

**INFLUENCE OF PARENTAL INVOLVEMENT IN ADMINISTRATIVE
MATTERS ON PUPILS PERFORMANCE IN PUBLIC PRIMARY SCHOOLS
IN ISINYA SUB COUNTY, KAJIADO COUNTY**

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DECLARATION

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

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DEDICATION

I dedicate the project work to my entire family; my beloved wife Jackline, our sons Dennis, Duncan, Douglas and our daughter Deborah, for the support and especially for the encouragement and cheering me up throughout the period. The inspiration and spiritual support from my workmates and to my supervisor, for the understanding, patience and guidance.

May God bless you all abundantly

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To all of you, may our dear Lord richly bless you!

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ABBREVIATIONS AND ACRONYMS

| | |
|-------------|---|
| BOM | Board of Management |
| GOK | Government of Kenya |
| KCPE | Kenya Certificate of primary Education |
| KIE | Kenya institute of education |
| MoE | Ministry of Education |
| NCC | Nairobi City County |
| NCST | National Council for Science and Technology |
| PTA | Parents Teachers Associations |
| SPSS | Statistical Packages for Social Sciences |
| UK | United Kingdom |
| USA | United States of America |

ABSTRACT

This study sought to determine the extent to which involvement of parents in financial support, academic clinics, formulation of school improvement strategy and what voluntary activities influence pupils KCPE performance in public primary schools. The research design adopted in this study was a descriptive survey design. The study target population included all head teachers of the 30 primary schools in Isinya Sub County, 300 teachers teaching in the primary schools and 700 parents who have children in the primary schools. The sample consisted of 30 head teachers, 100 teachers and 150 parents. All the 30 head teachers were considered in this study but the teachers and pupils were sampled randomly. Head teachers from the same schools were picked purposively. The research instrument for the study included two questionnaires and an interview guide. Data collected for analysis was both qualitative and quantitative. Qualitative data was derived from open ended questions in the questionnaire and in the interview guide, while quantitative data was from descriptive statistics supported by tables, frequency and percentage; this was done using the Statistics Package for Social Sciences (SPSS) computer package. The study concludes that financial support from parents especially in support for procurement of learning resources increases the morale in the learning process and ultimately improves pupils KCPE performance in public primary schools. Parents were deeply involved in supervising learner's homework a for better performance, provision of school uniform, discipline and supporting school programme. Parental participation in voluntary activities can boost attendance and increase achievement in classroom teaching which is needed to dramatically improve pupil's performance. Parents should continue supporting schools financially where possible as this was found to be instrumental in raising both teachers and pupil morale for better performance. The government should also consider increasing funding to those schools located in economically challenged areas. There is need to formulate strategies that encourage parental engagement in academic improvement strategy. There is need to improve on Parent's attendance to academic clinics.

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, 2012). 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.

According to Thao (2009) 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.

According to Zhang (2014) Chinese immigrant parents had a less level of engagement than non-Chinese parents across three forms of involvement which include communication with teachers, giving out free services to help at the before the children attend formal school, and participating in the school's decision making agenda. The study also revealed that Chinese immigrant and non-Chinese parents parental role in the rebuilding and parenting self-efficacy were indicators of all three forms of level of parental involvement, and perceived opportunity for involvement was indication of communication with the school administrators. The nature of the Japanese parents being close to their children and the strong socio-cultural placed in the nurturing of the child played a bigger role in elevating their kids to the elementary school.

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 resent 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.

Parental involvement in schools administrative issues in their children's education is very beneficial. It is indicated by Chemagosi (2012) that, children whose parents communicated frequently with their school performed better in academics than those who did not. Olmstead (2013) agrees and adds that proactive administrative 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 (Nzuma, 2011)

1.2 Statement of the problem

Parents in Isinya District are not that different as compared to the parents in any other region in the country. Their impact on children's growth cannot be underrated. Being an arid area and the main economic activity being pastoralist, parents are characterized by unstable activities such as shifting from one region to the other in search of pasture for animals, polygamy and illiteracy. All these may pose a critical challenge on the overall education of pupils in the region. Moreover, it can be noted that in the Sub-County, the performance of pupils in schools is not that up-to-standards. This is whereby only a few of the pupils from this area receive the opportunity to further their education in well performing high schools and higher institutions of learning (Nungari, 2012).

Moreover, there are a number of more recent studies (Kashu, 2014; Magoma, 2014) which have indicated that the performance of pupils in the region have not been that impressive. For instance, Kashu (2014) indicated that school facilities affected the performance of pupils whereas that by Magoma (2014) noted that there were certain leadership issues which contributed to the negative performance among pupils in region. However, none has been able to investigate on how exactly the parental involvement on school administrative issues affect the performance of pupils.

On the other hand, there are quite a number of studies (Vukovic & Roberts, 2013; Sun and Li, 2011; Akomolafe and Olorunfemi-Olabisi, 2011; Bakker, 2007; Smits &

Gunduz-Hogor, 2006; Shim, Felner and Shim, 2000) which have been reviewed in the areas of parental involvement in school issues and its overall effects on affecting pupils performance. However, most of these studies have their own limitations. This is whereby some have been carried out in other countries outside Kenya. Moreover, most of them have wider in scope and thus the information provided may be too general. However, no adequate studies have been carried out to investigate influence of parental involvement in administrative matters on student performance in public primary schools in Kenya and with specific reference to Isinya Sub County, Kajiado County. Hence, was need for this study to be carried out to investigate on the influence of parental involvement in administrative matters on KCPE performance in public primary schools in Isinya Sub County, Kajiado County.

1.3 Purpose of the study

The purpose of this study was to analyse the **influence of parental involvement in administrative matters on KCPE performance in public primary schools** in Isinya Sub County, Kajiado County.

1.4 Objectives of the study

This study was guided by the following specific objectives;

- i. To determine the extent to which parental involvement in financial support influence pupils KCPE performance in public primary schools
- ii. To establish whether parental involvement in academic clinics influence pupils KCPE performance in public primary schools

- iii. To examine whether parental involvement in school improvement strategy influence pupils KCPE performance in public primary schools
- iv. To establish whether parental involvement in school voluntary activities influence pupils KCPE performance in public primary schools

1.5 Research questions

The study was guided by the following research questions;

- i. To what extent does parental involvement in financial support influence pupil's KCPE performance in public primary schools?
- ii. To what extent does parental involvement in academic clinics influence pupils KCPE performance in public primary schools?
- iii. To what extent does parental involvement in school improvement strategy influence pupil's KCPE performance in public primary schools?
- iv. To what extent does parental involvement in school voluntary activities influence pupils KCPE performance in public primary schools?

1.6 Significance of the study

The findings of this study helps in developing awareness and understanding among the stakeholders on influence of parental involvement in administrative matters on pupil's performance. The primary school administrators may use the findings to be able to diagnose the various areas of parental involvement that are weak and therefore seek to

remedy the gaps through the support of Parents Teachers Associations (PTA) and community leaders.

The teachers may use the findings to identify the areas of parental involvement in administrative issues that they need to strengthen. Parents may use the findings to redefine their role in the education of their children especially in improving school effectiveness. Motivate other scholars and researchers to carry out research in other areas in order to establish acceptable ways of parental participation in administrative issues in primary school management. Guide education policy makers and education planners about the roles of parents in the management of primary schools. The Ministry of Education may use the findings and recommendations in policy formulation on effective parental involvement programmes in schools.

1.7 Limitations of the study

This study might not be generalizable to other Sub-Counties. Nevertheless, the underlying theoretical assumptions and methodology of this study, as well as the findings of this study might be of assistance to the parents who have children in schools. Furthermore, this study might require respondents to divulge important details about parents' involvement in the education of their children, which to some may be very sensitive, and few people may be willing to open-up and provide reliable information needed by this study. To prevent this, the researchers addressed the significance of the study findings to the respondents as well as indicated that the findings were entirely used for academic purposes.

1.8 Delimitation of the study

The study was concerned with the influence of parental involvement in administrative matters on pupil's performance in public primary schools in Isinya Sub County, Kajiado County. The study considered only the views from head teachers, teachers and parents representatives in the schools. Due to time and financial constraints, the study left out the opinions of other stakeholders who included the pupils, support staff, and educational officials.

1.9 Assumptions of the study

The study was carried out on the basis of the assumption that the respondents would answer questions correctly and truthfully: that all the respondents would give genuine, truthful, and honest responses to the questionnaires.

1.10 Definition of significant terms

Academic performance: Pupils academic performance in this study means the average of pupils' scores on standardized examinations such as KCPE examinations.

Administration: This is the process of managing that is, being in charge; managing; succeeding in doing something despite obstacles; exercising control or dominion, often in a tactful manner; and contriving to carry on despite difficulties. It is the skillful and/or resourceful use of material and time. In this study administration is a process of working with individuals and groups and other resources to accomplish institutional goals.

Parent: This term is not limited strictly to birth parents in this study. It refers to any adult in a child's life who has accepted the responsibility of caretaker.

Performance: Performance involves acquisition of knowledge attitude and skill by students in class and its being examine with assessment tests

1.11 Organization of the study

Chapter one of the study contains introduction, giving a background of the study while putting the topic of study in perspective. This chapter outlines the objectives, limitations, delimitations and the assumptions of the study. Chapter two presents' scholars work on establishing the influence of parental involvement in administrative matters on pupil's performance in public primary schools. Chapter three consists of research methodology which will be used in the study.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

In this chapter, literature that is related to the variables that are involved in the study is reviewed. In the first sections, however, a theoretical and conceptual framework is constructed. As such, the chapter is divided into variables on the influence of parental financial support, parental involvement in academic clinics, parental involvement in school improvement strategy and parental involvement in school voluntary activities and their influence on pupil's KCPE performance in public primary schools

2.2 Parent's participation in administrative matters and pupils performance

Parental participation in administrative matters involves parents in governance, decision-making, and an advocacy role is yet another strategy for fortifying links between schools and parents. Parent and community involvement in decision-making may also help make schools more accountable to the community. Parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees.

Outcomes from activities include the benefits of policies that are enacted on behalf of students. Students are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families. Teachers will likely become increasingly aware of the role of parents' perspectives in policy development (Epstein, 2012). Carnie (2013) shows that there is need to offer

opportunities to parents in order to participate in decision making processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting and cyclical evaluation programmes. After all, quoting Gorton (2014) Kaggwa (2013) observes that no administrator can effectively perform all administrative functions alone. School administrators have always called upon parents to motivate students' academic endeavors. Parents should also offer career guidance especially the choice of subject combinations and directing students in their home works.

2.3 Parental financial support pupils performance

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 stated 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 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 public primary school 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 poor families make it difficult for parents to support their children education (Karanja 2010).

2.4 Parental involvement in academic clinics and pupil's performance

Parent's attendance to school meetings included attending open days, academic days, prize giving days, annual meetings, fund raising days and sports days (Kariuki, 2014). Miller (2003) states that many parents, child and school based factors operate to block parents' ability to take up the school invitations and become involved. Parent factors include parent's dread of school and lack of confidence acquired from their own schooling history. Parents might distance themselves from a difficult child or might distance themselves to discuss with teachers their perceived failures with parenting such children (Porter, 2006).

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

Karanja, (2005) and Kariuki (2014) study on parental involvement agrees that, parent's participation in school academic clinics have a positive influence on curriculum implementation hence their children academic achievements. Student's performance is better for those whose parents participate in school academics clinics than those whose parents never participate. Parents have good opportunities to discuss their children's academic performance with teachers and support them in planning for better performance. In these forums the parents are sensitized on educational needs of their children and are able to assist the school administration and the teachers to come up with solutions and hence better academic achievement (Kariuki, 2014). Karanja (2005) study revealed that parents rarely visited schools to check on their children academic progress. Parents who visited and participated in school activities, their children tended to improve on academic performance unlike those whose parents hardly visited or participated in school activities.

The revealed studies have shown parents, child and school-based factors that may block parents ability to attend school affairs, studies have also revealed children whose parents attend school functions tends to do better in schools but, there isn't any empirical study on the influence of parental involvement in academic clinics on pupil's performance in public primary schools in Isinya Sub County, Kajiado County. Therefore this study seeks to fill this existing knowledge gap.

2.5 Parental involvement in school improvement strategy and pupil's performance

There is a large and controversial literature analyzing the relationship between school improvement and students' achievement, dating back to the pioneering work by Coleman et al (1966). Early work on this issue using US data suggested a weak and somewhat inconsistent relationship between school improvement and students' achievement (Burtless, 2006 and Hanushek 1979, 1986 and 2007). International research confirms this view (Wosmann, 2003). However, this view was disputed by some, including Laine et al. (2006), Card and Krueger (2002) and Krueger (2003). A recent and comprehensive summary of a range of evidence on the influence of sizes of class is Averett and McLennan (2004). They found the evidence base to be mixed, in terms of methodologies and results, and could not reach a definite conclusion about the influence of smaller classes on students' achievement.

In the UK, schools with higher concentrations of lower attaining students receive more funding per student. If this feature of the allocation of resources is ignored, a true positive effect of increasing resources will be understated. It is fair to say, however, that the vast majority of school resource effect studies have not been able to address the

endogeneity problem. This is certainly so in the UK (Vignoles, 2002). UK studies that have made some attempt to address endogeneity have generally found small but statistically significant positive effects from school resource variables on educational outcomes (Dearden, 2001; Iacovou, 2002). Endogeneity issues are not the only methodological difficulty in this literature. For example, much of the work on resourcing has had to rely on quite aggregated data, rather than data at the level of the individual pupil. Aggregation bias is therefore a problem for some of the studies in this field (Hanushek, 2006).

In Nigeria, a lot of studies have been conducted by various researchers on the relationship between educational resources and students' academic performance. Idiagbe, (2004) concluded that teachers qualification and adequate facilities were determinants of assessing academic performance of students in secondary schools. Hence the availability or non-availability of facilities in schools affects the academic performance of students in Delta State. This is in agreement with Nwangwu (2007) who believed that teaching materials facilitate teaching and learning activities, which result in effective teaching and improved academic performance.

In Kenya a number of studies have been conducted to assess the level of availability and adequacy of teaching and learning facilities in the schools. The school infrastructure which includes: buildings, science laboratories, play grounds, and school compound were found to play an important role in facilitating academic achievement in schools. An evaluation which was conducted by KIE in the year 2007 to investigate how much

prepared schools were for the new curriculum showed most of the sampled schools had inadequate infrastructure for teaching and learning.

2.6 Parental involvement in school voluntary activities and pupils performance

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

Schools should exploit what parents are good at, to support the academic education of learners (Lee & Borren, 2006). Ideally, parents should find some way to support their children's education by volunteering. This can include being a room parent, helping with administrative work or fundraising. Other ways to support the school are helping with sporting events, school plays or concerts and being on councils or boards. Schools can do an annual mail survey to let the parents know what is needed and to learn what skills and interests the parents can offer. Helping out in a classroom or chaperoning a school party can positively influence your child's development and behavior (Epstein,

2001). Volunteering together in your community can help shape your little one's values and beliefs.

Volunteering ranges from offering opportunities for parents to visit their child's school to find out ways to recruit and train them to work in the school or classroom (Epstein, 1995). Besides participating in governance, parents can be involved in schools in many roles. There are the traditional ways: encouraging children to complete homework, attending parent-teacher conferences, and being active members of their school's parent-teacher organization. Other roles, however, require more commitment: serving as mentors, teacher aides, or lunchroom monitors, or providing assistance to schools and students in myriad other ways (Hill & Craft 2003). Parent volunteers offer a huge resource and support base for the school community while showing their children the importance of participating in the larger community.

2.7 Summary of reviewed literature

In this study there are four components of parental involvement in administrative matters namely; financial support, parental involvement in academic clinics, parental involvement in school improvement strategy and parental involvement in school voluntary activities. Parental involvement is not without impact but such effects are inconsistent. Numerous researches as seen in the chapter have been done to conclude that parents who are involved with their children's education are building the foundations for a better educated child. These children are better adjusted to school which can lead to more education. In addition, parental involvement is important because parents who are part of their children's education will understand the

importance of reading. These parents will read to their children beginning at a young age. Equally important, is the fact that parents who are involved with their children will make sure their home is conducive to education. Further few studies has been carried locally on the study area, therefore this study sought to fill the research gap by analyzing the influence of parental involvement in administrative matters on pupil's performance in public primary schools in Isinya Sub County, Kajiado County.

2.8 Theoretical framework

Parents' participation in administrative issues and how it may be related to pupil's performance will be explained by McGregor's theory X and Y (1960). His argument is based on the classification of how people get actively involved in work. Theory X holds that work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organizational objectives are to be achieved (Hersey, 2002). Theory Y on the other hand assumes that people are not lazy; rather, that they can be self-directed and creative at work if properly motivated and are creative enough to solve organizational problems.

In a school setting, the theory tends to explain how different stakeholders particularly parents will participate towards the achievement of school objectives. Some parents may participate maturely towards the improvement of their children's academic excellence while others may regress in behavior and act irresponsibly in their roles as stakeholders. From this theoretical background, it is apparent that, in a school setting, parents might willingly participate in management activities or regress by declining participation in school management.

The study was guided by Joyce Epstein's theory which was developed by Joyce (1996), Epstein's model places the onus on school-initiated behaviors rather than parent-initiated behaviors, however, Epstein's (2005) work is highly regarded and cited throughout the sea of literature on parental involvement. Epstein's theory of "overlapping sphere of influence" recognizes three major contexts in which children grow: the family, the school, and the community. In this model of school, family and community, the focus is primarily on the student. Students are the main actors in their education, development, and success at school (Epstein, 2005).

Similar principles go also for the community level and its interaction with both families and schools. Since it is assumed that the child is the reason for the connections between home and school, the model focuses on the key role of the child as student in interactions between families and schools, parents and teachers, or the community. If children feel cared for and encouraged to work hard in the role of student, they are more likely to do their best academically, and to remain in school.

2.9 Conceptual framework

Orodho (2004), defines conceptual framework as a model of representation where a researcher conceptualizes or represents relationship between variables in the study and shows the relationship graphically or diagrammatically.

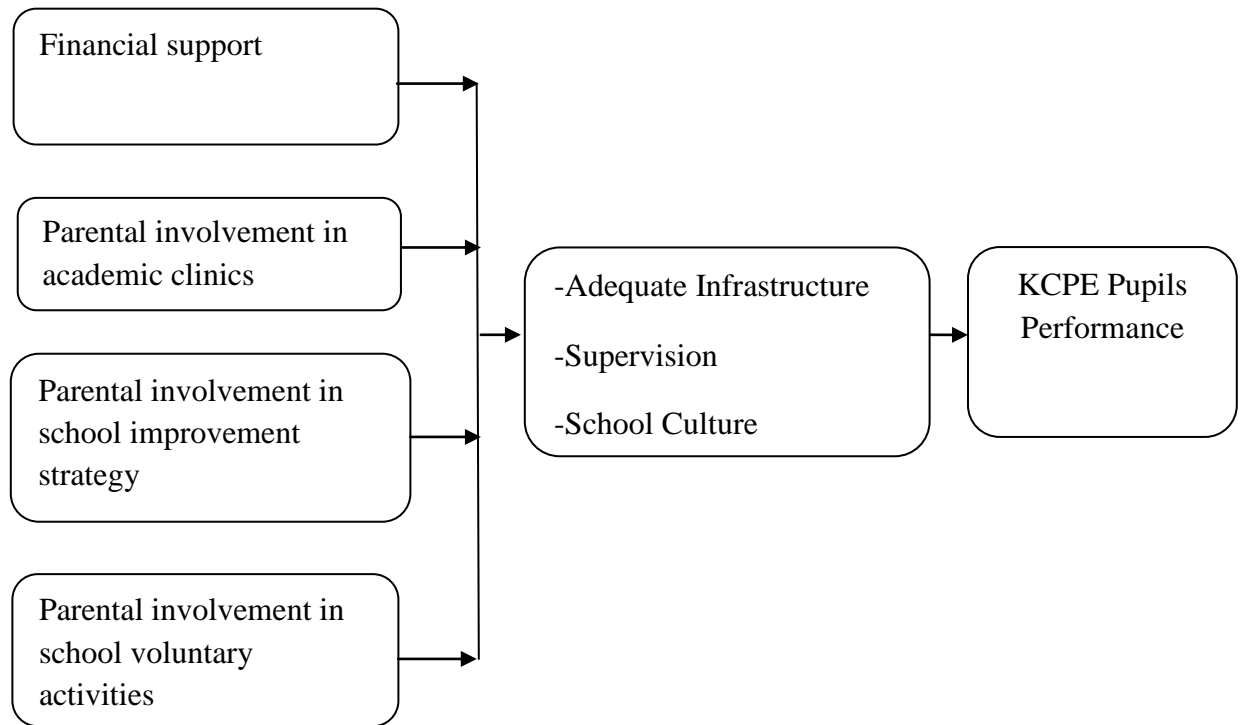


Figure 2.1 Conceptual framework

The Independent variables in this study are the influence of parental involvement in administrative matters namely; Parental attendance to meetings, parental involvement in teacher’s pupils meeting, parental involvement in school improvement and parental involvement in school volunteering activities. Parents are involved in administrative matters processes that focus on the achievement of school objectives. So, the overall outcome of good administrative involvement practices improves pupils performance in KCPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is concerned with the research design, target population, sample size and sampling procedures, research instruments, reliability and validity of research instruments, data collection and data analysis procedures.

3.2 Research design

The research design adopted in this study was a descriptive survey design. According to Mugenda & Mugenda (1999) defines a survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Best and Kahn (2003) is a plan or blue print according to which data is collected to investigate the research hypothesis or question in the most economical manner. Descriptive survey research design was used in this study because it enables the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour and values. This design was therefore, deemed appropriate, as it enabled the researcher to reach as many respondents as possible within a short time and obtain the real picture as at the ground.

3.3 Target population

The study included all head teachers of the 30 primary schools in Isinya Sub County, 300 teachers teaching in the primary schools and 700 parents who have children in the primary schools.

3.4 Sample size and sampling procedure

Mugenda & Mugenda (2003) points out that sampling is a process of selecting a small group of individuals to represent a larger group in a study a sample size must be large enough to represent the salient characteristics of the accessible population target population. In this study the schools in the target population constituted the sample.

Table 3.1 Sample frame

| Targeted Respondents | Target Population | Sample Percentage | Sample Size |
|-----------------------------|--------------------------|--------------------------|--------------------|
| Head teachers | 30 | 100 | 30 |
| Teachers | 300 | 33 | 100 |
| Parents | 700 | 22 | 150 |
| Total | 1030 | 27 | 280 |

The sample consisted of 30 head teachers, 100 teachers and 150 parents. This was in agreement with Mugenda and Mugenda (2003) recommendation of 10-30 percent sample size. All the 30 schools were considered in this study but the teachers and pupils were sampled randomly. Head teachers from the same schools were picked purposively.

3.5 Research instruments for data collection

The research instrument for the study included two questionnaires and an interview guide. The questionnaires were divided into two main parts. Part one dealt with demographic information of the respondent. While part two was divided into four sections each addressing each variable. The questions were closed and open ended. The researcher also used an interview guide for the Head teachers.

3.6 Validity of the instruments

The content validity and instrument validity was determined through piloting process which involved two schools that were excluded during data analysis. The respondents of the subject were checked against research objectives through expert judgment.

3.7 Reliability of the research instruments

The researcher used a test-re-test technique in order to test the reliability of the instrument. The respondents were given the same questions after two weeks. A comparison of the two tests was made using the Pearsons Correlation Coefficient formula. $r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum 2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$. A correlation coefficient of 0.7 was considered reliable.

3.8 Data collection procedures

After getting the clearance letter from the department of education administration and planning and a permit from the National Commission for Science Technology and Innovations (NACOSTI), the researcher reported to the County Director of Education to solicit clearance to proceed to schools for the study, the researcher then visited the identified schools to create rapport with the respondents through the permission of the administrator the researcher personally administer the questionnaires to the to the respondents.

3.9 Data analysis techniques

Data was analyzed both quantitatively and qualitatively according to the study objectives. Quantitative analysis applied for close ended questions that provided

respondents with alternative responses from which to choose. Descriptive statistics was used to summarize quantitative data collected from the questionnaire. Correlation of the data was done to establish the association between the study variables. Data was processed using the Statistical Package for Social Science (SPSS) computer software version 20.0. Frequency distributions, percentages, mean scores and standard deviations was computed and entered into a table. Qualitative data was processed by first categorizing and discussing responses for each item according to themes (thematic analysis), before editing and coding (to permit quantitative analysis), and reported through descriptive narrative of the views, experiences and opinions of the respondents.

3.10 Ethical considerations

Due to sensitivity of some information collected, the researcher upheld a moral obligation to treat the information with utmost confidentiality. Since the respondents might be reluctant to disclose some information, the researcher reassured the respondents of confidentiality of the information given. The researcher was objective during data collection, data analysis, and data interpretation to avoid or minimize bias or self- deception.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND PRESENTATION

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings obtained from the field. The chapter presents the background information of the respondents, findings of the analysis based on the objectives of the study. Descriptive and inferential statistics have been used to discuss the findings of the study.

4.2 Instrument Return Rate

The study targeted a sample size of 280 respondents (i.e. 30 head teachers, 100 teachers and 150 parents) from which 244 filled in and returned the questionnaires making a response rate of 87.1 percent. This response was very satisfactory for the purpose of the study. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting. This commendable response rate was due to extra efforts that were made via personal calls and courtesy visits to remind the respondents to fill-in and return the questionnaires.

4.3 Demographic information of the respondents

This study first sought to establish an insight on the study respondents' characteristics which included gender, age and professional qualification. This section also presented schools' KCPE performance mean score for the last six years. This information was to

give the study an insight on the characteristics of respondents in both categories of schools that participated in the study. Table 4.1 presents parents and teachers gender distribution.

4.3.1 Distribution of parents and teachers by gender

Parents and teachers involved in this research were requested the respondents to indicate their gender category. This was critical in ensuring that both perceptions of both male and female respondents were equitably engaged in this research to avoid gender biased study results. Results are shown in table 4.1

Table 4.1: Distribution of parents and teachers by gender

| Gender | Parents | | Teachers | |
|---------------|------------------|-------------------|------------------|-------------------|
| | Frequency | Percentage | Frequency | Percentage |
| Female | 58 | 44.6 | 46 | 54.8 |
| Male | 72 | 55.4 | 38 | 45.2 |
| Total | 130 | 100 | 84 | 100 |

From the research findings, the study established that majority of the respondents as shown by 55.4 percent were males parents whereas 44.6 percent were females parents. This implies that both male and female parents were fairly engaged in this research and therefore the findings of this research did not suffer from gender bias.

The study findings of gender destitution on teachers show that, majority as shown by 54.8 percent indicated that they were females whereas 45.2 percent were males. This implies that both male and female teachers were equitably involved in this research. These findings agree with Cubillo and Brown (2003) who note that the teaching profession is pre-dominated by women.

4.3.2 Respondents' Age Distribution

Various age groups are perceived to hold different opinion of different issues, to ensure that wide range of opinions were captured in this study, teachers and parents involved in this research were required to indicate their age category. Results are presents in presented the findings as shown in Table.4.2

Table 4.2: Respondents' age distribution

| Age distribution | Parents | | Teachers | |
|--------------------|------------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| Below 25 years | 10 | 7.7 | 5 | 6.0 |
| 25-29 years | 36 | 27.7 | 13 | 15.7 |
| 30-34years | 56 | 43.1 | 26 | 31.0 |
| 35-39 years | 20 | 15.4 | 31 | 36.9 |
| 40 years and above | 8 | 6.2 | 9 | 10.7 |
| Total | 130 | 100 | 84 | 100 |

From the research findings, the study revealed that most of the parents involved in this research (43.1 percent) were aged between 30-34years, while most of the parents involved in this research (36.9 percent) were aged between 35-39 years. These findings also show fair engagement of all other age categories. The study deduces that fair engagement of all age subgroups lead to rich results emanating from opinion of different age classes.

4.3.3 Highest Professional Qualification

Literacy levels are associated with personal uptake on various issues depending on understandability. To gauge the respondent's answerability of the research questionnaire parents were requested to indicate their highest level of professional qualification. Results are show in table 4.3

Table 4.3: Parent’s highest professional qualification

| Level of education | Frequency | Percentage |
|--------------------|------------|------------|
| Masters | 19 | 14.6 |
| Bachelor | 20 | 15.4 |
| Diploma | 53 | 40.8 |
| Certificate | 38 | 29.2 |
| Total | 130 | 100 |

On level of education, the study revealed that most of the parents as shown by 40.8 percent had acquired collage diploma certificate, while the least in that had bachelor’s degree while 14.6 percent had attained master’s degree. From the findings this study deduces that considerable number of parents had basic education and that they were in a position to answer research questions with easy.

Teachers were also requested to indicate their highest level of professional qualification the responses were as shown in Table 4.4

Table 4.4: Teacher’s highest professional qualification

| | Frequency | Percentage |
|--------------|-----------|------------|
| Masters | 12 | 14.3 |
| Bachelor | 24 | 28.6 |
| Diploma | 48 | 57.1 |
| Total | 84 | 100 |

From the research findings, the study revealed that majority of the teachers involved in this study (57.1 percent) had collage diploma certificate whereas the least in the teacher category (14.3 percent) had attained masters degree. From the findings we can deduce that all teachers were well educated which means that they were in a position to respond

to research topic comfortably. The patterns of the outcome emanate from the fact that most of the primary schools teachers never proceed with career development after graduating with P1 certificate

4.3.4 Teacher Designation

The study sought to find out the teachers designation. Establishing teacher's designation was critical in ensuring that opinions from all levels of primary school management were well engaged in this research. Results are shown in table 4.5

Table 4.5: Teacher designation

| Designation | Frequency | Percentage |
|---------------------|------------------|-------------------|
| Deputy head-teacher | 13 | 15.5 |
| Senior teacher | 26 | 31.0 |
| Class teacher | 45 | 53.6 |
| Total | 84 | 100 |

From the research findings, the study revealed that majority of the teachers 53.6 percent were class teachers, 31.0 percent of the teachers indicated senior teachers whereas 15.5 percent of the teachers indicated deputy head-teachers. This implies that class teachers, senior teachers and deputy head-teachers were fairly engaged in this research.

4.4.5 Teaching Experience

The period of service in an institution is associated with teacher's knowledge on institutional running of internal affairs that relate to day to day management. In view of gauging the richness of teachers' knowledge on management of primary. Teachers were requested to indicate their period of service. The findings presented in Table 4.6

Table 4.6: Teaching experience

| Period | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Less than 5 years | 10 | 11.9 |
| 5-9 years | 13 | 15.5 |
| 10-14years | 19 | 22.6 |
| 15-19 years | 26 | 31.0 |
| 20 years and above | 16 | 19.0 |
| Total | 84 | 100 |

On period of service, the study revealed that most of the teachers (31.0 percent) had taught for a period of 15-19 years, while the least (11.9 percent) of the respondents had taught for not more than 5 years This implies that majority of the respondents had taught for a considerable period of time which implies that they were in a position to give credible information relating to this study.

4.4 Influence of Parental Financial Support on Pupils KCPE Performance

The first study objective was to establish whether parental involvement in financial support influence on pupils' performance. Table 4.7 presents the parents' responses on the statements provided to show that parental involvement in financial support influence pupils performance in schools.

Table 4.7: Parental involvement in financial support activities

| Financial support | Opinion | Frequency | Percentage |
|---|----------------|------------------|-------------------|
| Financial support for procurement of learning resources | Yes | 105 | 80.8 |
| | No | 25 | 19.2 |
| | Total | 130 | 100 |
| Academic improvement contributions | Yes | 99 | 76.2 |
| | No | 31 | 23.8 |

| | | | |
|----------------------------------|--------------|--------------|------------|
| | Total | 130 | 100 |
| Teachers incentives | Yes | 81 | 62.3 |
| | No | 49 | 37.7 |
| | Total | 130 | 100 |
| Candidates rewards | Yes | 87 | 66.9 |
| | No | 43 | 33.1 |
| | Total | 130 | 100 |
| Financing school trips | Yes | 111 | 85.4 |
| | No | 19 | 14.6 |
| | Total | 130 | 100 |
| Benchmarking trips | Yes | 114 | 87.7 |
| | No | 16 | 12.3 |
| | Total | 130 | 130 |
| Construction of school buildings | Yes | 97 | 74.6 |
| | No | 33 | 25.4 |
| | Total | Total | 130 |
| Provision of furniture | Yes | 121 | 93.1 |
| | No | 9 | 6.9 |
| | Total | Total | 130 |

From the findings 93.1 percent of the parents indicated to have been involved in provision of furniture, 74.6 percent of the parents indicated to have been involved in construction of school buildings, This aimed at advocating for improvements in the school building and with local school boards and government to ensure schools have the resources they need to provide a first class education to every pupils

Further the study noted that 87.7 percent of the parents indicated to have been involved in benchmarking trips, 85.4 percent of the parents were involved in financing

school trips, 66.9 percent of the parents indicated to have been involvement in candidates rewards, This aimed at Supporting the goals and the process of education in that school.

The research also noted that 76.2 percent were involved in academic improvement contributions, 62.3 percent were involved in teachers incentives, 80.8 percent of the parents were involved in financial support for procurement of learning resources. This aimed at Creating a an environment that encourages learning as well as expressing high expectations for the children's achievement and future careers

4.1.1 Parental involvement in financial support activities for the school

Teachers were also asked to indicate the influence of parental involvement in financial support on pupils' performance. Their agreement to the provided statements was as shown in Table 4.8

Table 4.8: Parental involvement in financial support activities for the school

| Financial Support | Mean | Std Deviation |
|---|-------------|----------------------|
| Financial support for procurement of learning resources | 4.25 | .23 |
| Academic improvement contributions | 3.62 | .27 |
| Teachers incentives | 4.02 | .16 |
| Candidates rewards | 4.20 | .02 |
| Financing school trips | 3.85 | .14 |
| Benchmarking trips | 3.95 | .01 |
| Construction of school buildings | 4.21 | .36 |
| Provision of furniture | 4.12 | .45 |

The study sought to determine the extent to which teachers agreed with the above aspects relating to parental involvement in financial support. From the research findings, majority of the teachers agreed that parents were engaged sourcing of various finances which promoted better learning environment for the pupils. Examples of areas where parents were involved included; in construction of school buildings (mean = 4.21), financial support for procurement of learning resources (mean = 4.25), candidate's rewards (mean of 4.20), and provision of furniture. This kind of involvement aimed at promoting pupil success in schooling, and a commitment to consistent communication with educators about pupil progress.

Further the research noted that parents were engaged in sourcing of teachers incentives (mean =4.02), benchmarking trips (mean 3.95) financing school trips (mean =3.85) and in academic improvement contributions (mean = 3.62) teachers also reported that engagement of parents in financial aspects yielded to strong support from the community which lead to better performance of the school in KCPE.

4.4.2 Rate at which parents opinions for enhancing academic performance was sought

The respondents were asked to indicate the frequency of parents making contributions so as to enhance academic performance. The parents and teachers responses were as shown in Table 4.9

Table 4.9: Rate at which parents opinions for enhancing academic performance was sought

| Period | Parents | | Teachers | |
|---------------|------------------|-------------------|------------------|-------------------|
| | Frequency | Percentage | Frequency | Percentage |

| | | | | |
|--------------|------------|------------|----|------|
| Once a month | 36 | 27.7 | 21 | 25.0 |
| Once a term | 75 | 57.7 | 40 | 47.6 |
| Once a year | 19 | 14.6 | 23 | 27.4 |
| Total | 130 | 100 | 84 | 100 |

From the research findings, 57.7 percent of the parents indicated once a term, 27.7 percent of the parents indicated once a month whereas while percent of the respondents indicated once a year. This implies that in most cases parents were called once a term to make contributions for enhancing academic performance.

From the research findings, 47.6 percent of the teachers indicated once a term, 27.4 percent of the teachers indicated once a year whereas 25 percent of the respondents once a month. This implies that in most cases parents were called once a term to make contributions for enhancing academic performance

4.4.3 Effects of parental financial contributions on the overall school performance

Parents and teachers were asked to indicate whether their financial support to their children' school have any effect on the overall school performance. Their responses were as presented in table 4.10

Table 4.10: Effects of contributions on the overall school performance

| Opinion | Parents | | Teachers | |
|----------------|------------------|-------------------|------------------|-------------------|
| | Frequency | Percentage | Frequency | Percentage |
| Yes | 95 | 73.1 | 84 | 100 |
| No | 35 | 26.9 | 00 | 00 |
| Total | 130 | 100 | 84 | 100 |

From the research findings, majority of the parents as shown by 73.1 percent agreed that parents contributions had big effect on the overall school performance whereas 26.9 percent were of the contrary opinion. This implies that parents contributions had big effect on the overall school performance. Respondents further reported that parents contributions served at a motivating factors to both teachers and pupils which enhanced the overall school performance

From the research findings, all the teachers as shown by 100 percent agreed that parents contributions had big effect on the overall school performance Respondents further reported that parents contributions served at a motivating factors to both teachers and pupils which enhanced the overall school performance.

Reports from the head teachers showed that provision of financial support from parents helped in providing more educational resource materials such as text books, classrooms, laboratories and libraries and more employment of teachers. The state policymakers should implement education reforms designed to improve resource allocation and boost pupil performance

4.4.4 Correlation test

Table 4.11 displays the results of correlation test analysis between the dependent variable (KCPE Pupils Performance) and the independent variable (parental involvement in school financial support).

Table 4.11: Relationship between parental involvement in school financial support and KCPE Pupils Performance

| Variable | | KCPE Pupils Performance | Parental Involvement In School Financial Support |
|--|---------------------|----------------------------|---|
| KCPE Pupils Performance | Pearson Correlation | 1 | .828 |
| | Sig. (2-tailed) | | .000 |
| | N | 244 | 244 |
| Parental Involvement In School Financial Support | Pearson Correlation | .828 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 244 | 244 |

The study found a strong correlation coefficient between parental involvement in school financial support as shown by correlation factor of 0.828, this strong relationship was found to be statistically significant as the significant value was 0.000 which is less than 0.05, and this reveals that any positive change in parental involvement in school financial support tactics/practices would enhance KCPE Pupils Performance in Isinya county

4.5 Parental Involvement in Academic Clinics Influence Pupils KCPE Performance

The second research objective of the study sought to establish whether parental involvement in academic clinics influence pupils' performance.

4.5.1 Academic clinics day

The study sought to determine whether the primary schools in Isinya Sub County held Academic clinics day, results are show in table 4.12

Table 4.12: Academic clinics day in school

| Opinion | Parents | Teachers |
|----------------|----------------|-----------------|
|----------------|----------------|-----------------|

| | Frequency | Percentage | Frequency | Percentage |
|--------------|------------------|-------------------|------------------|-------------------|
| Yes | 101 | 77.7 | 84 | 100 |
| No | 29 | 22.3 | 0 | 0.0 |
| Total | 130 | 100 | 84 | 100.0 |

From the research findings, majority of the parents as shown by 77.7 percent agreed that the school held Academic clinics day whereas 22.3 percent indicated otherwise. This implies that most of the school held Academic clinics day. The research findings, from teachers showed that, all the teachers as shown by 100 percent response rate agreed that the school held Academic clinics day

4.5.2 Rate at which parents attend academics clinic days

The study sought to establish how often parents attend academics clinic days. Results are shown in table 4.13

Table 4.13: Frequency of parents attend academics clinic days

| Period | Parents | | Teachers | |
|--------------|------------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| Once a month | 19 | 14.6 | 11 | 13.1 |
| Once a term | 71 | 54.6 | 44 | 52.4 |
| Once a year | 40 | 30.8 | 29 | 34.5 |
| Total | 130 | 100 | 84 | 100 |

From the research findings, 54.6 percent of the respondents indicated once a term, 30.8 percent of the respondents indicated once a year whereas 14.6 percent of the parents indicated once a month. This implies that in most often parents attended academics clinic days once a term.

The study sought to establish how often parents attend academics clinic days. From the research findings, 52.4 percent of the respondents indicated once a term, 34.5 percent of the respondents indicated once a year whereas 13.1 percent of the respondents indicated once a month. This implies that in most often parents attended academics clinic days once a term.

4.5.3 Period at which parents communicated with children teachers

The study sought to establish how often parents communicated with children teachers. Results are shown in table 4.14

Table 4.14: Period at which parents communicated with children teachers

| Period | Parents | | Teachers | |
|-----------------|------------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| Weekly | 16 | 12.3 | 10 | 11.9 |
| Once a month | 64 | 49.2 | 40 | 47.6 |
| When need arise | 50 | 38.5 | 34 | 40.5 |
| Total | 130 | 100 | 84 | 100 |

The study sought to establish how often parents communicated with children teachers. From the research findings, 49.2 percent of the respondents indicated once a month, 38.5 percent of the respondents indicated when need arise whereas 12.3 percent of the respondents indicated weekly. This implies that in most often parents communicated with children teachers once a month.

The study sought to establish how often parents communicated with children teachers. From the research findings, 47.6 percent of the respondents indicated once a month, 40.5 percent of the respondents indicated when need arise whereas 11.9 percent of the respondents indicated 11.9%. This implies that in most often parents communicated with children teachers once a month

4.5.4 Teachers call parents at school to discuss academic performance

The research sought to establish whether teachers call parents at school to discuss academic performance of their children. Results are shown in table 4.15

Table 4.15: Teachers call parents at school to discuss academic performance

| Opinion | Frequency | Percentage |
|----------------|------------------|-------------------|
| Yes | 115 | 88.5 |
| No | 15 | 11.5 |
| Total | 130 | 100 |

From the research findings, 88.5 percent of the respondents agreed teachers called parents at school to discuss academic performance of their children whereas 11.5 percent of the respondents indicated otherwise. This implies that in most schools teachers called parents at school to discuss academic performance of their children,

The focus of class teacher parent discussion

The research sought to establish the focus of class teacher parent discussion. Results are shown in table 4.16

Table 4.16: The focus of class teacher parent discussion

| | Frequency | Percentage |
|-------------------------------|------------------|-------------------|
| Academic performance | 63 | 48.5 |
| Required learning resources | 25 | 19.2 |
| Academic improvement strategy | 42 | 32.3 |
| Total | 130 | 100 |

From the research findings, 48.5 percent of the parents indicated that they discussed on academic performance 32.3 percent of the parents indicated that they discussed on academic improvement strategy whereas 19.2 percent of the parents indicated that they discussed on academic improvement strategy. This implies that the focus of class teacher parent discussion was centered on academic performance, required learning resources or academic improvement strategy

Head teachers reported that parental that parent’s attendance to academic clinics influence pupils performance in public primary schools. Parent’s attendance to academic clinics helped to discuss some of the challenges that inhibit pupils from performing. Through this way, strategies were formulated towards mitigating these challenges.

4.5.5 Correlation test

The table 4.71 below displays the results of correlation test analysis between the dependent variable (KCPE Pupils Performance) and the independent variable (parental involvement in academic clinics).

Table 4.17: Relationship between parental involvement in academic clinics and KCPE Pupils Performance

| Variable | | KCPE Pupils Performance | parental involvement in academic clinics |
|--|---------------------|-------------------------|--|
| KCPE Pupils Performance | Pearson Correlation | 1 | .724 |
| | Sig. (2-tailed) | | .000 |
| | N | 244 | 244 |
| parental involvement in school financial support | Pearson Correlation | .724 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 244 | 244 |

The study found a strong correlation coefficient between parental involvement in academic clinics as shown by correlation factor of 0.724, this strong relationship was found to be statistically significant as the significant value was 0.000 which is less than

0.05, and this reveals that any positive change in parental involvement in academic clinics would enhance KCPE Pupils Performance in Isinya County

4.6 Parental are involvement in school improvement strategy influence pupils KCPE performance

The third research objective was to establish whether parental involvement in school improvement strategy influence pupils' performance

4.6.1 Parental engagement in development strategies in the school

The study sought to determine whether the parent had been involved in the following development strategies. Results are shown in table 4.18

Table 4.18: Parental engagement in development strategies in the school

| | Option | Frequency | Percentage |
|--|---------------|------------------|-------------------|
| Developing the school strategic plan | yes | 89 | 68.5 |
| | No | 41 | 31.5 |
| | Total | 130 | 100 |
| Strengthening the teachers pupils relation | yes | 76 | 58.5 |
| | No | 54 | 41.5 |
| | Total | 130 | 100 |
| Improving academic performance | yes | 87 | 66.9 |
| | No | 42 | 32.3 |
| | Total | 130 | 100 |

From the findings 66.9 percent of the parents indicated to have been involvement in improving academic performance, 58.5 percent of the parents indicated to have been involvement in strengthening the teacher's pupil's relation whereas 68.5 percent of the parents indicated to have been involvement in Developing the school strategic plan. The study also noted that Effective parent-school partnerships are essential to ensure that each child gets the most out of their school and the education system.

4.6.2 Extent of parental involvement

Table 4.19 shown the extent to which parents were involved in the development stages of strategies in the school.

Table 4.19: Extent of parental involvement

| Extent | Parents | | Teachers | |
|--------------|------------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| Great extent | 114 | 87.7 | 74 | 88.1 |
| Less extent | 16 | 12.3 | 10 | 11.9 |
| Total | 130 | 100 | 84 | 100 |

From the research findings, majority of the parents as shown by 87.7 percent indicated to a great extent whereas 12.3 percent of the respondents indicated to a less extent. This implies that the level of parental involved in the development stages of strategies in the schools was to great extent.

The study also noted that majority of the teachers as shown by 88.1 percent indicated that to a Great extent, whereas 11.9 percent indicated that to a less extent. This implies that parents were actively involved in the development matters in the school to a great extent.

4.6.3 Parents opinions in making major decisions in the school

The study sought to establish whether the school administration sought parent's opinions before making major decisions in the school. Results are shown in table 4.20

Table 4.20: Parents opinions in making major decisions in the school

| Opinion | Parents | | Teachers | |
|---------|-----------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |

| | | | | |
|--------------|------------|------------|----|------|
| Yes | 86 | 66.2 | 61 | 72.6 |
| No | 44 | 33.8 | 23 | 27.4 |
| Total | 130 | 100 | 84 | 100 |

From the research findings, majority of the parents as shown by 66.2 percent indicated that the school administration sought for parents opinions before making major decisions in the school whereas 33.8 percent of the parents indicated otherwise. This implies that most school administration sought for parent’s opinions before making major decisions in the school.

From the research findings, majority of the teachers as shown by 72.6 percent indicated that the school administration sought for parents opinions before making major decisions in the school whereas 27.4 percent of the teachers indicated otherwise. This implies that most school administration sought for parent’s opinions before making major decisions in the school.

4.6.4 Rate at which parents were invited parents to discuss matters school improvement

The study sought to establish how often the school administration invited parents to discuss matters school improvement in terms of performance and infrastructures.

Results are shown in table 4.21

Table 4.21: Rate at which parents were invited parents to discuss matters school improvement

| period | Parents | | Teachers | |
|--------------|-----------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| Once a month | 27 | 20.8 | 15 | 17.9 |

| | | | | |
|--------------|------------|------------|----|------|
| Once a term | 45 | 34.6 | 28 | 33.3 |
| Annually | 58 | 44.6 | 41 | 48.8 |
| Total | 130 | 100 | 84 | 100 |

From the research findings, 44.6 percent of the parents indicated annually, 34.6 percent of the respondents indicated once a term whereas 20.8 percent of the parents indicated once a month. This implies that in most school administration invite parents annually to discuss matters school improvement in terms of performance and infrastructures.

The findings also showed that 48.8 percent of the teachers indicated annually, 33.3 percent of the teachers indicated once a term while 17.9 percent of the teachers indicated once a month. This implies that in most school administration invite parents annually to discuss matters school improvement in terms of performance and infrastructures.

4.6.5 Parents involvement in the following activities

The study sought to determine whether the parent had been involved in the following activities. Results are shown in table 4.22

Table 4.22: Parent’s involvement in the following activities

| Activities | Opinion | Frequency | Percentage |
|---|----------------|------------------|-------------------|
| Meeting with board of management for target setting | Yes | 92 | 70.8 |
| | No | 38 | 29.2 |
| | Total | 130 | 100 |
| Meeting with teachers to sensitize the desire for a higher mean score | Yes | 109 | 83.8 |
| | No | 21 | 16.2 |
| | Total | 130 | 100 |
| Mobilizing financial resources for teachers incentives | Yes | 94 | 72.3 |
| | No | 36 | 27.7 |
| | Total | 130 | 100 |
| Involving successful alumnae of the school to inspire candidates | Yes | 74 | 56.9 |
| | No | 56 | 43.1 |
| | Total | 130 | 100 |
| Involving successful professionals | Yes | 97 | 74.6 |
| | No | 33 | 25.4 |
| | Total | 130 | 100 |
| Improving pupil’s book ratio | Yes | 116 | 89.2 |
| | No | 14 | 10.8 |
| | Total | 130 | 100 |
| Plan for regular pupils exam | Yes | 106 | 81.5 |
| | No | 24 | 18.5 |
| | Total | 130 | 100 |

From the findings, 81.5 percent of the parents indicated to have been involved in planning for regular pupils exam, 89.2 percent of the parents indicated to have been involved in improving pupil’s book ratio, 74.6 percent of the parents indicated to have been involvement in involving successful professionals, this affirms the suggestion that Schools, settings and practitioners should be open to the involvement of parents in the work they do.

Further the study established that 56.9 percent of the parents indicated to have been involved in successful alumnae of the school to inspire candidates, 72.3 percent of the

parents indicated to have been involvement in mobilizing financial resources for teachers incentives,

The research also noted that 83.8 percent of the parents indicated to have been involved in meeting with teachers to sensitize the desire for a higher mean score whereas 70.8 percent of the parents indicated to have been involved in Meeting with board of management for target setting. Parents should consider opportunities to encourage meaningful involvement to engage with services and their children's education.

Head teachers reported that parental that parental involvement in school improvement strategy influence pupil's performance in public primary schools, parental involvement provided equal representation for parents on school governing bodies for better pupil performance; provide printed information for parents on homework policies and on monitoring and supporting pupil work at home.

4.6.6 Activities which parents were involved in view of enhancing performance in school

The study sought to determine whether the parent had been involved in the above activities, results are shown in table 4.23

Table 4.23: Activities which parents were involved in view of enhancing performance in school

| Activities | Opinion | Frequency | Percentage |
|---|---------|-----------|------------|
| Meeting with board of management for target setting | Yes | 65 | 77.4 |
| | No | 19 | 22.6 |
| | Total | 84 | 100 |
| Meeting with teachers to sensitize the desire for a higher mean score | Yes | 61 | 72.6 |
| | No | 23 | 27.4 |
| | Total | 84 | 100 |
| Mobilizing financial resources for teachers incentives | Yes | 57 | 67.9 |
| | No | 27 | 32.1 |
| | Total | 84 | 100 |
| Involving successful alumnae of the school to inspire candidates | Yes | 60 | 71.4 |
| | No | 24 | 28.6 |
| | Total | 84 | 100 |
| Involving successful professionals | Yes | 57 | 67.9 |
| | No | 27 | 32.1 |
| | Total | 84 | 100 |
| Improving pupil's book ratio | Yes | 49 | 58.3 |
| | No | 35 | 41.7 |
| | Total | 84 | 100 |
| Plan for regular pupils exam | Yes | 64 | 76.2 |
| | No | 20 | 23.8 |
| | Total | 84 | 100 |

From the findings 76.2 percent of the teachers agreed that parents were involved in planning for regular pupils exam 58.3 percent of the teachers agreed that parents were involved in Improving pupil's book ratio, 67.9 percent of the teachers agreed that

parents were involved in Involving successful professionals and Mobilizing financial resources for teachers incentives, this kind of parental engagement promoted a learning environment in which children and young people can engage positively.

71.4 percent of the teachers agreed that parents were involved in successful alumnae of the school to inspire candidates, 72.6 percent of the teachers agreed that parents were involved in Meeting with teachers to sensitize the desire for a higher mean score and that 77.4 percent of the teachers agreed that parents were involved in Meeting with board of management for target setting this kind of parental engagement give parents the opportunity to have their views represented to the setting of policy matters and decisions affecting the education of their child.

4.6.7 Correlation test

Table 4.24 displays the results of correlation test analysis between the dependent variable (KCPE Pupils Performance) and the independent variable (parental involvement in school improvement strategy).

Table 4.24: Relationship between parental involvement in school improvement strategy and KCPE Pupils Performance

| Variable | | KCPE Pupils Performance | Parental Involvement In School Improvement Strategy |
|---|---------------------|-------------------------|---|
| KCPE Pupils Performance | Pearson Correlation | 1 | .738 |
| | Sig. (2-tailed) | | .000 |
| | N | 244 | 244 |
| Parental Involvement In School Improvement Strategy | Pearson Correlation | .738 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 244 | 244 |

The study found a strong correlation coefficient between parental involvement in school improvement strategy as shown by correlation factor of 0.738, this strong relationship was found to be statistically significant as the significant value was 0.000 which is less than 0.05, and this reveals that any positive change in parental involvement in school improvement strategy tactics/practices would enhance KCPE Pupils Performance in Isinya county

4.7 Parental involvement in school voluntary activities and pupils performance

This sub section invest ages the level of parental involvement in volunteer activities in the school.

4.7.1 Voluntary activities that parents were engaged

The study sought to determine the voluntary activities that parents were engaged inn.

Results are shown in table 4.25

Table 4.25: Voluntary activities that parents were engaged

| voluntary activities | Frequency | Percentage | Frequency | Percentage |
|-----------------------------|------------------|-------------------|------------------|-------------------|
| PTA meetings | 84 | 64.6 | 55 | 65.5 |
| Mentoring sessions | 46 | 35.4 | 29 | 34.5 |
| Total | 130 | 100 | 84 | 100 |

From the research findings, majority of the parents and teachers indicated that parents were engaged in PTA meeting and in Mentoring sessions

4.7.2 Parents Opinion on Voluntary Activities Which Parents Were Involved In At the School

The study sought to determine whether the parent had been involved in the above volunteered activities. Results are shown in table 4.26

Table 4.26: Voluntary activities which parents were involved in at the school

| Voluntary activities | Opinion | Frequency | Percentage |
|--|----------------|------------------|-------------------|
| Classroom visits | Yes | 79 | 60.8 |
| | No | 51 | 39.2 |
| | Total | 130 | 100 |
| Voluntary counselling | Yes | 53 | 40.8 |
| | No | 77 | 59.2 |
| | Total | 130 | 100 |
| Technical subject assistance | Yes | 40 | 30.8 |
| | No | 90 | 69.2 |
| | Total | 130 | 100 |
| Motivational talks | Yes | 62 | 47.7 |
| | No | 68 | 52.3 |
| | Total | 130 | 100 |
| Discussing academic improvement strategies | Yes | 73 | 56.2 |
| | No | 57 | 43.8 |
| | Total | 130 | 100 |

From the findings majority of the parents indicated that they were involved enhancing expectations for their children's achievement and future careers through in discussing academic improvement strategies, though motivational talks (30.8 percent), communications between parents and children were also found to improve markedly, and parents also reported being more confident in helping their child at home and communicating with the teacher at school.

Further the study noted that parent was involved in technical subject assistance (40.8 percent), the study revealed that pupils whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future. Also 60.8 percent of the parents indicated to have been involved in voluntary counselling and classroom visits. All these platforms of engagement enhanced Parents' perceptions of the school leading to stronger ties and commitment to the school.

Table 4.27: Voluntary activities which parents were involved in at the school

| Voluntary activities | Opinion | Frequency | Percentage |
|------------------------------|----------------|------------------|-------------------|
| Classroom visits | Yes | 30 | 35.7 |
| | No | 54 | 64.3 |
| | Total | 84 | 100 |
| Voluntary counselling | Yes | 60 | 71.4 |
| | No | 24 | 28.6 |
| | Total | 84 | 100 |
| Technical subject assistance | Yes | 29 | 34.5 |
| | No | 55 | 65.5 |
| | Total | 84 | 100 |
| Motivational talks | Yes | 41 | 48.8 |
| | No | 43 | 51.2 |

| | | | |
|--|-------|----|------|
| | Total | 84 | 100 |
| Discussing academic improvement strategies | Yes | 39 | 46.4 |
| | No | 45 | 53.6 |
| | Total | 84 | 100 |

The study findings show that majority of the parents were involved in discussing academic improvement strategies like in motivational talks (48.8%) this kind of collaboration aimed at Setting goals with children and fostering achievement of those goals. Further the study noted that parents were involved in provision of technical subject assistance (34.5%) this aimed at accessing and using children’s academic scores to ensure they’re on track. This kind of engagement promoted Parent and teacher expectations regarding the academic, social, and emotional development of children have been shown to be among the best predictors of school success.

Other areas where parents were involved in voluntary counseling and class room visits (71.4 percent) of the teachers indicated that while 35.7 percent of the teachers indicated that parents were involved in classroom visits. This voluntarily engagements promoted Parents’ positive perception highly influences their children’s perception of school, which, in turn, positively contributes to students’ academic, social, and emotional learning.

4.7.3 Parents Opinion on Volunteer Activities That Parents Were Engaged In

The study sought to determine whether the parent had been involved in the following volunteered activities. Results are shown in table 4.28

Table 4.28: Volunteer activities that parents were engaged in

| Voluntary activities | Opinion | Frequency | Percentage |
|--|----------------|------------------|-------------------|
| Giving talk to pupils | Yes | 75 | 57.7 |
| | No | 55 | 42.3 |
| | Total | 130 | 100 |
| Mentoring pupils in class | Yes | 69 | 53.1 |
| | No | 61 | 46.9 |
| | Total | 130 | 100 |
| Suggesting guest speakers to motivate | Yes | 67 | 51.5 |
| | No | 63 | 48.5 |
| | Total | 130 | 100 |
| Personally getting involved in recreation activities | Yes | 77 | 59.2 |
| | No | 53 | 40.8 |
| | Total | 130 | 100 |
| Identify weaknesses to be addressed | Yes | 96 | 73.8 |
| | No | 34 | 26.2 |
| | Total | 130 | 100 |
| Device revision systems for pupils | Yes | 81 | 62.3 |
| | No | 49 | 37.7 |
| | Total | 130 | 100 |
| Identify strategies for improvement | Yes | 74 | 56.9 |
| | No | 56 | 43.1 |
| | Total | 130 | 100 |
| Procuring revision materials | Yes | 86 | 66.2 |
| | No | 44 | 33.8 |
| | Total | 130 | 100 |
| Procuring target exams | Yes | 74 | 56.9 |
| | No | 56 | 43.1 |
| | Total | 130 | 100 |

From the findings most of the of the parents in Insinya county indicated to have been involved in giving talk to pupils, parents were also involved involvement in mentoring pupils in class, suggesting guest speakers to motivate, (59.2 percent) this was geared towards pupils promoting positive attitudes and behavior. Collaboration in these areas promoted a positive, welcoming school climate, and consistent invitations to parents with ways to become involved in their children's education at home and school, positively predisposes parents about the school's efforts.

The study also noted that parents were involvement in recreation activities, like identifying weaknesses to be addressed (56.9 percent) this kind of engagement was geared towards promoting long-lasting gains for pupils; most of the schools in Isinya had a well planned, inclusive, and comprehensive parent involvement programme. Collaboration in these areas promoted higher ratings from families, more support from families and higher student achievement

Further the majority parents reported to have been involvement major planning of school activities and projects like identifying strategies for improvement, (66.2 percent) of the involvement in procuring revision materials and that of the parents were also involved in procuring target exams. This partnership promoted higher teacher opinions of them self-confidence in learning process.

Head teachers reported that parental involvement in school voluntary activities influence pupil's performance in public primary schools, Parental participation in voluntary activities can boost attendance and increase achievement in classroom teaching which is needed to dramatically improve pupil's performance parental

participation in voluntary activities helped to create a common understanding of how parents could best support their child's education and how teachers could communicate with parents.

4.7.4 Parents volunteers in the following activities

The study sought to determine whether the parent had been involved in the following volunteered activities. Results are shown in table 4.29

Table 4.29: Parents volunteers in the following activities

| Voluntary activities | Opinion | Frequency | Percentage |
|--|----------------|------------------|-------------------|
| Giving talk to pupils | Yes | 49 | 58.3 |
| | No | 35 | 41.7 |
| | Total | 84 | 100 |
| Mentoring pupils in class | Yes | 55 | 65.5 |
| | No | 29 | 34.5 |
| | Total | 84 | 100 |
| Suggesting guest speakers to motivate | Yes | 51 | 60.7 |
| | No | 33 | 39.3 |
| | Total | 84 | 100 |
| Personally getting involved in recreation activities | Yes | 53 | 63.1 |
| | No | 31 | 36.9 |
| | Total | 84 | 100 |
| Identify weaknesses to be addressed | Yes | 62 | 73.8 |
| | No | 22 | 26.2 |
| | Total | 84 | 100 |
| Device revision systems for pupils | Yes | 49 | 58.3 |
| | No | 35 | 41.7 |
| | Total | 84 | 100 |
| Identify strategies for improvement | Yes | 49 | 58.3 |
| | No | 35 | 41.7 |
| | Total | 84 | 100 |
| Procuring revision materials | Yes | 47 | 56.0 |
| | No | 37 | 44.0 |
| | Total | 84 | 84 |
| Procuring target exams | Yes | 42 | 50.0 |
| | No | 42 | 50.0 |
| | Total | 84 | 100 |

The study revealed that 76.2 percent of the teachers agreed that parents were involved in 50 percent of the teachers agreed that parents were involved in procuring target exams, 56.0 percent of the teachers agreed that parents were involved in procuring revision materials, this kind of involvement boost student motivation and improve self-esteem which lead to better performance in class

Further the study noted that 58.3 percent of the teachers agreed that parents were involved in identifying strategies for improvement giving talk to pupils, and device revision systems for pupils 63.1 percent of the teachers agreed that parents were involved in personally getting involved in recreation activities 60.7 percent of the teachers agreed that parents were involved in suggesting guest speakers to motivate, 65.5 percent of the teachers agreed that parents were involved in mentoring pupils in class. That noted that volunteering or communicating with teachers, had a direct relationship to learning and tends to support great school success

4.7.5 Correlation test

Table 4.30 displays the results of correlation test analysis between the dependent variable (KCPE Pupils Performance) and the independent variable (parental involvement in voluntary activities).

Table 4.30: Relationship between parental involvement in school Voluntary Activities and KCPE Pupils Performance

| Variable | | KCPE Pupils Performance | Parental Involvement In School Voluntary Activities |
|---|---------------------|-------------------------|---|
| KCPE Pupils Performance | Pearson Correlation | 1 | .641 |
| | Sig. (2-tailed) | | .000 |
| | N | 244 | 244 |
| Parental Involvement In School Voluntary Activities | Pearson Correlation | .641 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 244 | 244 |

The study found a strong correlation coefficient between parental involvement in school voluntary activities as shown by correlation factor of 0.641, this strong relationship was found to be statistically significant as the significant value was 0.000 which is less than 0.05, and this reveals that any positive change in parental involvement in school voluntary activities tactics/practices would enhance KCPE Pupils Performance in Isinya county

4.8 School performance in KCPE for the last six years

The study sought to find out the schools performance for the last six years. Table 4.31 presents the study findings.

Table 4.31: Schools performance in KCPE for the last six years

| Years | Average Mean score |
|--------------|---------------------------|
| 2010 | 5.62 |
| 2011 | 5.21 |
| 2012 | 5.84 |
| 2013 | 6.12 |
| 2014 | 6.02 |
| 2015 | 6.28 |

The study sought to determine the school performance in the last six years, from the research findings, the study noted that there have been significant improvement in school KCPE performance in the last six years. Reports given by head teachers showed that better performance has been achieved via high levels of collaboration between stakes holders including government teachers and pupils themselves.

4.8.1 Cross Tabulation Results

The study sought to establish the relationship between parental engagement and school performance on KCPE. Establishing parental involvement trend was crucial in determining its influence on pupil's performance in KCPE. Results are shown in table

Table 4.32: Cross tabulation results

| | | Performance in Mean scores | | | | | |
|---|-----------------------------|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Years | | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| KCPE Mean score | | 5.12 | 5.21 | 5.84 | 6.12 | 6.02 | 6.28 |
| Mean scores for parental involvement | Financial Support | 2.10 | 2.33 | 2.59 | 4.32 | 4.24 | 4.18 |
| | Academic Clinics | 1.09 | 1.99 | 2.36 | 5.43 | 5.53 | 5.64 |
| | School Improvement Strategy | 1.18 | 1.22 | 2.42 | 5.31 | 5.43 | 5.55 |
| | School Voluntary Activities | 1.98 | 1.73 | 2.64 | 4.67 | 5.79 | 5.83 |

4.8.1.1 Parental involvement in Financial Support

The mean average for parental involvement in financial support for the primary schools in Isinya Sub County in the year 2010 was recorded at 2.10 with overall mean score of 5.12 in KCPE. The highest level of parental involvement in financial support was recorded in year 2015 with mean average of 4.14 and an average mean of 6.28 in KCPE performance. Assessment on the involvement trend shows that increased levels of parental involvement from 2010 to 2015 yielded to a positive pupils' performance in KCPE.

4.8.1.2 Parental Involvement in Academic Clinics

The mean average for parental involvement in **academic clinics** for the school in Isinya Sub County in the year 2010 was recorded at 1.09 with overall mean performance of 5.12 in KCPE. The highest level of parental involvement in **academic clinics** was recorded in the year 2015 with average mean of 5.64 with an average mean score of 6.28 in KCPE performance. Assessment on the involvement trend in **academic clinics**

shows that increased levels of parental involvement in **academic clinics** from 2010 to 2015 led to a positive performance in KCPE.

4.8.1.3 Parental Involvement in **school improvement strategy**

The mean average for parental involvement in **school improvement strategy** for the school in Isinya Sub County in the year 2010 was recorded at 1.18 with overall mean performance of 5.12 in KCPE. The highest level of parental involvement **school improvement strategy** was recorded in the year 2015 with mean average of 5.55 and an average mean score of 6.28 in KCPE performance. Assessment on the involvement trend in **school improvement strategy** shows that increased levels of parental involvement in **school improvement strategy** from 2010 to 2015. Comparison between performance and parental involvement in **school improvement strategy** shows that **increased involvement in school improvement strategy** positively influenced pupils' performance in KCPE.

4.8.1.4 Parental Involvement in **Voluntary Activities**

The mean average for parental involvement in **school voluntary activities** for the school in Isinya Sub County in the year 2010 was recorded at 1.98 with overall mean performance of 5.12 in KCPE. The top in the category is recorded in year 2015 with mean average of 5.83 in parental involvement in **school voluntary activities** and an average mean score of 6.28 in KCPE performance. Assessment on the involvement trend in **school voluntary activities** shows that increased levels of parental involvement in **school voluntary activities** from 2010 to 2015. Comparison between performance and parental involvement in **school voluntary activities** shows that **increased involvement in school voluntary activities** positively influenced pupils' performance in KCPE.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary, conclusions and recommendations for practice and further research on the problem.

5.2 Summary of the study

The purpose of this study was to establish the influence of parental involvement in administrative matters on KCPE performance in public primary schools in Isinya Sub County, Kajiado County. The study was guided by the following specific objectives; to assess whether financial support influence pupils KCPE performance; to analyse whether parental involvement in academic clinics influence pupils KCPE performance; to examine whether parental are involvement in school improvement strategy influence pupils KCPE performance and to establish whether parental involvement in school voluntary activities influence pupils KCPE performance in public primary schools. The research design adopted in this study was a descriptive survey design. The study included all head teachers of the 30 primary schools in Isinya Sub County, 300 teachers teaching in the primary schools and 700 parents who have children in the primary schools. The sample consisted of 30 head teachers, 100 teachers and 150 parents. This was in agreement with Mugenda and Mugenda (2003) recommendation of 10-30 percent sample size. All the 30 schools were considered in this study but the teachers

and pupils were sampled randomly. Head teachers from the same schools were picked purposively. The research instrument for the study included two questionnaires and an interview guide. Data was analyzed using both qualitative and quantitative techniques.

5.2.1 Influence of financial support on pupils KCPE performance.

The first objective of the study sought to establish the influence of financial support on pupils KCPE performance in public primary schools. The findings show that financial support helped in providing more educational resource materials such as text books, classrooms, and libraries and more teachers, lack of finances led to lack of supporting facilities/materials in some schools and contributed to low score low in KCPE tests in school and consistently fail to achieve the minimum scores and that all parents have desired to do something better for their children according to their available resources. Examples of areas where parents were involved included; in construction of school buildings, financial support for procurement of learning resources, candidate's reward , and provision of furniture. This kind of involvement aimed at promoting pupil success in schooling, and a commitment to consistent communication with educators about pupil progress.

Further the research noted that parents were engaged in sourcing of teacher's incentives benchmarking trips financing school trips and in academic improvement contributions teachers also reported that engagement of parents in financial aspects yielded to strong support from the community which lead to better performance of the school in KCPE. The findings are in line with the research by Khan and Malik, (1999) every pupil

should receive sufficient resources to have the same chance to succeed, rather than that every child gets the same level of funding.

The study also revealed that lack of funding is a problem in public education, education expenditures were related with pupil performance, policymakers should implement systemic Education reforms that improve resource allocation and encourage effective school leadership, such as expanding school choice options for families and attracting and retaining effective schoolteacher, state policymakers should implement education reforms designed to improve resource allocation and boost pupil performance.

5.2.2 Influence of parental involvement in academic clinics on pupils KCPE performance

The second objective sought to establish whether parental involvement in academic clinics influence pupils KCPE performance in public primary schools. The findings show a strong correlation coefficient between strategy parental involvement in academic clinics (correlation factor of 0.724, p value 0.000), Most parents were involved in was provision of uniform, discipline and supporting school program. the parents' have a role in decision making including attendance of school functions, consultation with teachers and ensuring the school resources were properly utilized. Parents were involved in making decisions related to curriculum and instruction as well as quality and standards assurance the findings are in line with the research by Epstein (2012) that parental involvement in provision of teaching and learning resources was associated with positive achievements in educational outcomes.

The findings show that the importance of parental encouragement on academic performance. The study revealed that, Parents' educational aspiration for their children proved to be strongly related to pupils' academic growth, parental educational level has a significant impact on child's learning, parents of high achieving children seem to make more interests in the child's schooling than parents of low achieving children, pupils with intrinsic motivation in academic would have higher self-perceptions of competence in academics and that pupils who are extrinsically motivated would have lower perceived academic competence. The findings are in line with the research by Kaggwa (2013) Parents are a major component to any educational progress and thus Parents should also offer career guidance especially the choice of subject combinations and directing pupils in their home works

5.2.3 Influence of parental involvement in school improvement strategy on pupils KCPE performance

In line with objective there, the study noted that parental involvement in school improvement strategy provide equal representation for parents on school governing bodies for better pupil performance, provide printed information for parents on homework policies and on monitoring and supporting pupil work at home. The findings are in line with the research by Rachuonyo (2015), that parent's participation in school academic clinics have a positive influence on curriculum implementation hence their children academic achievements

Further the study further revealed parental involvement in school improvement strategy haled to make regular homework assignments that required pupils to discuss with their

families what they are learning in class. Provided a directory of community resources and activities that link to pupils learning skills and talents. The findings are in line with the research by Karanja (2010) Parents who visited and participated in school activities, their children tended to improve on academic performance unlike those whose parents hardly visited or participated in school activities

5.2.4 Influence of parental involvement in school voluntary activities on pupils

KCPE performance

The fourth objective sought to determine the influence of parental involvement in school voluntary activities on pupils KCPE performance. The findings show that parental participation in voluntary activities can have a significant impact on pupil achievement.

Correlation results also show a strong correlation coefficient between parental involvement in school voluntary activities (person correlation factor of 0.641, p value 0.000)the study also note that Parent volunteers offer a huge resource and support base for the school community while showing their children the importance of participating in the larger community, voluntary parent participation play significant roles in the health of the school and the community, home learning activities are perhaps the wisest investment of school and effort to produce long-lasting academic gains. Parental participation in voluntary activities can boost attendance and increase achievement in classroom teaching which is needed to dramatically improve pupil's performance. The findings are in line with the research by Epstein (2012) that Volunteering ranges

from offering opportunities for parents to visit their child's school to find out ways to recruit and train them to work in the school or classroom.

The study further revealed that parental participation in voluntary activities helped in maintaining high expectations for the children benefit pupils. Structuring the partnership between schools and parents is one of the best things school boards can do. Parental involvement in school voluntary activities helped to identify barriers to achievement within schools, parental participation in voluntary activities helped to create a common understanding of how parents could best support their child's education and how teachers could communicate with parents, the findings are in line with the research by Warren (2005). Schools should implement involvement strategies that make tap the knowledge, skills and other resources of parents and community members.

5.3 Conclusions

The study concludes that financial support from parents especially in support for procurement of learning resources, candidates rewards, provision of furniture teachers incentives benchmarking trips, financing school trips and academic improvement contributions all increases the morale in learning process and ultimately the pupils KCPE performance in public primary schools. The study concludes that parents were deeply in supervising learner's homework a for better performance, most parents were involved in was provision of uniform, discipline and supporting school program, parents' have a role in decision making including attendance of school functions, consultation with teachers and ensuring the school resources were properly utilized. The

study concludes that, parental involvement provided equal representation for parents on school governing bodies for better pupil performance; provide printed information for parents on homework policies and on monitoring and supporting pupil work at home. The study concludes that parental participation in voluntary activities can boost attendance and increase achievement in classroom teaching which is needed to dramatically improve pupil's performance

5.4 Recommendations

- i. Parents should continue supporting schools financially whereas possible as this was found to be instrumental in raising both teachers and pupil morale for better performance. The government should also consider increasing funding as this is since in some cases where social economic factors were low, the same affected pupils performance negatively.
- ii. There is need to formulate strategies that encourage parental engagement in academic improvement strategy. This is based on the revelation that lack of proper engagement procedures impeded participatory levels of parents in academic improvement strategy and therefore negatively affecting pupils performance.
- iii. There is need to improve on Parent's attendance to academic clinics. this will help to unfold some of the challenges that inhibit pupils from performing. Through this way, strategies can formulated towards mitigating these challenges

- iv. The study recommends that parents should find some way to support their children's education by volunteering. This can include being a room parent, helping with administrative work or fundraising

5.5 suggestion for further research

The researcher therefore proposes the following suggestions for further study;

- i) Similar study should be replicated to other parts of the country.
- ii) Further study should be carried out to examine the impact of parents in teacher motivation due to working conditions on learners' performance.
- iii) A study to investigate the administrative ability of head teachers in public and private primary schools due to effective parental involvement.

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APPENDICES

Appendix i: Introductory letter

Jeremiah Maloi

Department of Educational Administration

University of Nairobi

P.O. Box 30197 - 00100

Nairobi

1st June, 2016

The Head teacher,

Dear Sir\Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am student at the University of Nairobi pursuing a Master Degree of Education in Educational Administration and Planning. I hereby request for your permission to collect information for my master's project investigating the **“Influence of parental involvement in administrative matters on pupil's performance in public primary schools in Isinya Sub County, Kajiado County”**.

The information you will provide will be of utmost importance as it will be utilized by other scholars in the field of research.

Your assistance will be highly appreciated.

Thank you.

Yours faithfully,

Jeremiah Maloi

Appendix ii: Parents Questionnaire

You are kindly required to respond to the items in the questionnaire with the highest degree of honesty. Do not write your name anywhere in the questionnaire.

1. Gender: Female Male

2. Age: a) Below 25 years b) 25-29 years c) 30-34years d) 35-39 years e) 40 years and above

3. What is your highest professional qualification? PhD () Masters () Bachelor () Diploma () Certificate ()

INFLUENCE OF PARENTAL FINANCIAL SUPPORT ON PUPILS KCPE PERFORMANCE

Please indicate whether you have ever been involved in the following financial support activities

| Financial support | Yes | No |
|--|-----|----|
| a. Financial support for procurement of learning resources | | |
| b. Academic improvement contributions | | |
| c. Teachers incentives | | |
| d. Candidates rewards | | |
| e. Financing school trips | | |
| f. Benchmarking trips | | |
| g. Construction of school buildings | | |
| h. Provision of furniture | | |

4. How often are you called to make contributions for enhancing academic performance?

Once a month

Once a term

Once a year

5. Do these contributions have any impact on the overall school performance

Yes [] No []

5b If yes kindly elaborate

.....
.....

**INFLUENCE OF PARENTAL INVOLVEMENT ON ACADEMIC CLINICS
INFLUENCE PUPILS KCPE PERFORMANCE**

6. Do you have academic clinics day in you school?

Yes [] No []

7. How often do you attend you clinic days?

Once a month [] Once a term [] Once a year []

8. How often do you communicate with your children teachers?

Weekly [] Once a month [] When need arise [] Never []

9. Do the teachers call you at school to discuss academic performance of your children?

Yes [] No []

10. What is the focus of your discussion?

Academic performance []

Required learning resources []

Academic improvement strategy []

11. How has the involvement in the academics clinics impacted on your Childs academic performance? Kindly elaborate

.....

.....

**INFLUENCE OF PARENTAL ARE INVOLVEMENT ON SCHOOL
IMPROVEMENT STRATEGY INFLUENCE PUPILS KCPE PERFORMANCE**

1. Kindly indicate the development strategies you have ever been involved in your school

Developing the school strategic plan

Strengthening the teachers pupils relation

Improving academic performance

None of the above

2. To what extent were you involved in the development stages of the above strategies in your school?

Great extent Less extent

3. Does the school administration seek your opinions before making major decisions in the school?

Yes No

4. How often does the school administration invite you to discuss matters school improvement in terms of performance and infrastructures?

Once a month Once a term annually

5. Please indicate whether you have ever been involved in the following activities

| Activities | Yes | No |
|---|--------------------------|--------------------------|
| Meeting with board of management for target setting | <input type="checkbox"/> | <input type="checkbox"/> |
| Meeting with teachers to sensitize the desire for a higher mean score | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--|--|
| Mobilizing financial resources for teachers incentives | | |
| Involving successful alumnae of the school to inspire candidates | | |
| Involving successful professionals | | |
| Improving pupil's book ratio | | |
| Plan for regular pupils exam | | |

6. How does your involvement in the school improvement strategies affect pupil's academic performance?

.....

INFLUENCE OF PARENTAL INVOLVEMENT ON SCHOOL VOLUNTARY ACTIVITIES AND PUPILS PERFORMANCE

1. Please indicate the voluntary activities that you are engaged as a parent

PTA meetings

Mentoring sessions

Others.....

2. Kindly indicate the voluntary activities you have been involved in at the school

Classroom visits

Voluntary counselling

Motivational talks

Technical subject assistance

Discussing academic improvement strategies

3. Please indicate whether you have ever volunteered in the following activities

| Voluntary activities | Yes | No |
|---|------------|-----------|
| a) Giving talk to pupils | | |
| b) Mentoring pupils in class | | |
| c) Suggesting guest speakers to motivate | | |
| d) Personally getting involved in recreation activities | | |
| e) Identify weaknesses to be addressed | | |
| f) Device revision systems for pupils | | |
| g) Identify strategies for improvement | | |
| h) Procuring revision materials | | |
| i) Procuring target exams | | |

4. In your own opinion, how do the mentioned voluntary activities affect pupil's performance?

.....
.....

Thank you

Appendix iii: Teacher's questionnaire

You are kindly required to respond to the items in the questionnaire with the highest degree of honesty. Do not write your name anywhere in the questionnaire.

Section A: Background information

1. Gender: Female Male
2. Age: a) Below 25 years b) 25-29 years c) 30-34years d) 35-39 years e) 40 years and above
3. Designation; a) Deputy head-teacher b) Senior teacher c) Class teacher
4. What is your highest professional qualification? PhD () Masters () Bachelor () Diploma ()
5. What is your teaching experience to date? a) Less than 5 years b) 5-9 years c) 10-14years d) 15-19 years e) 20 years and above

SECTION B: INFLUENCE OF PARENTAL FINANCIAL SUPPORT ON PUPILS KCPE PERFORMANCE

6. Please indicate the extent to which parents are involved in the following financial support activities for your school.

| Financial Support | Yes | No |
|--|-----|----|
| a. Financial support for procurement of learning resources | | |
| b. Academic improvement contributions | | |
| c. Teachers incentives | | |
| d. Candidates rewards | | |
| e. Financing school trips | | |
| f. Benchmarking trips | | |
| g. Construction of school buildings | | |
| h. Provision of furniture | | |

7. How often do you call parents make contributions for enhancing academic performance?

Once a month [] Once a term [] Once a year []

8. Do these contributions have any impact on the overall school performance

Yes [] No []

9 If yes kindly elaborate

.....
.....

PARENTAL INVOLVEMENT IN ACADEMIC CLINICS AND PUPIL'S PERFORMANCE

10. Do you have academic clinics day in you school?

Yes [] Not at all []

11. How often do parents attend you clinic days?

Monthly [] Once per term [] Annually []

12. How often do parents communicate with you over their children performance?

Weekly [] Once a month [] When need arise [] Never []

13. Do you call parents at school to discuss academic performance of their children individually?

Yes [] Not []

14. How has the involvement in the pupils teachers meeting impacted on pupil's academic performance? Kindly elaborate

.....
.....

**PARENTAL INVOLVEMENT IN SCHOOL IMPROVEMENT STRATEGIES
AND PUPIL'S PERFORMANCE**

15. To what extent are parents involved in the development matters in your school?

Great extent [] Less extent [] Not at all []

16. Does the school administration seek parent's opinions before making major decisions in the school?

Yes [] No []

17. How often does the school administration invite parents to discuss matters pertaining pupils performance?

Once a month [] Once a term [] Once a year []

Are parents involved in the following activities meant to enhance performance in your school?

| Activities | Yes | No |
|--|------------|-----------|
| a. Meeting with board of management for target setting | | |
| b. Meeting with teachers to sensitize the desire for a higher mean score | | |
| c. Mobilizing financial resources for teachers incentives | | |
| d. Involving successful alumnae of the school to inspire candidates | | |
| e. Involving successful professionals | | |
| f. Improving pupil's book ratio | | |
| g. Plan for regular pupils exam | | |

18. How does parental involvement in the school improvement strategy affect pupil's academic performance?

.....
.....

**PARENTAL INVOLVEMENT IN SCHOOL VOLUNTARY ACTIVITIES AND
PUPILS PERFORMANCE**

1. Please indicate the voluntary activities that parent engage in in your school.

PTA meetings

Mentoring sessions

Others.....

2. Kindly indicate the voluntary activities that parents have been involved in at the school

Classroom visits

Voluntary counselling

Motivational talks

Technical subject assistance

Discussing academic improvement strategies

3. Please indicate whether parents volunteers in the following activities

| Voluntary activities | Yes | No |
|---|------------|-----------|
| a) Giving talk to pupils | | |
| b) Mentoring pupils in class | | |
| c) Suggesting guest speakers to motivate | | |
| d) Personally getting involved in recreation activities | | |
| e) Identify weaknesses to be addressed | | |
| f) Device revision systems for pupils | | |
| g) Identify strategies for improvement | | |
| h) Procuring revision materials | | |
| Procuring target exams | | |

4. In your own opinion, how do the mentioned voluntary activities affect pupil's performance?

.....
.....

Thank you

Appendix iv: Interview Guide for the Head teachers

You are kindly required to respond to the items in the questionnaire with the highest degree of honesty. Do not write your name anywhere in the questionnaire. Issues outside the questionnaire can be discussed with the researcher at personal level.

Section A: Background information

Kindly indicate, your school performance in KCPE for the last six years

| Years | Mean score |
|--------------|-------------------|
| 2010 | |
| 2011 | |
| 2012 | |
| 2013 | |
| 2014 | |
| 2015 | |

1. Kindly indicate the underlying reasons for the poor/commendable academic performance?

.....

Section B

2. How does parental financial support influence pupil’s performance in public primary schools?

.....

.....

.....

3. How does parents attendance to academic clinics influence pupils performance in public primary schools?

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

4. How does parental involvement in school improvement strategy influence pupil's performance in public primary schools?

.....
.....

5. How does parental involvement in school voluntary activities influence pupils performance in public primary schools?

.....

5. Kindly make suggestions on how best parents can be involved in the administrative matters to improve KCPE performance

.....

Thank you

Appendix V: Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No.

Date:

NACOSTI/P/16/51958/12324

5th July, 2016

Jeremiah Malit Maloi
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 administrative matters on pupils performance in public primary schools in Isinya Sub County, Kajiado County,”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for the period ending **4th July, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kajiado 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.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kajiado County.


The County Director of Education
Kajiado County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

letter

Appendix VI: Research permit

Permit No : **NACOSTI/P/16/51958/12324**
THIS IS TO CERTIFY THAT:
MR. JEREMIAH MALIT MALOI
of UNIVERSITY OF NAIROBI, 30197-100
nairobi, has been permitted to conduct
research in Kajiado County
on the topic: INFLUENCE OF PARENTAL
INVOLVEMENT IN ADMINISTRATIVE
MATTERS ON PUPILS PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS IN ISINYA
SUB COUNTY, KAJIADO COUNTY
for the period ending:
4th July, 2017.
Fee Received :Ksh 1000



Applicant's Signature
Director General
National Commission for Science, Technology & Innovation

Appendix VII: Map of the Study Location

