South African schools has been primarily limited to financing schools and volunteering according to Lemmer (2007). She asserts that, legislation extended the right to parents and the community to participate in the school's governing structures which created a framework for formal parent involvement. In a research conducted by Akanksha, Edge, Legault and Acher, (2008) in Burundi, Malawi, Senegal, and Uganda, only small minorities of parents

actively participate in schools. According to them, parents may visit as frequently as nine times a year and on their own initiative. In some cases, the purpose of these visits could go beyond financial contributions and discipline issues to observing teaching strategies and tracking students' progress. They also observe that these parents make particular efforts to reduce domestic chores for children at home and, where possible, take on tutors to support learning. Ghanaian parents on the other hand often engaged in their children's schooling through school-related activities at home like ensuring completion of homework (Chowa, Ansong & Akoto, 2012)

In Kenya, the issue of parental involvement in their children's education appears to be a recent undertaking (Nyandwaki, 2012). Nairobi City County (NCC) education taskforce report (2014) however agrees that, parents should be involved in the development of their children. They explain that, the major role of the parent should be to bring up the children to become good citizens of the country. This can be done by instilling moral ethics in children which will make them respect their teachers in school. Nyandwaki (2012), also indicate that parents involvement in their children's education seemed to be limited in scope as he explains that the role of parents in pre-school was restricted to the provision of finances and facilities, whereas NCC taskforce 2014 explain that, parental support is limited because few parents attend meetings and other school related activities,

they feel that the establishment of the Board of Management (BOM) has not complied strictly with the requirements of the education Act 2013.

The education level of the parents may determine their level of involvement. Parents who have not attended school lack confidence and, at times, knowledge on how to support their children's learning; lack of education may also lead to parents having low paying and stressful jobs which undermine parent's mental health, making it difficult for the children to engage fully in the learning opportunities provided by the schools.(Eccles & Davis, 2005)

Meeting educational costs is another major challenge that parents, especially those from lower social class including refugees have. According to a joint assessment report on education (2012), like Kenyan parents, refugee parents whose children access free primary education must provide school-related materials including notebooks, textbooks, and so on; for refugees who are particularly vulnerable to economic instability these financial pressures can be the most limiting factor in a child accessing formal education.

Parental involvement in their children's education is very beneficial. It is indicated by Chemagosi (2012) that, children whose parents communicated with them performed better in academics than those who did not. Olmstead (2013) agrees and adds that proactive involvement includes staying informed about

school events and following child’s progress which does not require physical presence of the parent in school since technology can connect them in other ways like the school websites, phone calls, and parent’s portals among others. Whatever type of involvement, the end results should be furthering the educational opportunities and achievement of the children (Nzuya 2011)

Table 1.1 : KCPE Results					
School/ Years	2010	2011	2012	2013	2014
Eastliegh Airport	173.44	191.08	194.27	193.10	178.94
Kimathi Estate	266.16	266.40	266.60	267.15	280.57
New Eastliegh	210.81	259.95	241.24	231.37	277.15
New Pumwani	210.13	189.20	202.85	216.49	187.68
St. Theresa Boys	224.24	221.60	216.12	224.99	243.57
Zawadi	221.41	230.49	207.26	223.35	202.28

Source: NCC Education Department and DEO Kamukunji, 2015

Table 1.1 above indicates the performance of class eight pupils in six public primary schools between the years 2010 to 2014. Kimathi Estate is the only school whose performance over the years is above average, the rest of the schools have performed poorly; it has also been indicated by NCC taskforce, 2014 that, Eastliegh Airport was one of the bottom five performing schools in the last five years. This indicates that, there are underlying factors that make urban refugee

pupils perform poorly in their exams as a result, lowering the mean score of the schools. It is with this regard that the study wanted to find out how parental involvement in education influences performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County, Kenya.

1.2 Statement of the Problem

Performance of Urban refugee pupils is lower as indicated in table 1.1 since the mean score of schools with many refugees is below average or average. Since limited research has been done in Kenya to indicate the role played by the pupils' home environment on their academic achievement (Chemagosi, 2012), it created this gap that the study wanted to fill. Language barrier, difficulty in adjustment to a new culture and environment, Post-Traumatic Stress Disorder (PTSD) among others intensifies the factors that lead to poor performance of urban refugee pupils. Parental involvement in their children's education has been shown to contribute to better academic scores (Chemagosi, 2012). It is with this regard that the study wanted to unravel how parental involvement of urban refugee pupils influences their performance

1.3 Purpose of the Study

This study aimed at finding out the influence of parental involvement in education on performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County, Kenya.

1.4 Research Objectives

The research objectives were as follows:

- i. To examine the extent to which parental care contributes to performance of urban refugee pupils in public primary schools
- ii. To examine how parents' education levels influence performance of urban refugee pupils in public primary schools
- iii. To establish the degree to which parents ability to meet educational costs influences performance of urban refugee pupils in public primary schools
- iv. To determine how parents' communication with the school influences performance of urban refugee pupils in public primary schools.
- v. To examine how parental participation in school activities influences performance of urban refugee pupils in public primary schools.

1.5 Research Questions

The research sought to answer the following questions:

- i. To what extent does parental care influence performance of urban refugee pupils
- ii. To what extent does parent's education level influence performance of urban refugee pupils in public primary schools?

- iii. How does parent's ability to meet educational costs influence performance of urban refugee pupils in public primary schools?
- iv. How does parent's communication with school influence performance of urban refugee pupils in public primary schools?
- v. How does parental participation in school activities influence the performance of urban refugee pupils?

1.6 Significance of the Study

This study may be useful to a number of people including: the school management that is, the head teacher, Board of Management (BOM) and the teachers who will come up with policies guiding parental involvement with the schools. Parents may be able to comprehend the importance of getting involved in their children's education. The learner's may understand the need for their parents getting involved in their education, while other stake holders like the Ministry of Education (MoE). Education policy makers, and Non-governmental organizations (NGOs) dealing with education projects may realize the importance of parental involvement in their programs thus coming up with comprehensive policies which may guide their partnership. Future studies on related topic may also benefit from this work by using it for literature review.

1.7 Limitations of the Study

The limitations of this study included literacy levels of some respondents. Some parents of the refugee pupils were not able to give relevant information due to limited reading and writing skills, interview schedule was therefore used to collect data from such respondents; language barrier could have also impacted on the findings hence the researcher used an interpreter to facilitate communication.

1.8 Delimitations of the Study

The study focused on the influence of parental involvement in education on performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County, Kenya. The respondents included head teachers, teachers, pupils and parents of six public primary schools in Kamukunji District where most of the refugee pupils are enrolled. The research also assessed the performance of the pupils based on KCPE results.

1.9 Basic Assumptions of the Study

The study assumed that:

- i. The parents or guardians of the refugee pupils in Kamukunji District, Nairobi County were involved in the education of their children.
- ii. The respondents would voluntarily give reliable information on the subject.

1.10 Definition of Significant Terms

Communication refers to passing messages from the school to the parents. The school uses various means to communicate to the parents like face to face, newsletters, phone calls, and emails etcetera.

Curriculum refers to all the learning which is planned and guided by the school whether it is carried on in groups or individually, inside or outside the school.
(John Kerr)

Education Costs refers to expenses incurred on pupils education

Education Level refers to the rank of one's formal education attainment. It starts with pre-literacy i.e. no education at all or basic education and continues up to philosophical doctorate degree (PHD).

Education refers to the knowledge or skill developed by a learning process.

Parent refers to a father or mother; one who begets or one who gives birth to or nurtures and raises a child; a relative who plays the role of guardian

Parental Care refers to any behavior pattern in which a parent invests time or energy in feeding and protecting its offspring, it includes provision of basic needs, showing affection and love, and any other behavior that indicates concern for the child's welfare

Parental Involvement refers to participation of parents in every facet of children's education and development. Parents get involved in school activities by

attending Parents- Teachers Association (PTA) meetings, assisting their children to do their homework, attending clinic days, and many other activities organized by the schools.

Performance refers to accomplishments or achievements in education

Pupil refers to a young person, who is learning under the close supervision of a teacher at school, a private tutor; student

Refugee refers to a person who is outside their home country because they have a well-founded fear of persecution on account of race, religion, nationality, or political opinion

Urban Refugee refers to a refugee who decided or was obliged for some reason to settle in an urban area of the country where he found asylum

School Activities refers to actions or engagements in school like games, meetings, functions et cetera.

1.11 Organization of the Study

The study was organized in five chapters. Chapter one explained the background of the study, statement of the problem, purpose of the study, objectives, study questions, significance, limitations, delimitations, basic assumptions, definition of key terms and its' organization. The second chapter discussed parental involvement in Education, Education of urban refugee pupils, influence of parental care in Education, influence of parent's Education level on performance

of pupils, influence of parent's ability to meet Educational costs on performance of pupils, influence of parent's communication with the school on performance of pupils, influence of parental participation in school activities on performance of pupils, summary of literature review; theoretical framework as well as conceptual framework. Chapter three dealt with research methodology, research design, target population, sample size and sampling procedures, instruments for data collection, their reliability and validity, data analysis techniques and ethical considerations. Chapter four focused on data analysis, presentation and interpretation whereas chapter five discussed the findings of the study, making dependable conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of literature on influence of parental involvement in education on participation of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County, Kenya. The factors discussed include; parental care, parent's education level, parent's ability to meet education costs, parents communication with school and parental participation in school activities. This section similarly deliberates the theoretical and conception frameworks.

2.2 Parental Involvement in Education

According to Necsoi, Porumbu and Beldianu (2013), being a parent is one of the most fulfilling and rewarding experiences a person can have, but it is also the toughest responsibility. They explain that, parent child relationship and its impact on the future intellectual, social and emotional development of the child is one of the variables that have been studied extensively. In the literature parenting style and parental involvement are considered very important determinants of a child's intellectual achievement.

Parents' involvement may be defined as different forms of participation in education and with the school (Cotton & Wiklund, 2001). Ireland (2014) on the other hand suggests that, it refers to the amount of participation a parent has when

it comes to schooling and her child's life. According to her, some schools foster healthy parents involvement through events and volunteer opportunities, but sometimes it's up to the parents to involve themselves with their children's education. Nzyma (2011) shares that, parents involvement is the interest a parent shows in their children's schooling by encouraging them to do well in school, appreciating them and talking with the teachers about the child's progress. Chemagosi (2012) concurs and adds that, parents who were involved in their children's education and encouraged them to work hard, supported them and supervised their education performed better than those who did not.

The current approach to parent's involvement concept implies the extension of this activity from the complex of actions conducted by parents-children at home, for preparing the school process, to all the activities conducted by parents, including educational activities conducted by teachers community at school (Cojocariu & Mares, 2014). Porumbu and Necsoi (2013) conclude that, societies in general, and educators, in particular, consider that family and parents involvement are the main factors responsible for many successes as well as failures in education today.

2.3 Education of Urban Refugee Pupils

According to UNHCR (2009), urbanization is one of the "mega trends" of our times. In view of these dramatic population developments a growing number and proportion of the world's refugees are found in urban areas. An Urban refugee is a

person who decides or was obliged for some reason to settle in an urban area of the country where he found asylum.

According to Pavanello, Elhawary and Pantuliano (2010), the Government of Kenya (GOK) has an encampment policy, but even with this policy as well as lack of assistance outside the camps, refugees are still seeking refuge in Kenyan cities and towns including Nairobi, Mombasa, Kisumu, Kisii and Nakuru because of security threats, lack of adequate education and medical services, limited livelihood opportunities and harsh climatic conditions. Njoki (2013) agrees and adds that, services in the camps are overstretched and of low quality that is why they move to urban areas in search of better services.

UNHCR (2009) indicates that, Kenya has registered about 54,383 refugees in Nairobi, from Somalia, Sudan, Eritrea, Burundi, Rwanda, Ethiopia and Democratic Republic of Congo (DRC), while in Nairobi, urban refugees are expected to be self-reliant therefore most of them settle in slums which make it difficult to determine their needs and to identify the most vulnerable among them (Joint assessment report on education, 2012). They also face a number of problems including protection, lack of community support; difficulty accessing livelihoods and affording the overstretched healthcare, education and other services (UNHCR, 2009).

Education as a human right has to be realized in any situation, including crisis since it is an “enabling right” that provides skills which people need to reach their

full potential (Peterson, 2011) It is with this regard that recently, urban refugee pupils are allowed to participate in Kenyan education system, they are therefore enrolled in various public primary schools.

2.4 Influence of Parental Care in Education

Parental care refers to any behavior pattern in which a parent invests time or energy in feeding and protecting its offspring. According to Anherter and Lamb (2011), all over the world, children typically live with and are cared for primarily by their parents but also receive care from extended family members, neighbors, friends and paid care providers. Parents remain the most important influence on children's wellbeing and development although non-parental care can also have a substantial impact (Anherter & Lamb, 2011). When children are well taken care of by their parents or guardians, their cognitive ability is enhanced and so is their ability to learn.

Vahedi and Nickdel (2011) assert that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. Nderu (2005), adds that, parent's considered taking care of their children's basic human needs to be the key ingredient of their support, that is, feeding them, buying whatever they need, washing their cloths, getting their bags ready for school, making sure they are on time and taking them to the library. It was further specified that mothers do everything they need to make sure their children are successful; they encourage

and support their children by playing the role of the teachers at home through teaching them how to respect their elders, authorities, teachers and parents using such behaviors as listening, not talking back, not being rude and responding appropriately (Nderu, 2005).

2.5 Influence of Parent's Education Level on performance of pupils

Parent's education levels vary from pre literacy to college and higher education and this determines how much a parent would be involved in their children's education. According to Kamau (2013), parent's education has some influence on the student's beliefs and behavior leading to positive outcomes. Eccles and Davis-Kean, (2005) concur and add that, parents learn something during their own schooling that influences the way in which they interact with their children around learning activities. Education also influences their skills, values and knowledge of the education system, which improves their ability to intervene on their children's behalf.

Gratz (2006) in his study indicates that parents who have finished high school and gone on to receive additional schooling understand the pressures and stresses of school and are more equipped to handle them with their children when they go through school. They also have less stress in their lives because they make more money while spending less time making that money than those who have not been able to finish high school for one reason or another, additionally, they provide improved role modeling for their children (Kamau 2013). If parents can trust the

schools and neighborhoods to provide many opportunities and few risks for their children, they are likely to allow their children to participate fully in those resources. (Eccles and Davis, 2005)

2.6 Influence of Parent's Ability to Meet Educational Costs on performance of Pupils

Since the year 2003, Kenya has embraced the Millennium Development Goal (MDG) number two, which states, to achieve universal primary education, and Education for All (EFA) goal number two which states that, by the year 2015, all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality. It is evident that, the Kenyan government has tried to ensure that education is free for all the children despite their family background. This has not been fully achievable though since education carries hidden costs that parents, particularly from low income families including the refugee families are not able to afford.

According to Rachuonyo (2015), Universal Primary Education (UPE) has several hidden costs which make the program not absolutely free and at times out of reach for poor parents. He explains that pupils are required to pay for various expenses including: examination fee, photocopy money, extra cash for the teachers' upkeep, photocopying paper, school uniforms, lunch fee, and many other expenses. Kamau (2013) revealed that family income affected children's educational aspirations, their status among their peers, their neighborhood quality,

the stability of their lives, and insecurity within their family, which may influence their outcomes. Karanja (2010) also explains that, like Kenyan parents, refugee parents and guardians whose children access free primary education must shoulder the burden of providing school-related materials. A study done by a joint assessment board (2012) on refugee education in Nairobi had the same conclusion. They indicate that participants cited disruption of their children learning process caused by students being sent home for non-payment of school fees. The hard economic situations of refugees in Nairobi make it difficult for many refugee parents to support their children education (Karanja 2010).

2.7 Influence of Parents' Communication with the School on Performance of Pupils

When parents communicate with the school, they get updates on the progress of their children. According to Peterson (2014), there is inadequate communication between schools and families. Parents and teachers may not speak the same language, parents may be unfamiliar with the curriculum and school operations that the children attend and the teachers might not understand the situation in which the pupils live in. This causes a break down on the flow of information between the schools and the home. Frequent interaction between parents and the teachers through frequent meetings, one on one conversations as well as teacher visits to pupil's homes can foster these interactions.

Olmstead (2013) agrees that communication is important but indicates that, proactive involvement does not require parents to be physically present at school

since they can be connected through school websites, phone calls, parent's portals, online curriculum and other forms of technology that connect the schools to home. Parent's communication with the school is very important because it enhances participation of pupils (Chemagosi, 2012).

2.8 Influence of Parental Participation in School Activities on Performance of Pupils

Parents' participation in school activities can be in many forms, for instance assisting children with homework, attending school conferences, volunteering to accompanying students in a field trip, participating in school sales, raising funds and in decision making about how a school should be governed. According to Ondieki (2012), homework is often presented as a school requirement for successful child learning. He believes that, parents create structures to support homework success by ensuring the home environment is conducive for the children to do their homework.

Mwirichia (2012) acknowledge that when parents are involved in their children's school and education, they have higher grades, standardized test scores, improved behavior at home, better social skills and adaptation to school. The most common school activities that parents participate in according to Mwirichia (2012) are provision of instruction materials, attendance of parents meetings, sports days, annual academic day, parents' seminars and participation in different groups like PTA. Time is the major impediment in the parents involvement but teachers give

children more attention when they know their parents participate in school activities

2.9 Summary of Literature Review

The reviewed literature provides pertinent insights of relevance to the influence of parental involvement in education on performance of urban refugee pupils. From the literature, it can be noted that parental involvement in education of their children is very important. Parents should be involved by providing school needs for their children, creating conducive environment at home for children to do their homework and visiting schools whenever called upon (Nzuma 2011). Chemagosi (2012) in her study on influence of parental involvement on academic performance of pre-school children explains that, parents had a good initiative towards the performance of their children, She expresses that, many parents are still not serious with attending school meetings thus are unaware of their children's academic progress.

This study although similar to Chemagosi (2012) which discussed influence of parental involvement in Education on Academic Performance of Pre-school children and Nzuma (2011) which explained the relationship between Parental Involvement in Children's Education and their Academic performance in public primary schools in Dagoretti District, Kenya hereby reviewed, it mainly concentrated on urban refugee pupils. Limited study has been done in Kenya on urban refugee pupils thus creating a gap that the study wanted to fill. Refugee pupils and parents have similar characteristics like their local counterparts; they

however face many other unique challenges like residing out of their County, and in most cases, with the fear of rejection and sometimes harassment from local authorities, these circumstances may vary the findings of the study on parental involvement in education.

2.10 Theoretical Framework

This study adopted social capital theory which was first produced by Pierre Bourdieu (Portes, 1998) who defined it as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance or recognition” (Portes, 1998.). Stone (2003) asserts that 'social capital' describes the extent and nature of relationships people have with others, their communities, various services, institutions and systems thus can be understood as networks of social relations characterized by norms of trust and reciprocity hence a resource for collective action, which may lead to a broad range of outcomes, of varying social scale.

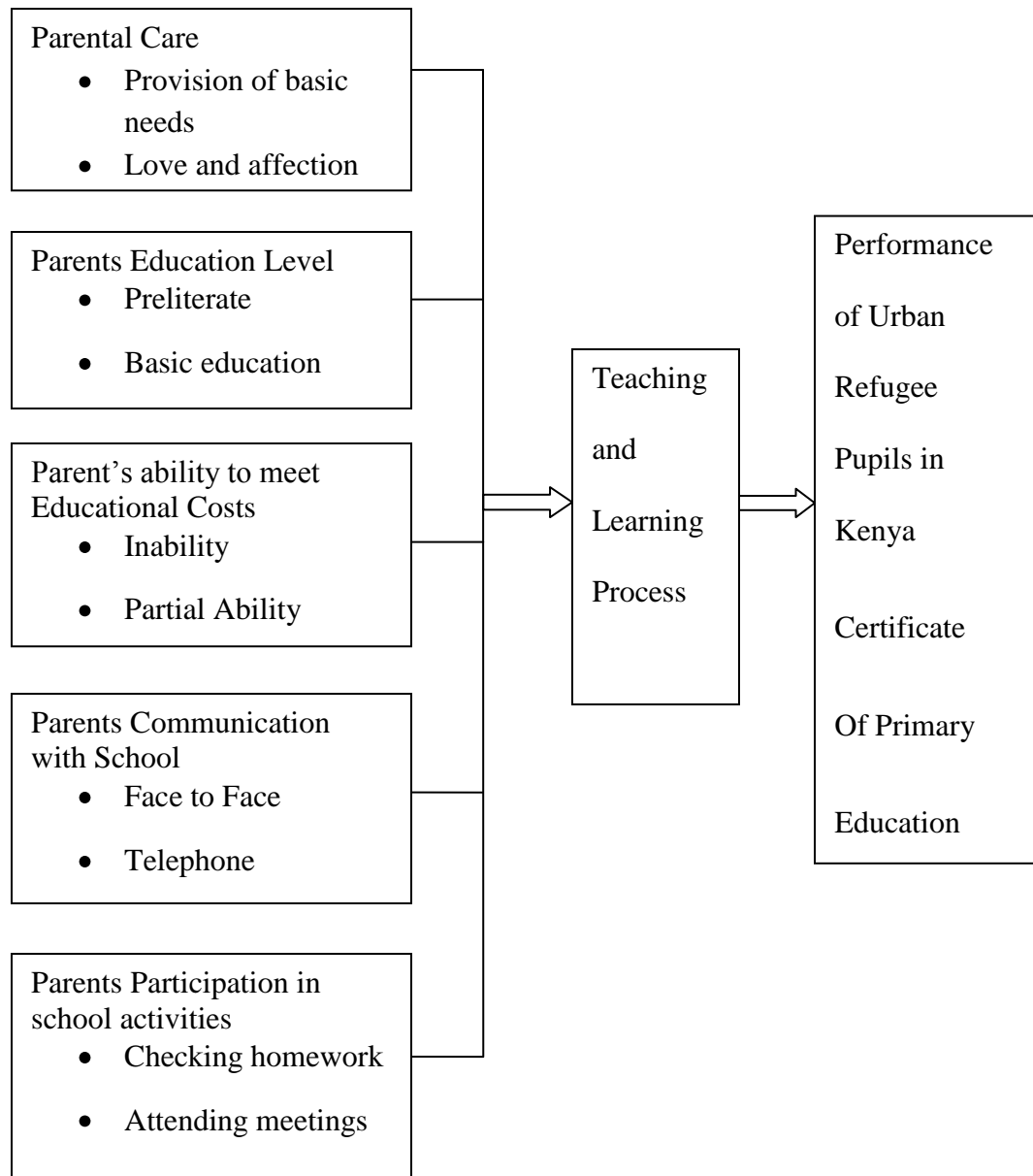
Social capital comes from two sources, first, it focuses attention on the positive consequences of sociability and second, it places those positive consequences in the framework of a broader discussion of capital and calls attention to how such non-monetary forms can be important sources of power and influence (Portes 1998). This reduces the distance between sociological and economic perspectives thus engages the attention of policy makers seeking less costly, non-economical solutions to social problems (Portes, 1998)

There are three forms of social capital according to Stone (2003), Bonding, bridging and linking. Bonding ties with family, friends, and neighbors and can act as social support, and safety network; Bridging ties with people from different networks and can provide access to opportunities, whereas links to institutions and systems can help people and communities to gain leverage and resources.

The researcher acknowledges the social connections that refugee pupils, their parents, schools and communities can have for mutual benefit. When parents establish strong relationships with their children, they tend to be more aware and involved in their children's education thus pupils become motivated to participate and perform well in their academics. This will further be heightened when there is a strong relationship between the schools and the parents since both the parents and school administrators can share valuable information and strategies which they can both adopt to enhance participation and performance of pupils in public primary schools.

2.11 Conceptual Framework

Figure 2.1: Influence of Parental Involvement in Education



A conceptual framework explains the relationship between the independent and dependent variables. In this study, the independent variables include; parental care, parent's education level, parent's ability to meet educational costs, parents communication with the school, and parental participation in school activities. When these variables are coupled with the teaching and learning process, the outcome is the performance of urban refugee pupils in Kenya Certificate of Primary Education, in public primary schools.

CHAPTER THREE

STUDY METHODOLOGY

3.1 Introduction

This chapter discusses the study design, target population, sample size and sampling procedures, study instruments, their reliability and validity, as well as data analysis techniques.

3.2 Study Design

Research design according to (Kothari, 2004), is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the study purpose with economy in procedure. The study used descriptive survey design to collect data. Descriptive survey studies are concerned with describing the characteristics of a particular individual or group of individuals (Kothari, 2004). This study collected current information on influence of parental involvement in education on performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County, Kenya from the head teachers, teachers, pupils and parents.

3.3 Target Population

There are seventeen public primary schools in Kamukunji District, out of which, only six schools had enrolled refugee pupils (NCC, 2015). The study used a total of 308 respondents, out of which 165 filled out questionnaires whereas 145

answered interview questions. The respondents were obtained from the six public primary schools and included the head teachers, teachers, pupils and the parents. The table below shows a breakdown of each category of the respondents.

Table 3.1: Sample Structure

Category	Total Population	Sample Size
Head Teachers	6	6
Teachers	160	16
Pupils	1433	143
Parents	1433	143
Total	3032	308

3.4 Sample Size and Sampling Procedures

Sampling refers to the process of obtaining information about an entire population by examining only a part of it (Kothari, 2004). The study used cluster and purposive sampling techniques to determine the population for the study. Six public primary schools were identified through cluster sampling which had a population of 1433 refugee pupils. To arrive at the desired sample size, the study took a 10% sample of the targeted population to determine both the pupils and parents' sample size, thus, 143. A 10% sample was used in determining the teacher sample, which gave a total of 16. A census survey of head teacher was

further taken, hence the total, 6. Purposive sampling on the other hand enabled the researcher to handpick the respondents on the basis of her judgment on their typicality and included all the head teachers and a few teachers.

3.5 Instruments for Data Collection

The study used the questionnaire as well as the interview to collect data. The questionnaires were used on the head teachers, teachers, and pupils, whereas the interviews were administered to the parents. Questionnaires refer to a very concise and preplanned set of questions designed to yield specific information to meet a particular need for study information (Key, 1997) and included both open ended and structures questions on influence of parental involvement in education on performance of urban refugee pupils in public primary school in Kamukunji District, Nairobi County, Kenya. Structured questions gave the respondent a series of answers to select from whereas the open ended questions gave them the opportunity to give their views on the subject.

Both structured and open ended questions were used to obtain information from the head teachers, teachers and pupils on the influence of parental involvement in education on performance of pupils. The first part of the questionnaire prompted for general information of the respondents whereas the other part looked into specific information on parental involvement in education.

In this study, the interviews were administered to the parents due to their limited reading and writing skills in English. Two Interpreters for Somali language were

used to facilitate communication for the study. This was a good tool for data collection from preliterate parents/ guardians since it was flexible; questions that respondents did not understand were easily rephrased, in addition, the study requested for clarification in areas that were unclear.

3.6 Reliability of the instruments

Reliability refers to the ability to maintain consistent results. The study used Pearson's product moment correlation coefficient reliability test which is the degree to which scores on the same test are consistent over time. It provided evidence that scores obtained in a test one time are the same or close to the same when the test is re-administered at another time. The study administered the questionnaire once and repeated again after two weeks. The scores were then used to calculate the Pearson's product moment correlation coefficient (r) and results interpreted. The formula used to calculate the Pearson's moment correlation coefficient was:

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

Where: N= Number of pairs of scores

X = Values from first test

Y = Values from second test

Σ = Summation

Σxy = sum of the products of paired scores

$\sqrt{\quad}$ = square root sign

Positive correlation indicates that both variables increase or decrease together, whereas negative correlation indicates that, as one variable increases, the other one decreases and vice versa. The reliability coefficient for this study was 0.83 which indicates that, should a similar study be conducted; the results would be the more or less alike.

3.7 Validity of the Instruments

Validity is the ability of a study instrument to measure what it is purported to measure (Cooper, 1995). The study verified content validity using expert judgment through the supervisors who were connoisseurs in the area of study. To improve the validity of the instruments, the study conducted a pilot study in which the instruments were tested in one school and then followed by a small discussion with the respondents who verified understanding the questions. The study then factored in the corrections as per the discussion and came up with more relevant set of instruments before embarking on the actual data collection exercise.

3.8 Data Collection Procedure

The study obtained a study permit from the National Commission of Science, Technology and Innovation which allowed her to collect data in Nairobi. The questionnaires were hand delivered to respective schools where the researcher had a brief discussion with the head teacher who assigned either the deputy head or the senior teacher to assist her in identifying the respondents, who were instructed not to reveal their identity and were assured that the information shared was purely for study purposes. The interviews were conducted to willing parents who lived near the schools.

3.9 Data Analysis Techniques

The study screened the raw data collected through the questionnaires and the interview schedules to ascertain their relevance to the study. This information was then coded and entered into the computer for analysis using the statistical package for social sciences (SPSS) Version 20. Quantitative data was analyzed through descriptive statistics and the results presented in the form of tables, percentages and frequencies to allow for data interpretation. Qualitative data on the other hand was analyzed through content analysis which is explained by Kothari (2004) as the analysis of the content of documentary materials such as books, magazines, newspapers, and the contents of all other verbal materials which can be either spoken or printed.

3.10 Ethical Considerations

According to Resnik (2011), ethics refer to norms for conduct that distinguish between acceptable and unacceptable behavior. A permit from the National Commission Science, Technology and Innovation was acquired which allowed for data collection from the schools identified for study including the refugees. The reason for conducting the study was disclosed to the respondents there by allowing for voluntary participation. Minors also sought parental approval to participate in the study.

CHAPTER FOUR

DATA ANALYSIS,PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the results and discussions. The general objective of the study was to assess the influence of parental involvement in education on performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County, Kenya. More specifically, the study sought to examine the extent to which parental care contributes to performance of urban refugee pupils in public primary schools; examine how parents' education levels affects performance of urban refugee pupils in public primary schools; establish the degree to which parents ability to meet educational costs affects performance of urban refugee pupils in public primary schools; determine how parents' communication with the school affects performance of urban refugee pupils in public primary schools; and examine how parental participation in school activities affects performance of urban refugee pupils in public primary schools. The reliability of the data collected for the study was ascertained.

4.2 Response Rate

The study achieved a variety of response rates across the respondent categories under consideration, that is, pupils, teachers, head teachers and parents as presented in table 4.1 overleaf.

Table 4.1 Response rate

Respondent Category	Target	Reached	Response rate (%)
Pupils	143	122	85.3
Teachers	16	16	100.0
Head Teachers	6	6	100.0
Parents/Guardians	107	143	74.8

Source: Survey Data, 2015

According to Mugenda and Mugenda (2008), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. As such, from the response rate table, the study achieved excellent response rates in all respondent categories. The teacher and head teacher categories both recorded 100% response rate, while the pupil category had an 85.3% response rate with 122 respondents reached out of the 143 targeted. Parents/Guardians recorded the lowest response rate at 74.8% with only 107 responding out of the 143 targeted. This rate of response is therefore considered adequate.

4.3 Reliability Analysis

A pilot study was carried out in order to determine reliability of the questionnaires. Reliability of the questionnaires was then evaluated through

Cronbach's Alpha which measures the internal consistency. The Alpha measures internal consistency by establishing if certain item measures the same construct. Nunnally (1978) established the Alpha value threshold at 0.7 which the study benchmarked against. Cronbach Alpha was established for every objective in order to determine if each scale (objective) would produce consistent results should the study be done later on.

Table 4.2 Reliability Coefficients

Scale	Cronbach's Alpha	Number of Items
Parental care	0.711	6
Parents' education levels	0.778	5
Parents ability to meet educational costs	0.754	5
Parents' communication	0.833	6
Parental participation	0.819	6

Source: Pilot Study, 2015

Tables 4.2 above shows that all the scales were significant, having an alpha above the prescribed threshold of 0.7. Parents' communication had the highest reliability ($\alpha=0.833$) followed by parental participation ($\alpha=0.819$), then parental care ($\alpha=0.778$), while parents ability to meet educational costs ($\alpha=0.754$) and parental care had the lowest ($\alpha=0.711$). The study thus found that the analysis was reliable and could be used for further investigation.

4.4 Demographic information

This section captures the responses by gender, age categories, parents’/ guardians’ education level, as well as highest professional qualification and length of service for head teachers, hereby presented and analyzed in tables and figures.

4.4.1 Response by Gender

In order to show the gender distribution and parity in the study area, the study sought to determine the respondents’ gender across the respondent categories. Results are presented in figure 4.3 below.

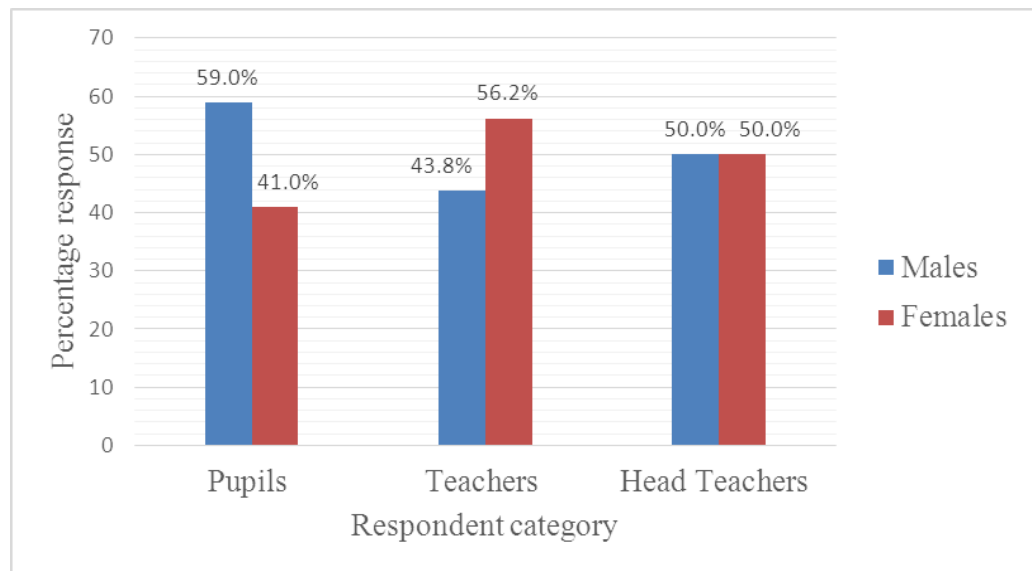


Figure 4.1 Respondents’ gender

Source: Survey data, 2015

As presented in table 4.3 above, male respondents, 59.0%, recorded the highest among the pupils as compared to their female counterparts, 41.0%, while the case was opposite for teachers, with the female respondents recorded the highest at

56.2%. An equal representation was however noticed for head teacher respondents with both male and females recording 50.0%.

It follows then, from the findings, that in the study area, gender is roughly balanced. Gender distribution is key in a child's education at the primary level not only among pupils, but also among the teachers. This is primarily because as teenagers grow, they need guidance on aspects related to their sexuality as they enter adolescent stage. This can best be provided by teachers of their respective gender.

4.4.2 Response by Age

The study deemed age an important demographic characteristic among pupil respondents in the study area, in order to have an overview of age distribution thereof. Figure 4.2 presents the findings.

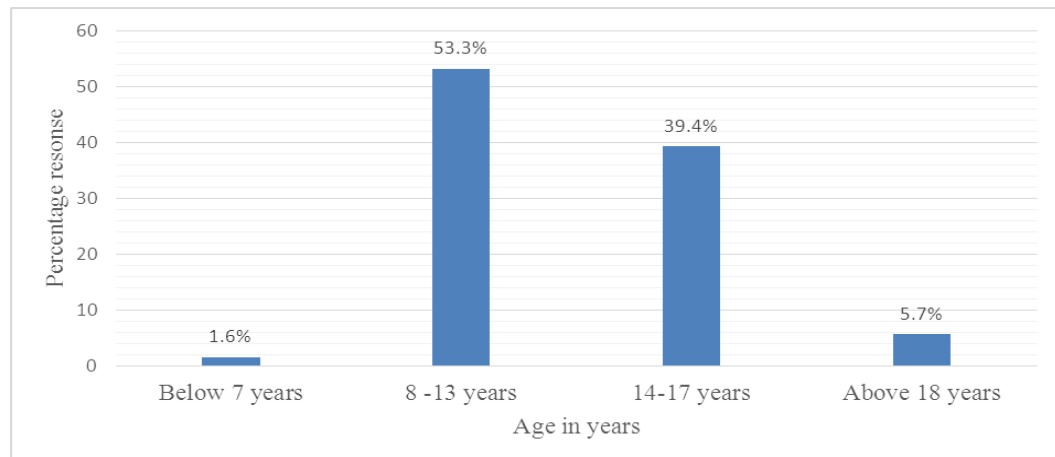


Figure 4.2 Response by age

Source: Survey data, 2015

Results as illustrated in figure 4.4 reveal that a majority of pupil's respondents, 53.3% fall within the 8-13 years age category. This is closely followed by those within the 14-17 years as indicated by 39.4% of the respondents. Only 5.7% and 1.6% of respondents fall within the above 18 years and less than 7 years categories respectively.

As such, it can be deduced that majority of pupils in the study area are children and teenagers, with age mainly distributed, between 8 and 17 years. These ages are very crucial in the growth process towards adulthood. At this age, it takes more than teacher's guidance; it highly requires parental involvement and support throughout the education process.

4.4.4 Response by Highest Education Levels

Respondents were also asked to indicate their highest levels of education. This served to show the academic backgrounds among both parents/guardians and teachers in the study area. The query also established whether the school heads and teachers were adequately equipped to handle the refugee pupils in their schools. Furthermore, it helped determine the effect of literacy on parental involvement. Findings are as shown in figure 4.4 overleaf.

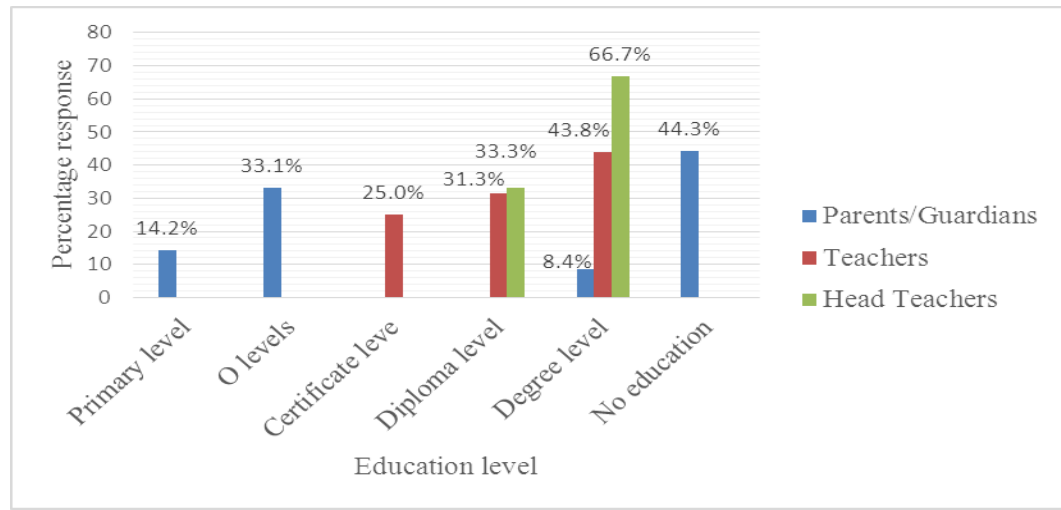


Figure 4.3 Response by Highest Education Levels

Source: Survey data, 2015

Figure 4.4 above presents respondents' highest levels of education. From the findings, a majority of head teachers, 66.7%, have attained a Degree level of education, followed by 33.3% having attained a Diploma level. A majority of teachers had also attained a Degree level indicated by 43.8% of the respondents followed by 31.3% with a Diploma while only 25.0% have attained a Certificate level. This indicates that, both the head teachers and teachers had adequate training and could provide reliable information on influence of parental involvement in education on performance of urban refugee pupils. A majority of parents/guardians, 44.3%, indicated having not gone to school, followed by 33.1% having attained O levels, then 14.2% Primary level while only 8.4% have a Degree level of education. This could impact on the level of parental involvement especially in areas where literacy is required.

Diverse levels of education can thus be established in this finding, respective of the respondent category. Whereas most head teachers and teachers have attained a Degree education level, most parents/guardians do not have an education, with a close majority of them having reached O levels thus affecting their involvement in their children's' education.

4.4.5 Head Teacher's Length of Service

With some level of working experience necessary in establishing the study objectives, the study found it necessary to establish the head teachers' length of service, in years, in their respective institutions. Figure 4.5 below presents the findings.

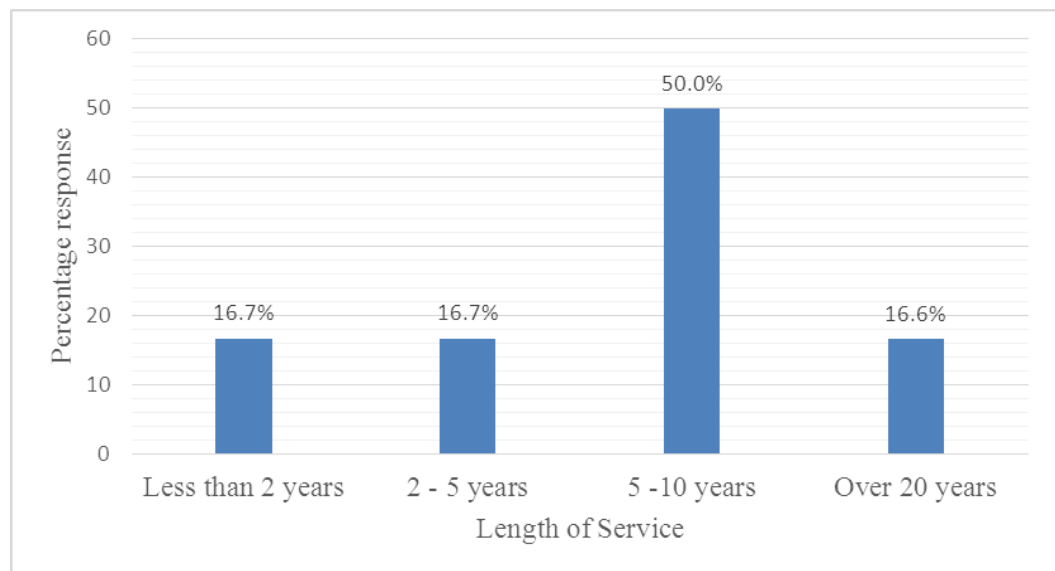


Figure 4.4 Head teacher's Length of service

Source: Survey data, 2015

It was established that an average of respondents, 50.0% have worked in the study area for between 5 and 10 years. This was followed by those having worked for less than 5 years, as indicated by 33.4% of the respondents. Only 16.6% of respondents were found to have worked at the study area for over 20 years.

The results present a rather skewed distribution across the years representing the length of experience. With a majority of respondents having worked for over 5 years, responses can be deemed to be informed by adequate experience in the study area. Teacher experience is crucial in ensuring that all facets of a developing child's education area adequately addressed including engaging parents in the child's development.

4.5 Parental Involvement in Education

The study sought to assess the level of parental involvement in education in Kamukunji District, Nairobi County and subsequently how that would influence the performance of urban refugee pupils in public primary schools. To this end, different respondent categories were asked different pertinent sets of questions.

4.5.1 Pupils' Perception of Parental Involvement in Education

Respondent pupils were asked to indicate whether or not their parents/guardians performed a variety of duties, with a view to assess their levels of involvement in their education. Table 4.3 below presents the findings.

Table 4.3 Pupils' Perception of Parental Involvement in Education

Statement	Yes		No	
	F	(%)	F	(%)
Provides basic needs	116	95.1	6	4.9
Pay for your school related expenses	116	95.1	6	4.9
Communicates with the school about your progress	118	96.7	4	3.3
Meet your teacher to discuss your progress	114	93.4	8	6.6
Attends school functions	89	72.9	33	27.1
Participates in school activities	89	72.9	33	27.1

Source: Survey data, 2015

As table 4.3 above presents, majority of respondents agree that their parents/guardians get involved in their education through various activities such as communicating with the school about their progress (96.7%); providing basic needs (95.1%); paying for their school related expenses (95.1%); meeting teachers to discuss their progress (93.4%); attending school functions (72.9%); and participating in school activities (72.9%).

As such, it can be deduced that from a majority of pupils' perspectives, their parents are highly involved in their education, noted in such practices as communicating with the school about their progress; the provision of basic needs; paying of school and related expenses as well as meeting with teachers to discuss progress.

4.5.2 Teachers' Perception of Parental Involvement in Education

Respondent teachers were also asked to indicate how pupils' parents/guardians were involved in their education and how a variety of factors determined their levels of involvement.

The study sought to find out from respondent teachers how pupils' parents/guardians were involved in their education. To this end, a variety of responses were given, a majority indicating that parents/guardians get involved in the education of their children by providing basic necessities including learning materials, provision of uniforms and much conducive learning environment both in schools and at home, monitoring performance, providing upkeep of their learners as well as ensuring children get to school in time. A number of teachers however pointed out that some of the parents are less concerned and don't care about their children's academic progress.

The study further sought to establish what factors determined the level of parental involvement in the study area, with respect to pupils' education. A number of possible factors were thus provided to which respondent teachers were required to indicate whether or not the same influenced parental involvement. Findings are as presented in table 4.4 below

Table 4.4 Teachers’ Perspectives on Factors Contributing to Parental Involvement in Education

Statement	Teachers			
	Yes		No	
	F	(%)	F	(%)
Parental care	16	100.0	0	0.0
Parent’s education level	13	81.3	3	18.7
Parents’ ability to meet education costs	11	68.8	5	31.2
Parent’s ability to communicate with the school	10	62.5	6	37.5
Parents participation in school activities	11	68.8	5	31.2

Source: Survey data, 2015

As presented in table 4.4 above, all respondent teachers (100.0%) affirmed that parental care contributed to the various levels of parental involvement. A majority further affirmed that Parent’s education level (81.3%); Parents’ ability to meet education costs (68.8%); Parent’s ability to communicate with the school (62.5%); and Parents participation in school activities (68.8%) contributed to the levels of parental involvement in the pupils’ academic welfare.

As such, it can be noted that from teachers’ perspectives, among the key factors determining parental involvement in pupils’ academic progress include parental care; Parent’s education level; as well as Parents’ ability to meet education costs.

4.5.3 Head Teachers' Perception of Parental Involvement in Education

Respondent head teachers were further asked to indicate how pupils' parents/guardians were involved in their education and how a variety of factors determined their levels of involvement.

The study sought to establish from respondent head teachers how pupils' parents/guardians were involved in their education. A variety of responses were given in this regard, a majority offering that parents/guardians got involved in the education of their children by bringing cooked food, assisting with homework, attending school meetings, paying for feeding programme and pupils upkeep. A number of head teachers however pointed out that some of the parents were not involved accordingly, with some, rarely visiting to check learners' performance.

The study further sought to find out from the head teachers, what factors determined the level of parental involvement in the study area, with respect to pupils' education. A number of possible factors were thus provided to which respondent head teachers were required to indicate whether or not the same influenced parental involvement. Findings were as presented in table 4.5 below.

Table 4.5 Head Teachers' Perspectives of Factors Contributing to Parental Involvement

Statement	Head Teachers			
	Yes		No	
	F	(%)	F	(%)
Parental care	6	100.0	0	0.0
Parent's education level	5	83.3	1	16.7
Parents' ability to meet education costs	5	83.3	1	16.7
Parent's ability to communicate with the school	5	83.3	1	16.7
Parents participation in school activities	5	83.3	1	16.7

Source: Survey data, 2015

As table 4.5 above reveals, all respondent head teachers (100.0%) affirmed that parental care contributed to the various levels of parental involvement. A majority (83.3%) affirmed that, parents' education level was key to parental involvement since, besides ensuring that homework is done, educated parents were able to assist their children in doing their homework. 83.3% of the head teachers also shared that, ability to meet educational costs was important to the level of parental involvement, as it gave the parents confidence that they were able to cater for educational costs of their children and that pupils will remain in school throughout without being chased away for school fees or any monies not paid on time. Other important indicators of parental involvement according to the head teachers were parent's ability to communicate with the school (83.3%),and

parent's participation in school activities (83.3%). Parents communicated to the school in variety of ways including face to face, making telephone calls and through written communication among others. The parents who were not able to communicate in English used interpreters. The activities identified by the head teachers as parents favorite were participating in school meetings, games and attending "clinic days".

The findings are in tandem with Nzyma (2011) who offers that parents' involvement is the interest a parent shows in their children's schooling by encouraging them to do well in school, appreciating them and talking with the teachers about the child's progress and Chemagosi (2012) concurs and adds that, parents who were involved in their children's education and encouraged them to work hard, supported them and supervised their education performed better than those who did not.

4.6 Performance of Urban Refugee Pupils in Public Primary Schools

The study sought to assess the influence of parental involvement in education on performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County. As such, this section presents findings to pertinent questions asked to various respondent categories with a view to assess pupils' performance.

4.6.1 Teachers' Rating of Refugee Pupils' Performance

Respondent teachers were asked to rate the performance of refugee pupils as whether poor, average, good or excellent. Figure 4.6 below presents the findings.

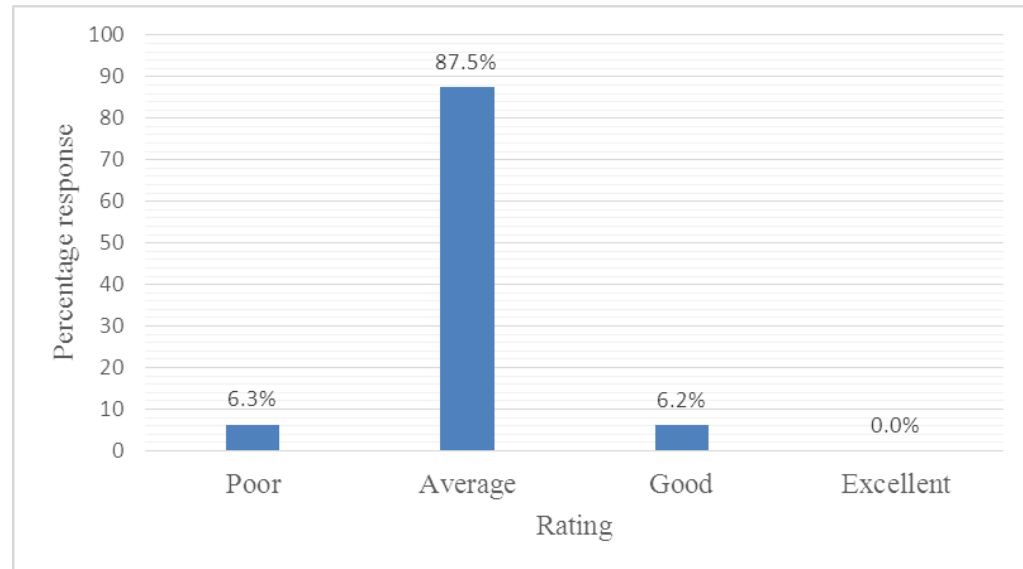


Figure 4.5 Teachers' Rating of Refugee Pupils' Performance

Source: Survey data, 2015

As figure 4.6 above illustrates, a majority of teachers, 87.5%, rate refugee pupils' performance as average with only 6.3% and 6.2% of the teachers rating the same as poor and good respectively. There are various factors that could have contributed to the average performance of the refugee pupils including; the difference in education system and ways of teaching, language barrier, different environment and traumatic experiences before, during and after their flight from their home countries. It is thus evident that, in spite of the unique circumstances experienced by refugee pupils, their performance made a normal distribution

curve where a few performed well (6.2%) and poorly (6.3%) whilst majority indicated an average performance.

4.6.2 Factors Contributing to Refugee Pupils’ Performance

The study sought to determine what factors contributed to the average refugee pupil performance in the study area. Different respondent categories were asked different pertinent questions in this regard.

4.6.2.1 Head Teachers’ Perspectives

Respondent head teachers were asked to indicate whether or not a variety of factors posed, contributed to the observed performance of refugee pupils. Table 4.6 below presents the findings.

Table 4.6 Head Teachers’ Perspectives on Factors Contributing to Pupils’ Performance

Statement	Yes		No	
	F	(%)	F	(%)
Parental care	6	100.0	0	0.0
Parent’s education level	6	100.0	0	0.0
Parents ability to meet educational costs	6	100.0	0	0.0
Parent’s ability to communicate with the school	6	100.0	0	0.0
Parental participation in school activities	5	83.3	1	16.7

Source: Survey data, 2015

As table 4.6 above presents, all head teachers unanimously indicated that factors contributing to pupils' performance include Parental care, Parent's education level, Parents ability to meet educational costs and Parent's ability to communicate with the school. Additional comments from the head teachers further revealed that most parents/guardians do communicate through interpreters and that refugee parents meet education related costs through donations from relatives abroad and neighbors as well as sponsors. A majority, 83.3%, further indicated that parental participation in school activities contributed to the observed performance of refugee pupils (83.3%).

From the foregoing, it can be deduced that all factors posed as possible contributors do indeed contribute to the observed performance of refugee pupils. These include parental care, parent's education level, and parents' ability to meet educational costs, parent's ability to communicate with the school as well as parental participation in school activities.

4.6.2.2 Teachers' Perspectives on Performance of Refugee pupils

Respondent teachers were further asked to indicate what in their opinion were factors contributing to the observed performance of refugee pupils. A variety of responses were given, common among which including hard work, language barrier, keen interest to know more, movement due to war, experience in their home country, support from UNHCR, immigration, lack of enough basic needs as well as absent parents and poor foundation phonetics.

As such, the average performance observed among refugee pupils can be attributed to the host of factors mentioned above, which affect performance either positively or negatively.

The finding is in agreement with Anherter and Lamb (2011) who argue that parents remain the most important influence on children's wellbeing and development although non-parental care can also have a substantial impact. Eccles and Davis-Kean (2005) concur and add that, parents learn something during their own schooling that influences the way in which they interact with their children around learning activities. Kamau (2013) further revealed that family income affected children's educational aspirations, their status among their peers, their neighborhood quality, the stability of their lives, and insecurity within their family, which may influence their outcomes.

Chemagosi (2012) concurs that parent's communication with the school is very important because it enhances participation of pupils. Mwirichia (2012) further acknowledges that when parents are involved in their children's school and education, they have higher grades, standardized test scores, improved behavior at home, better social skills and adaptation to school.

4.7 Thematic Content Analysis of Parents/Guardians' Perspectives

The study conducted interviews with a view to examine parents/guardians' perspectives on their involvement in their children's education and how the same

influenced academic performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County, Kenya.

4.7.1 Parental Care and Refugee Pupils' Academic Performance

The study sought to examine the extent to which parental care contributes to performance of urban refugee pupils in public primary schools. The study has established that a few (31%) of the refugee parents/ guardians are capable of taking good care of their children by providing basic needs like food, shelter and clothing since they work or engage in small businesses as their livelihoods in order to earn money to support their families. Many of them (69%) though struggle to do the same; some depend on their neighbors, UNHCR, family members abroad or the community at large to support them. These findings concur with UNHCR (2009) report which explained that, urban refugees are expected to be self reliant when they resettle in urban areas thus most of them reside in the slums where accommodation is cheaper since they cannot afford to cater for most of their basic needs.

To this end, respondent parents/guardians were asked in the interview how well they were able to take care of their children. In this regard, different responses were given as hereby presented.

A respondent offered that:

“.....I give them basic needs....”

Others added that:

“.....It is hard because I am a refugee.....”

“.....I am very tired, I don't get support from anybody.....”

“.....Sometimes it is easy, sometimes it is hard.....”

The foregoing responses indicate that it is a challenge for some of the parents to adequately cater for their children and subsequently not able to effectively support them in their education. The study however also established that some parents/guardians are well able to take care of their children, as the following responses indicate:

“.....I can comfortably take care of my children.....”

“.....I am stable therefore I can cater for my children.....”

“.....I work for myself and my children.....”

Asked on whether their ability to take care of their children affects their academic performance, a majority affirmed that it does indeed affect. As such, it can be deduced that whereas a section of the parents/guardians are capable (31%) of taking adequate care of their children and support them in their education, a considerable number (69%) are not in the capacity to adequately cater for their children, hence minimal involvement, which is ultimately reflected in the children's academic performance.

4.7.2 Parents' Education Levels and Refugee Pupils' Academic Performance

The study sought to examine how parents' education levels affects performance of urban refugee pupils in public primary schools. It has been established by the study that most of the parents/ guardians are preliterate (44.3%); they therefore do not know how to read or write even in their own language. This has contributed a lot to their level of involvement because they cannot be able to guide their children on doing their homework correctly or confirm that, what the children have done is what is required of them, it also limits their ability to communicate with the school and participate in school activities since they shy away because of their education level.

Pertinent questions were asked during the interview in this regard and responses given as hereby presented.

A majority offered that:

".....I never went to school....."

Others added that:

".....I went to Primary back in Somalia....."

".....I reached form four....."

".....I went to private school and learnt English only....."

Diversity in education levels can be noted in these responses. Asked on whether their education level affected their children's performance, some of the responses given during the interview included:

“.....Education level will motivate the child to work hard.....”

“.....It sets the standards.....”

“.....No, education does not affect because I still check their work if they have done.....”

“.....No, my education does not affect their performance in any way.....”

As such, diverse views of the influence of parental education level on child academic performance were established. Whereas as a considerable number of parents affirmed that indeed their education level backgrounds affected their children's academic performance, a few offered that it did not, arguing that they follow up to ensure that school work is complete even if they don't understand what the children have written.

4.7.3 Parents ability to meet educational costs and Refugee Pupils' Academic Performance

The study sought to establish the degree to which parents' ability to meet educational costs affects performance of urban refugee pupils in public primary schools. In this regard, diverse responses were obtained with some agreeing that they were able to meet the costs of education comfortably but majority complained that they were unable to meet the cost and expected “free education”

to be completely free. Those who are able to cater for their children's education work for small wages or receive remittances from their family members and/or relatives resettled abroad, some of those who are unable to meet the costs receive assistance from the UN, neighbors and refugee agencies in Nairobi like Refugee Point, GIZ, and Xavier among others.

Parents/guardians, who indicated that they had the capacity to meet educational costs of their children, attributed it to their ability to work, free education in public schools that has made education affordable among other factors. These confirms that refugee parents are willing to work hard and make ends meet for their families only that, they might not have enough livelihood activities for them to get involved in. Additionally most countries including Kenya are signatories of EFA goals. This has made Education as a basic need and a public good accessible to most people because the government subsidizes educational costs making it affordable to many citizens including refugees.

Those with challenges of meeting their children's education costs shared that The UN, family members abroad, neighbors and other well-wishers assists them to make ends meet. This indicated that, even though refugee parents are unable to meet educational costs for their children, they somehow manage to consume Education, through other means such as, assistance from the UN, family members abroad and other well wishers.

Parents were further asked whether or not their ability to meet their children's education needs affected their performance, to which a majority affirmed that it certainly affected. As such, it was established that most parents are personally unable to adequately meet their children's educational costs, but the neighbors, family members abroad and the UN, has come a long way in assisting them by donations and sponsorship.

4.7.4 Parents' Communication and Refugee Pupils' Academic Performance

The study further sought to determine how parents' communication with the school affects performance of urban refugee pupils in public primary schools. It was established by the study that most of the parents/ guardians rarely communicate with the school to know about the progress of their children although a hand full of them communicate with the teachers. Parents who communicate to the schools usually go to the school in person and find interpreter to enable them communicate with the teachers. Those who can speak Basic English or Kiswahili, call the teachers to find out their children's progress.

Parents who regularly communicated with the school shared the means and efforts they made in order to do so for example” Due to language barrier, I used to use interpreters but nowadays am catching up”, “I normally call the teachers to find out what is going on”, and “I went to school to study English so I can communicate with the teachers”. These responses indicate that, parents are willing

to communicate with the school to find out the progress of their pupils but, because of their difficulty in English language proficiency, they opt not to.

From the foregoing it can be noted that language barrier is a major challenge in communication that bars most parents from communicating to find out their children's academic progress. A considerable number have however learnt to speak English and Swahili and therefore manage to communicate with the teachers. A majority indicated that this does not affect their children's academic performance.

4.7.5 Parental Participation in school activities and Refugee Pupils' Academic Performance

The study sought to examine how parental participation in school activities affects performance of urban refugee pupils in public primary schools. It was established at the interview that a majority of parents are involved in their children's education by participating in a number of practices including attending sports days, attending school meetings, participating in activities related to board of management, attending clinic days and helping them with homework among others.

Parents/ guardians gave comments that indicated their participation like "I help them with their homework", "I go for school meeting", while others lamented "I pay for their tuition fee". This indicated that parents have a variety of views as to what constitutes parental involvement with some focusing on material support

while others provided moral support and got involved in all aspects of their children's lives.

Asked on whether in their opinion, their levels of involvement in education contribute to their children's performance in school, a majority (76%) affirmed that it does affect. It can be deduced therefore that a majority of parents/guardians are actively involved in their children's education, in a variety of ways, and this affects their children's performance in education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study findings. The implications from the findings and areas for further study are also presented.

5.2 Summary of the Study

This study dealt with the influence of parental involvement in education on performance of urban refugee pupils in public primary school in Kamukunji District Nairobi County, Kenya. It sought to examine the extent to which parental care contributes to performance of urban refugee pupils in public primary schools; examine how parents' education levels affects performance of urban refugee pupils in public primary schools; establish the degree to which parents ability to meet educational costs affects performance of urban refugee pupils in public primary schools; determine how parents' communication with the school affects performance of urban refugee pupils in public primary schools; and examine how parental participation in school activities affects performance of urban refugee pupils in public primary schools.

Most of the literature reviewed revealed that, parental involvement in education through activities such as parental care, meeting educational costs and participation in school activities, among others were key to improved

performance of pupils. The questionnaire and interview schedules were used to collect data from 308 respondents identified through cluster and purposive sampling techniques.

The reliability of the data collection instruments was ascertained by use of Cronbach alpha reliability test whereas content validity was ascertained through a pilot study conducted before the actual data collection process as well as judgment from the supervisors. The questionnaires were delivered to and collected from the selected schools in person by the researcher; interviews were administered to willing parents through interpreters.

The data was analyzed using SPSS version 20, where quantitative data was analyzed through descriptive statistics while qualitative data was analyzed through content analysis. All the respondents voluntarily participated in the study after assurance of confidentiality.

The study sought to examine the extent to which parental care contributes to performance of urban refugee pupils in public primary schools; examine how parents' education levels affects performance of urban refugee pupils in public primary schools; establish the degree to which parents ability to meet educational costs affects performance of urban refugee pupils in public primary schools; determine how parents' communication with the school affects performance of urban refugee pupils in public primary schools; and examine how parental

participation in school activities affects performance of urban refugee pupils in public primary schools.

This study provided two types of data analysis; descriptive and content analysis. The descriptive analysis helped the study to describe the relevant aspects of the phenomenon under study. The frequencies and percentages were determined. For the content analysis, the study thematically presented, interpreted and made deduction on respondents' responses in relation to the study variables.

The study sought to assess the level of parental involvement in education in Kamukunji District, Nairobi County and subsequently how that would influence the performance of urban refugee pupils in public primary schools. To this end, different respondent categories were asked different pertinent sets of questions. Most of the pupil's respondents agree that their parents/guardians communicate with the school about progress (96.7%); provides basic needs (95.1%); pay for school related expenses (95.1%); meet teacher to discuss their progress (93.4%); attends school functions (72.9%); and participates in school activities (72.9%).

The study also sought to find out from respondent teachers how pupils' parents/guardians were involved in their education. 93.8% of the teachers indicated that parents/guardians get involved in the education of their children by providing basic necessities including learning materials, provision of uniforms and more conducive learning environment both in schools and at home, monitor performance, as well as ensuring that children get to school in time. 6.3% of the

teachers however pointed out that some of the parents are less concerned with their children's academic progress. A majority of head teachers (83.3%) offered that parents/guardians get involved in the education of their children by bringing cooked food, homework, attending meetings, paying for feeding programme and pupils' upkeep. 16.7% of the head teachers however pointed out that some of the parents are not involved accordingly, with some rarely visiting to check learners' performance.

The study further sought to establish what factors determined the level of parental involvement in the study area, with respect to pupils' education. All respondent teachers (100.0%) affirmed that parental care contributed to the various levels of parental involvement. 81.3% further affirmed that Parent's education level; Parents' ability to meet education costs (68.8%); and Parents participation in school activities (68.8%) contributed to the levels of parental involvement in the pupils' academic welfare. Further, all respondent head teachers (100.0%) affirmed that parental care contributed to the various levels of parental involvement. 83.3% further affirmed that Parent's education level; Parents' ability to meet education costs (83.3%); Parent's ability to communicate with the school (83.3%); and Parents participation in school activities (83.3%) contributed to the levels of parental involvement in the pupils' academic progress.

The study then sought to assess the influence of parental involvement in education on performance of urban refugee pupils in public primary schools in Kamukunji

District, Nairobi County. Teachers participating in the study were asked to rate the performance of refugee pupils as whether poor, average, good or excellent. A majority of teachers, 87.5%, rate refugee pupils' performance as average with only 6.3% and 6.2% of the teachers rating the same as poor and good respectively.

The study sought to determine what factors contributed to the average refugee pupil performance in the study area. All head teachers unanimously indicated that factors contributing to pupils' performance include Parental care, Parent's education level, Parents ability to meet educational costs and Parent's ability to communicate with the school. A majority of the head teachers (83.3%) further indicated that parental participation in school activities contributed to the observed performance of refugee pupils (83.3%). A majority of teacher respondents attributed the average performance to language barrier, keen interest to know more, movement due to war, experience in their home country, lack of enough basic needs as well as absent parents and poor foundation in phonetics.

The study conducted interviews to examine the extent to which parental care contributes to performance of urban refugee pupils in public primary schools. In this regard, different responses were given as hereby presented. Whereas 69% of the parents were totally incapable of giving adequate care to their children, 31% of the parents/guardians were able to take care of their children. Asked on

whether their ability to take care of their children affects their academic performance, a majority affirmed that it does indeed affect.

The study sought to examine how parents' education levels affects performance of urban refugee pupils in public primary schools. Diversity in education levels can be noted in these responses. Asked on whether their education level affected their children's performance, most parents/ guardians (63%) respondents indicated that it did not.

The study further sought to establish the degree to which parents' ability to meet educational costs influenced performance of urban refugee pupils in public primary schools. 36% of the parents/guardians indicated that they had the capacity to meet educational costs of their children. 64% offered that personally they were incapable of meeting their children's education costs but with assistance, they were able to. Parents were further asked whether or not their ability to meet their children's education needs affected their performance, to which a 70% affirmed that it indeed affected.

The study also sought to determine how parents' communication with the school affects performance of urban refugee pupils in public primary schools. It was established that a majority of parents are involved in their children's education by participating in a number of practices. Asked on whether in their opinion, their level of involvement in education contributed to their children's performance in school, a majority (76%) of the parent's respondents affirmed that it does affect.

5.4 Conclusions

The study sought to examine the extent to which parental care contributes to performance of urban refugee pupils in public primary schools; examine how parents' education levels affects performance of urban refugee pupils in public primary schools; establish the degree to which parents ability to meet educational costs affects performance of urban refugee pupils in public primary schools; determine how parents' communication with the school affects performance of urban refugee pupils in public primary schools; and examine how parental participation in school activities affects performance of urban refugee pupils in public primary schools

From the foregoing findings, the following conclusions can be drawn. It can be concluded that from a majority(87.6%) of pupils' perspectives, their parents are highly involved in their education, noted in such practices as communicating with the school about their progress; the provision of basic needs; paying of school and related expenses as well as meeting with teachers to discuss progress. From teachers' and head teachers' perspectives, all the factors that the study sought to examine are among the key factors influencing parental involvement in Education.

It can further be concluded that most(87.5%) of the refugee pupils in the study area are average pupil. This can be attributed to parental care, parent's education level, and parents' ability to meet educational costs, parent's ability to

communicate with the school as well as parental participation in school activities. It is further concluded that parental care is a challenge for some (69%) of the parents hence unable to effectively support them in their education. Whereas a section (31%) of the parents/guardians are capable of taking adequate care of their children and support them in their education, a considerable number (69%) are not in the capacity to adequately cater for their children, hence minimal involvement, which is ultimately reflected in the children's academic performance.

Diverse views of the influence of parental education level on child academic performance were further established. Whereas as a considerable number of parents (63) affirmed that indeed their education level backgrounds affected their children's academic performance, a majority (80 parents) offered that it did not, some arguing that this is because they follow up and encourage them to do things differently, as well as ensuring that the homework is done even if they don't help them to work on it. It is also established that most parents (64%) are personally unable to adequately meet their children's educational costs, but the UN and relatives abroad have come a long way in assisting them by donations, sponsorship and remittances.

Language barrier is a major challenge in communication that bars most parents (62.5%) from communicating to find out their children's academic progress. A considerable number (20%) have however learnt to speak English and Swahili and therefore manage to communicate with the teachers, while others use

interpreters to communicate with the teachers. This however does not affect their children's academic performance. It can be deduced further that a majority of parents/guardians actively participate in their children's education, and this affects their children's performance.

5.5 Recommendations

Based on the study findings and conclusions thereof, the following recommendations can be made.

1. The study has established that 69% of the urban refugee parents/ guardians are unable to support their families due to insufficient livelihood opportunities, it is therefore recommended that, the UN and other refugee agencies step in to identify and support urban refugees access capital and entrepreneurial skills to start up and sustain small businesses that will enable them to live a comfortable life.
2. Since it was established by the study that 44.3% of refugee parents are pre-literate and thus don't get involved in education of their children due to ignorance, the study recommends enhancing education of urban refugee parents/ guardians by having adult learning centers near refugee residential areas which are run and managed by NGOs. These learning centers could teach languages and basic entrepreneurial skills for free.
3. The study established that schools charge some fee to cater for expenses not incurred by the government. Because meeting educational costs for some of the refugee parents is a night mare; it is recommended that the

government of Kenya increases the budget for education to allow for a completely free basic education, strong policies should also be formulated and enhanced to bar the head teachers from charging fees. In addition, the government of Kenya in conjunction with other refugee agencies should support the refugees to access free basic education by meeting all their educational cost.

4. On parental communication with the school, the study recommends that the school administrators encourage a two way communications between the refugee parents and teachers/ school administrators through organizing frequent forums which refugee parents can participate in to discuss issues related to enhancing pupils' performance. The schools could also come up with programs which enable teachers to visit pupil's homes so that they can learn and understand the pupil's backgrounds. This will enable the teachers to learn how well to handle and teach refugee pupils.
5. On parental participation in school activities, the study recommends that, the schools actively seek to share and learn from inclusive practices developed by other schools in order to improve the support they provide to asylum-seeking and refugee pupils. Awareness creation can be conducted amongst refugee parents and guardians on the importance of education as a child's right. Information campaigns targeting refugee families (parents/ guardians) should also be established. Out of school children should be

targeted with marketable vocational training opportunities to build their human capacity.

5.6 Suggestions for Further Studies

The present study set out to assess the influence of parental involvement in education on performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County, Kenya. The same has revealed the need for further studies in other facets not tackled in the study. As such, future studies could be carried out in the following areas:

1. Influence of parental involvement in education on performance of urban refugee pupils in private schools
2. Influence of perception towards the school environment on academic performance among urban refugee pupils.
3. Analysis of refugee education in Kenya, urban vs camps.

REFERENCES

- Anhert L & Lamb M.E (2011) “*Child Care and its Impact on Young Children (2-5)*” Free University, Rev. Ed. Retrieved from: [Child-encyclopedia.com](http://child-encyclopedia.com)
- Chemagosi M. J (2012) “*Influence of Parental Involvement on Academic Performance of Pre- School Children*” Masters of Education Project Paper U.O.N. retrieved from: <http://ect.uonbi.ac.ke/node/948>
- Chowa G, Ansong D & Akoto I (2012) “*Parental Involvement and Academic Performance in Ghana*” CSD Publication No. 12-42 retrieved from: www.csd.wustl.edu/publications/documents
- Cojocariu V.M & Mares G. (2014) “*A study on the Primary School Teachers’ View upon the Essential Factors determining the (Non) Involvement of the Family in the Education of Primary School Students in Romania*” retrieved from: www.creativecommons.org/licenses/by-nc-nd/3.0/
- Cooper D.R and Emory C.W (1995) “*Business Study Methods*” United States of America, 5th Edition
- Cotton K. and Wikelund K. R (2001) “*Parental Involvement in education*” Retrieved from: <http://multicultural.educole.pbworks.com>
- Eccles J and Davis- Kean P. E. (2005) “*Influence of Parent’s Education on their Children’s Educational Attainment: The role of Parent and Child Perception*” London Review of Education, retrieved from: www.rcgd.isr.umich.edu
- Gratz J. (2006) “*The Impact of Parent’s Background on Their Children’s Education*” Retrieved from: www.malcaester.edu/educationreform
- Ireland K (2014) “*The Definition of Parental Involvement*” Retrieved from: www.livestrong.com
- Joint Assessment Report (2012) “*Refugee Education in Nairobi*” retrieved from: www.urpn.org
- Kamau M.L (2013) “*Relationship between Family Background and Academic Performance of Secondary School Students: A case of Siakago Division, Mbeere North District, Kenya*” Masters of Arts Project Paper, UON

- Karanja L. (2010) “*The Educational Pursuits and Obstacles for Urban Refugee Students in Kenya*” International Journal for Cross-Disciplinary Subjects in Education, retrieved
 from:www.ineesite.org/uploads/files/resources/karanja
- Key J. P. (1997) “*Study Design in Occupational Education*” retrieved from:www.okstate.edu/ag/agedcm4h/academic
- Kothari C. R (2004) “*Study Methodology, Methods and Techniques*” New Age International, New Delhi, India (second revised edition)
- Lemmer E.M (2007) “*Parent Involvement in teacher Education in South Africa*” University of South Africa, Pretoria, retrieved from: www.ernape.net, International Journal about Parents in Education, Vol 1, No. 0, 218-229
- Mare L (2014) “*The Facts on Education: How does Parent Involvement in Education affect Children’s Learning?*” retrieved from: www.cea.ace.ca
- Marphatia A., Edge K, Lagault E and Archer D. (2008) “*Politics of participation: Parental Support for Children’s Learning and School Governance in Burundi, Malawi, Senegal and Uganda*” Improving Learning Outcomes in Primary Schools (ILOPS) project study report
- Mugenda, O.O. &Mugenda A.G. (2008).“*Study Methods Qualitative and Quantitative Approaches*”.African Center for Technology Studies, ACTS press, Nairobi Kenya.
- Mwirichia V.M. (2012) “Influence of Parental Involvement on Academic Performance of Preschool Children in Kangeta Division, Meru County, Kenya Masters’ Thesis, U.O.N retrieved from: www.uonlibrary.uonbi.ac.ke
- NCC taskforce report (2014) “*Taskforce on Improvement of Performance of Public Primary Schools and transition rate from Primary to Secondary Education in Nairobi City County*”
- Nderu E. (2005) “Somali Families and Parent Involvement in Schools” Center for Urban and Regional Affairs (CURA) report, Retrieved from: www.cura.umn.edu
- Necsoi D. V., Porumbu D. &Beldianu I. F (2013) “*The relationship between Parental Style and Educational Outcomes of Children in Primary School in Romania*” available at: www.sciencedirect.com

- Njoki W. M (2013) “ *Challenges of implementing Inclusive Education for Urban Refugees in Primary Schools Within Eastleigh, Nairobi, Kenya*” Masters Project U.O.N
- Nunnally, J. C. (1978).“*Psychometric theory*” (2nded.). New York: McGraw-Hill.
- Nyandwaki J. N (2012) “*Influence of Parental Involvement on Children’s Achievement in Number work Activities in Selected Pre-schools in Kiogoro Division, Kisii County*” Master’s Project Paper, U.O.N
- Nzuma M. P (2011) “ *Relationship between Parental Involvement in Children’s Education and Their Academic Performance in Public Primary Schools in Dagoretti District, Kenya*” Masters of Education Study Project, U.O.N
- Olmstead C (2013) “*Using Technology to Increase Parental Involvement in Schools*” Orange County Department of Education, Costa Mesa, California, retrieved from: www.springer.com
- Ondieki L.G.(2012) “ A Study of Parental Involvement in Preschoolers’ Academic Work in Dandora Educational Zone of Nairobi County, Kenya, Master’s Thesis, U.O.N retrieved from: www.uonlibrary.uonbi.ac.ke
- Pavanello S, Elhawary S and Pantuliano S (2010)” *Hidden and Exposed: Urban Refugees in Nairobi, Kenya*” Humanitarian Policy Group working paper, retrieved from: www.odi.org
- Peterson S. D (2014) “*Education and Displacement in Uganda- Challenges and Ways forward*” retrieved from: www.refugeelawproject.org
- Peterson S.D (2011) “*Refugee Education- A global Review*” Ontario Institute for Studies in Education, University of Toronto, retrieved from: www.unhcr.org
- Portes A. (1998) “*Social Capital: Its Origins and application in Modern Sociology*” Department of Sociology, Princeton University, Princeton, New Jersey. Retrieved from: www.annualreviews.org
- Porumbu D. and Nescoi D.V (2012) “*Relationship between Parental Involvement/ Attitude and Children’s School Achievements*” available at: www.sciencedirect.com
- Rachuonyo D (2015)” *Is Free Education in Kenya and Uganda a Reality*” News for Refugee by Refugees, Tamuka Newsletter, retrieved from: www.tamuka.org

- Resnik D. B (2011) “*What is Ethics in Study and why is it important?*” retrieved from: www.veronaschools.org
- Stone W. (2003) “*Bonding, Bridging, and Linking with Social Capital*” Stronger Families Learning Exchange Bulletin No. 4 spring/ summer. Retrieved from: www.aifs.gov.au/sf/pubs/bull4/ws.html
- Thao M (2009) “*Parent Involvement in School- Engaging Immigrant Parents*” wilder study, retrieved from: www.dropoutprevention.org
- UNHCR (2009) “*Refugee Education in Urban Settings: Case Studies from Nairobi, Kampala, Amman- Damascus*” Retrieved from: www.unhcr.org

APPENDICES

Appendix 1: Introduction Letter

University of Nairobi,

P.O. Box 30197-00100, Nairobi, Kenya.

Date: _____

The Head Teacher, _____ Primary School,

Dear Sir / Madam,

REF: DATA COLLECTION IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi pursuing a Master of Education Degree in Education in Emergencies. As part of the requirement for the fulfillment of the award, I wish to conduct a study on “Influence of Parental Involvement in Education on Performance of Urban Refugee Pupils in Public Primary Schools in Kamukunji District, Nairobi County, Kenya”

Your School has been identified to participate in the study. The identity of the people who will participate in the study will remain confidential.

Yours Sincerely,

Mwanamisi Adhiambo Kombo

Appendix II: Interview schedule for the Parents/ Guardians

1. How does your nationality influence your involvement in education of your child/ children?
2. In what ways do you involve yourself in your child's/ children's education?
3. In your opinion, do you think your involvement in education contributes to your child's /children's performance in school?
4. How are you able to effectively care for your child / children? Does it affect their performance?
5. How has your education level influenced your level of involvement in your child's education? Has it affected your child's performance?
6. How are you able to meet educational costs for your child/ children? Has it affected their performance?
7. How do you communicate with school about your child's/ children's progress? Has it affected your child's performance?
8. Which school activities do you like to participate in? Does it influence your child's performance?
9. What else would you like to share about your involvement in education of your child/ children?

Appendix 111: Questionnaire for the Head Teachers

Introduction: This questionnaire is aimed at gathering data for the study on influence of parental involvement in education on performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County, Kenya. Kindly be honest, the information shared will only be used for the study and will remain confidential. Do not write your name anywhere in this questionnaire

Tick (√) as appropriate

1. What is your gender? Male () Female () Other ()
2. What is your highest professional qualification?.....
3. How long have you been a head teacher in your current school?.....
4. Which population of refugees do you have in your school?.....
5. How do refugee parents get involved in the education of their children?...
7. In your opinion, do the following factors contribute to the level of involvement?

Factor	Y /N	Comment
Parental care		
Parent's education level		
Parents' ability to meet education costs		
Parent's ability to communicate with the school		
Parental participation in school activities		

In your opinion, do the following factors contribute to the performance of pupils?

Factor	Y/N	Comment
Parental care		
Parent's education level		
Parents ability to meet educational costs		
Parent's ability to communicate with the school		
Parental participation in school activities		

- 11. How are refugee parents able to care for their children.....
- 12.How well are refugee parents educated?.....
- 12. How do refugee parents meet education related costs.....
- 13. In what ways do refugee parents communicate with the school.....
- 15. Which activities do refugee parents get involved in.....
- 16. Additional comments.....

Thank you for your cooperation

Appendix 1V: Questionnaire for Pupils

Topic: Influence of parental involvement in education on performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County.

Tick (✓) as appropriate

Note: Information shared will remain confidential.

1. What is your gender? Male () Female () other, specify.....

2. How old are you? Below 7 () 8-13 () 14-17 () above 18 ()

3. Which class are you? 1 () 2 () 3 () 4 () 5 () 6 () 7 () 8 ()

4. What is your parents'/ guardians education level.....

5. Does Q 4 above affect your performance in school? Yes () No ()

6 .Does your parent/ guardian perform the following responsibilities? Yes/ No

Statement	Response Y/N
Provides basic needs	
Pay for your school related expenses	
Communicates with the school about your progress	
Meet your teacher to discuss your progress	
Attends school functions	
Participates in school activities	

Thank you

Appendix V: Questionnaire for the Teachers

Topic: Influence of parental involvement in education on participation of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County.

Tick (✓) as appropriate

Note: Information shared will remain confidential.

1. What is your gender? Male () Female () other, specify.....
2. What is your qualification? Diploma () Bachelor’s Degree ()Other, specify.....
3. Rate the performance of refugee pupils. Poor () Average () Good () Excellent ()
4. What contributes to their performance as indicated above?.....
5. How are refugee parents involved in education of their children?.....
6. In your opinion, do the following factors contribute to their level of involvement?

Factor	Y /N	Comment
Parental care		
Parent’s education level		
Parents’ ability to meet education costs		
Parent’s ability to communicate with the school		
Parents participation in school activities		
Additional comments.....		

Thank you

Appendix VI: Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:
22nd May, 2015

NACOSTI/P/15/2624/6198


Mwanamisi Adhiambo Kombo
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of parental involvement in education on performance of urban refugee pupils in public primary schools in Kamukunji District, Nairobi County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 30th September, 2015.

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

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:




The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666



Appendix VII: Study Permit

THIS IS TO CERTIFY THAT: MS. MWANAMISI ADHIAMBO KOMBO of UNIVERSITY OF NAIROBI, 23597-100 Nairobi, has been permitted to conduct research in Nairobi County	Permit No : NACOSTI/P/15/2624/6198 Date Of Issue : 22nd May, 2015 Fee Received :Ksh. 1000
on the topic: INFLUENCE OF PARENTAL INVOLVEMENT IN EDUCATION ON PERFORMANCE OF URBAN REFUGEE PUPILS IN PUBLIC PRIMARY SCHOOLS IN KAMUKUNJI DISTRICT, NAIROBI COUNTY, KENYA	
for the period ending: 30th September, 2015	
 Applicant's Signature	 Director General National Commission for Science, Technology & Innovation