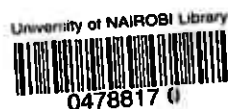


**RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT IN  
CHILDREN'S EDUCATION AND THEIR ACADEMIC PERFORMANCE  
IN PUBLIC PRIMARY SCHOOLS IN DAGORETTI DISTRICT, KENYA**

**By**

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**A Research Project Presented in Partial Fulfillment of the Requirements for  
Award of the Degree of Master of Education in Curriculum Studies**

**University of Nairobi**



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## DECLARATION

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



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**Nzyima Mwelu Paschalia**

This research project has been submitted for examination with our approval as University Supervisors.



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## **DEDICATION**

**I dedicate this work to my children Veronica, Teresa, Gabriel and Patrick.**

## **ACKNOWLEDGEMENTS**

I wish to express my heartfelt gratitude to all the University lecturers who participated in the course of my study. Special thanks go to my project supervisor Dr. Grace Nyagah and Mrs. Lucy Njagi for their consistent guidance, understanding and encouragement. I would also wish to thank the headteachers, teachers and pupils who participated in providing information for the study. To you all who made this work a success, I say thank you very much.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BOG</b>	Boards of Governors
<b>DEO</b>	District Education Officer
<b>DTRC</b>	District Teachers' Resource Centre
<b>GoK</b>	Government of Kenya
<b>IQ</b>	Intelligent Quotient
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>MoEST</b>	Ministry of Education Science and Technology
<b>NCES</b>	National Center for Educational Statistics
<b>PTA</b>	Parents Teachers Association
<b>SDP</b>	School Development Programme
<b>SPSS</b>	Statistical Package for Social Sciences
<b>SES</b>	Socio-economic Status

## **ABSTRACT**

The purpose of this study was to assess the parental involvement and its influence on academic performance of public primary school pupils in Dagoretti district. Four research questions guided that study. The study was based on descriptive survey method. The sample size consisted of 23 head teachers, 136 teachers and 370 pupils. The study used questionnaires for data collection. Three sets of questionnaires; one for head teachers, teachers and pupils. Findings revealed that that inputs of parents considered as parental involvement in the academic performance of their children. Showed that head teachers and teachers indicated that parental were involved in the education of their children in some aspects. A majority of the teachers, said the parents were interested with the education of their children. However there were cases where students absented themselves from school and parents did not come to school to explain. Parents did not sign their children report forms, while there were students who did not have the required study materials.

It was also revealed that that parents were not keen to following up their children's' education, it was also shown that majority also were of the opinion that parents in this school blame teachers for their children's failure. Head teachers also reported that parents in this school never participate in school affairs. Findings revealed that parental involvement affected students performance in the school. Teachers also reported that parental involvement in their children's

education affected the performance of their children. Findings revealed that students perceived their parents as involved in their education which influenced their academic performance. However the parents did not provide conducive learning environment at home for their children which affected their academic performance.

Based on the findings, the study concluded that parents parental inputs such as coming to school to discuss the education progress of their children, interests in the education of their children we some of the inputs considered as parental involvement. Parents were not involved in other aspects such as marking students report forms. The study also concluded that parental background influenced their involvement in the education of their children. For instance, parental level of education was a determinant of their involvement in their children's education. The parental level of education influenced their involvement in their children's education. Parents who were involved in their children's education encouraged their children to work hard, supported and supervised their children's education.

Based on the findings, it was recommended that parents should be encouraged to participate fully in their children's education as it was a determinant in the performance of their children at school. It was also recommended that the school administration should educate the parents on the need of being fully involved in their children education so that they could speak in one voice with the school administration. The study also recommended that schools should involve parents

in decision making process on the school matters so that both the parents and the school administration can take up responsibility over the children.

Based on the findings of this study it was suggested that a study on the effect of parental level of education and its influence of students' performance should be conducted. It was also suggested that a study on the relationship between parental level of education and the students' performance at KCPE exams be done, and finally a study to establish the effect of family background and students' academic performance should be conducted.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Parental involvement may refer to the interest a parent shows in their children's schooling by encouraging them to do well in school, helping them with the school work, appreciating when a child does well in school, talking with the teachers about the child's progress among others. Involvement may vary from one family to another and can take different forms from communicating with teachers about children's progress and helping children with homework, to participating in the school policy making (Epstein, 2002). By getting involved, parents can reduce children's risk of failure and dropping out of school. Parental involvement improves students' morale, attitudes and academic achievement across all subject areas (Baker & Soden 1997 in Okech, 2010).

Hohn (2005) affirms that children's learning could be enhanced or deterred by a number of parental factors. These parental factors here would comprise home situation for example, where there is excessive noise or not, lack or presence of play materials or an unpredictable daily routine, parental interaction with children, aloofness, low expectancy of success, authoritarian or permissive parents. It could also include family structure such as the absent father, later born siblings, low

social-economic status and uneducated or highly educated parents. These factors may result to stress that will impede academic performance of the children.

Phillips (2000) asserts that children who come to school knowing what their parents want and expect of them and who are motivated to learn, are more teachable and are likely to perform better than those from families whose parents are not supportive of their education. The above literature has established that academic performance of children is in one way or another determined by how parents play their roles in the academic life of their children. For example, in a study by Okwaro (2009) home based factors were found to have an influence of children academic performance. Mutiso (2009) studied factors contributing to public secondary schools' performance in Kenya Certificate of Secondary Education (KCSE) examinations in Kibwezi division, Kibwezi district, Kenya. Findings of his study revealed that performance was affected by different aspects such as inadequate teaching leaning resources, school administration, students attitude, teaching load and lack of supervision These studies did not establish how performance was affected by parental involvement hence the need for this study.

Parents ought to play a part in the education of their children. Parents are the most important players in the education sector since they provide schools with children. Parents should therefore be involved in what goes on in the schools. They do this in various ways such as provision of school needs for children, creating conducive environment at home for children do their homework, visiting schools when ever called upon. Failure by the parents to do can have an impact on how their children

perform in schools. Despite the importance given to the parents in the education of children, Dagoretti district has been performing dismally over the last four years as indicated in Table 1.1.

**Table 1.1 Nairobi province KCPE analysis by district 2007 - 2010**

<b>District</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Westlands	271.74	265.68	262.50	198.89
Langata	269.36	263.58	259.03	201.54
Makadara	261.44	251.48	244.88	202.32
Embakasi	254.12	249.37	244.96	221.34
Kamukunji	250.54	242.97	235.60	198.21
Starehe	241.81	238.68	231.31	202.12
Kasarani	235.55	227.72	230.10	201.12
Dagoretti	226.88	224.55	213.53	197.21

**Source: City Council of Nairobi, Education Department (2010)**

Data in Table 1.1 shows that Dagoretti district has continuously been performing poorly over the last four years. It has had the lowest mean scores over the four years. Several studies (Oketch, (2010), Saru (2008), Kimani (2005) have established that social cultural factors, socio-economic factors, parental level of education are some of the factors that affect students academic performance pupils performance has been influenced by different other factors none of the above studies has focused on the parental involvement.

## **1.2 Statement of the problem**

Research has indicated that parental factors have an influence in the academic performance of children. Different parental factors and the premiums parents place on education undoubtedly influence the child's intellectual development and achievement. Wandabwa (1996) contends that most parents, after sending their children to school, leave every student-related activity to the teachers. They then expect the children to perform well academically. After release of any national examination, there is always somebody to blame in case of failure. Parents blame teachers when their children do not perform well at schools, while teachers blame parents for not cooperating with teachers in the education of their children (Wandabwa, 1996). Teachers claim that parents have neglected their responsibility and have left teachers to take full charge of their children's education. Performance in Dagoretti district has not improved over years. This calls for the need of this study on the relationship of parental involvement in children's education and their academic performance in public primary schools in Dagoretti district.

## **1.3 Purpose of the study**

The purpose of this study was to assess the parental involvement and its influence on academic performance of public school pupils in Dagoretti district.

## **1.4 Objectives of the study**

The study was guided by the following research objectives:

1. To determine the various forms of parental involvement that influence the academic performance of their children.
2. To determine how parental provision of learning needs of children influence the children's academic performance.
3. To determine whether parental background influence their involvement in their children's education.
4. To assess whether parental involvement in school activities influence academic performance of their children.

### **1.5 Research questions**

The study was guided by the following research questions:

1. What are the various forms of parental involvement that influence academic performance of their children?
2. In what ways does parental provision of learning needs of children influence their children academic performance?
3. To what extent does parental background influence their involvement in their children's education?
4. In what ways does parental involvement in school activities influence academic performance of their children?

### **1.6 Significance of the study**

The findings of this study may be used by the Ministry of Education in formulating capacity building programs to empower parent's involvement in

the education of their children. The results of the proposed study may also influence scholarly research, theory and practice, leading to an educational intervention on the effect of parental involvement in the education of their children and how that affects their children's academic performance.

### **1.7 Limitations of the study**

One of the limitations of this study is that the investigator was not able to control attitudes of respondents which are likely to affect research findings. Mulusa (1990) noted that at times, respondents might give socially accepted answers to avoid offending the researcher. To mitigate this limitation the researcher will request the respondents to be honest in their responses. Another limitation will be that the investigator will not be able to investigate in isolation other factors that may influence pupils academic performance at the KCPE level. However, the researcher tried to design instruments that would collect information that would be deemed valid.

### **1.8 Delimitations of the study**

The study was conducted in one administration district in Nairobi province namely Dagoretti. The district is both rural and urban. The findings of the study may therefore be generalizable to other areas with caution. There was no attempt to investigate the influence of intervening variables towards pupil's academic performance in KCPE examinations, such as the levels of anxiety, motivation, fatigue and self-discipline among pupils. This is because the researcher was not

concerned with such variables. There will also be no attempt to solicit the opinions of other educational stakeholders like members of parents' school committee members with regard to their perception on influence of parental involvement and academic performance of the pupils due to logistics of getting them. The proposed study will not investigate other factors that may influence students' performance like the school environment, individual student's characteristics, the nature of curriculum and the implementation process among others.

### **1.9 Assumptions of the study**

This study was based on the following assumptions:

- i. That the respondents would give honest and reliable responses to the researcher.
- ii. That the parents are involved in their children education.
- iii. That the students who were covered in this study were a reasonable representation of the students in the whole of Dagoretti district.

### **1.10 Definition of significant terms**

The following are the significant terms in the study

**Academic performance** refers to the grade that pupils achieve after an examination

**Conducive environment** refers to suitability of the home environment that enables pupils to learn even at home

**Involvement in school activities** refers to parents coming to schools during school functions such as parents' day, academic days, prize giving days.

**Parental involvement** refers to how parents follow and take part in their children's education both at school and at home.

**Parental provision of learning needs** refers to parents being able to provide the learning needs of the pupils.

**Pupil performance** refers to the grades that pupils achieved in KCPE examination as indicated by his/her performance mean score. In this study performance, outcome and achievement are used synonymously.

**Provision of study environment** refers to parents having time to pupils to study, having the necessary facilities such as room for study at home.

**School function** refers to such activities like school meetings, sports and disciplinary meetings and prize giving ceremonies.

### **1.11 Organisation of the study**

This study will be organised into five chapters. Chapter one presents the background of the study, statement of the problem, purpose of the study, research questions of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and the organisation of the study. Chapter two deals with the literature review which is organised into sub-themes which includes historical perspective



of parental involvement, parental involvement and pupil performance, importance of parental involvement, parental involvement and parental background, parental provision of learning environment at home, levels of parental involvement, types and forms of parental involvement, theoretical and conceptual framework of the study. Chapter three will present the research methodology. This describes the research design, the target population, sampling techniques and sample size, research instruments, instruments' validity, data collection procedure and data analysis techniques. Chapter four presents data obtained from the field, it's analysis and interpretations and Chapter five contains the summary of findings, conclusions, recommendations and suggestions for further research.

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## **CHAPTER THREE**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with, historical perspective of parental involvement, parental involvement in children's education, importance of parental involvement, parental involvement and parental background, parental involvement in the home, the level of parental involvement, type and forms of parental involvement, empirical review and the conceptual framework for the study.

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#### **2.2 Parental involvement in children education**

Chen (2002) investigated how the parental involvement influences children's mathematics learning. Family involvement include having books at home, having facilities such as computers, parental level of education, educational expectations of the parents, attitudes towards learning and parental involvement in the education of the children. These factors will impact on the children and in making the children have high educational expectations, having positive attitude towards education, self confidence and aiming at high academic achievement (Chen, 2002).

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### **2.3 Importance of parental involvement on children academic performance**

Cai, Jinfa, Moyer & Wang (1999) states how important it is for parents to be actively involved in their child's education. Some of the findings of major research into parental involvement indicate that when parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children proceed with schooling and the schools they go to are better. The family makes critical contributions to student achievement from preschool through high school. A home environment that encourages learning is more important to student achievement (Cai, Jinfa, Moyer & Wang 1999 in Ssegawa, 1999).

According to Baker and Soden, (2001), three kinds of parental involvement at home are consistently associated with higher academic achievement. This is by actively organizing and monitoring a child's time for learning, helping with homework and discussing school matters with the child. The earlier that parent involvement begins in a child's educational process, the more powerful the effects on the child's learning. Positive results of parental involvement include improved student achievement, reduced absenteeism, improved behavior, and restored confidence among parents in their children's schooling.

## **2.4 Parental creation of learning environment at home**

A substantial body of evidence confirms the power of the home environment where parents spend a significant portion of their working hours in affecting children's educational outcomes. In fact, family practices in the home that stimulate and support learning have a more significant impact on student achievement than such other factors as family structure (e.g. single parent families) or socio-economic status (Henderson & Berla, 2004). An education-friendly home learning environment affects not only children's achievement levels but their interest in learning and future educational plans as well (Kellaghan et. al., 2003).

Researchers point to a number of supportive home processes that range from strong family values and routines to active involvement by parents in schoolwork. The most frequently cited processes include stable family routines, parental support and encouragement about schoolwork, discussion of ideas and events, high parental aspirations and standards for children's achievement, quiet places to study, emphasis on family literacy, monitoring of after-school activities, communicating or modeling of positive behaviors and knowledge of school experiences (U.S. Department of Education, 2004).

There is ample evidence from the field confirming the value of each of the above family practices. Clark (2002) study of low-income, African-American families and their high school children found that parents of high achievers monitored their

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children's home-study behaviors more rigorously and had higher expectations for their children's education. High achievers also had greater access in the home to such supplemental learning aids as dictionaries (Clark, 2002). A study of 1,400 Southeast Asia refugee families revealed that family values and home environments that support learning facilitate academic success (Henderson & Berla, 2004 in ).

A study by (Lee & Croninger 2004) established that home learning environment facilitated children's outcome. The study showed that availability of reading materials in the home, parental follow up of children learning at home was directly associated with children's academic performance. A study in the U.S.A by the Department of Education (2006) also showed that children's success in reading comprehension was directly related to the availability of reading materials in the home. This study indicated that when parents set high educational but realistic goals, children responded positively and improved in their academic performance. That positive encouragement by parents in forms of praise, interest-expressed and rewarded effort enhanced good results. Monitoring students' homework also showed increased academic achievement even if parents did not the answers to the homework.

The U.S. Department of Education reports that academic achievement drops sharply for children who watch more than ten hours of television each week (U.S. Department of Education, 1987). In another study, Clark finds that high achievers

from all backgrounds spend roughly twenty hours per week engaged in constructive after-school learning activities (Clark, 2002). Several studies link frequent, open discussions between parents and their older children to academic success (Barton & Coley, 2002). While research has documented the positive effects of parental involvement for children's academic performance, less is known about how to elicit productive participation and which practices schools should use to maximize their investment in family and school connections (Williams 2006).

While the vast majority of studies of the home environment focus on parental involvement and educational outcomes for pre-school and elementary children, several researchers emphasize the importance of such family practices as monitoring of homework, television watching and extracurricular activities for middle and high-school level students. Some researchers stress that, at the secondary level, it is what parents do at home with respect to homework and television monitoring that appears to have the greatest impact on student performance (NCREL, 2005). Scholars also point to the value of parental guidance in ensuring that their secondary scholars pursue challenging courses and receive some form of career counseling (Hollified, 2005; U.S. Department of Education, 2004).

## **2.5 Forms of parental involvement**

One examination of the experiences of families found that children whose families had strong values about education and acted upon those values by helping their children learn at home or contacting their schools did better than children whose families had strong values but did not act upon them. (Henderson & Berla 2007).

comprehensive (covering a wider range of activities) and intense (over longer period or with greater frequency) parental involvement, the greater the impact on student outcomes. The researchers conclude that when parents are involved not just at home, but in school as well, their children achieve more.

The list of supportive family practices extends well beyond what families can do in the home. Becher concludes that the children of families who are in regular contact with schools regarding issues of progress, homework, school events, etc., become higher achievers (Becher, 2004). Armor and others, in a study of twenty low-income elementary schools, showed that the more comprehensive the schools' efforts to involve parents and the community in all aspects of the schools (where parental involvement ranged from requesting parents to become involved to providing special projects for parents to providing space for parents in the schools equipped with services useful to the community), the better sixth graders did in reading (Armor, 2007)

Eagle's study of high school students and beyond showed that twenty-seven percent of students whose parents were highly involved during high school attained bachelors' degrees. Only seventeen percent of students with moderately involved parents and eight percent of students with uninvolved parents achieved similar levels (Eagle, 2002). Gillum's study of three Michigan school districts, which implemented parent participation programs with varying levels of involvement, revealed that the district with the most comprehensive program of involvement achieved the greatest gains in reading test scores (Gillum, 1997). Irvine's study of a pre-kindergarten program revealed that the more parent involvement hours, the better children performed on cognitive development tests. (Irvine, 2002)

With respect to the duration of parental involvement, the research shows a precipitous decline in the parental involvement once children reach middle and high schools. A variety of reasons are posited for this decrease, including: the more complicated structure of schools at these levels, the fact that students work with many different teachers, the distance between schools and homes and parents' perceptions that their children need more autonomy (Hollifield, 2005). Although the studies of parental involvement are markedly fewer at this level, they do, nevertheless, reinforce the value of parental involvement at this stage in children's educational careers. Rumberger and colleagues show that high school dropout rates are higher for children whose families are less involved in their education (Rumberger et al. in Henderson & Berla, 2007). A nationwide study of



high schoolers and educators points to parental involvement as the critical factor determining students' aspirations and achievement (McDill, 1999).

Generally speaking, only a few studies show certain types of parental involvement activities to be more strongly associated with improving student outcomes than others (Waegenaar, 2007). The overall research in this field did not strongly endorse one strategy over another. The results of several studies lead Henderson and Berla to conclude that the more parent involvement programs resemble true partnerships where family involvement is not limited to certain activities but rather integral to all aspects of school life, including decision-making and so the more successful these programs are in raising student outcomes. Perhaps the best examples of the true partnership programs are Henry Levin's accelerated schools program and James Comer's School Development Program (SDP) which, in addition to a number of other school improvements, includes parents in social events, education classes, volunteer programs, and decision-making subcommittees and teams (Comer & Haynes, 1992). Studies of SDP programs, which now operate in over 375 school districts across the country, reveal student improvement in reading and Maths skills, behavior and self-concept. Like many other studies of parental involvement, however, studies of SDP programs do not control for the effects of other school improvements that may be occurring simultaneously with parental involvement strategies.

Parental involvement in children education takes various forms which includes reading to them especially when they are small, checking homework every night, discussing the children's progress with teachers, voting in school board elections, helping the school administration to set challenging academic standards, limiting TV viewing on school nights and becoming an advocate for better education in the community and state. The involvement can also be as simple as asking the children, "How was school today?" But ask every day. That will send the children the clear message that their schoolwork is important to them and the parents expect them to learn. Some parents and families are able to be involved in their child's education in many ways. Others may only have time for one or two activities. However, whatever the level of involvement, it needs to be done consistently and stuck with it because it will make an important difference in the child's life hence improving academic standards (Mokaya, 2001)

## **2.6 Review of Empirical studies**

In a study undertaken to determine the influence of parental involvement on the educational outcomes of primary school children in Kisii by Mokaya, (2001) revealed that parental involvement in children's education had a positive effect on the children's performance. The results indicate that the influence of parental involvement overall is significant for primary school children. Parental involvement as a whole affected all the academic variables under study by about.

Although the influence of parental involvement generally holds across academic variables, it appeared to produce statistically significant effects slightly more often for grades and other measures than for standardized tests. For the overall population of students, the academic advantage for those whose parents were highly involved in their education averaged in the general range of about 1/2 of a standard deviation for overall educational outcomes, grades and academic achievement when no sophisticated controls were used. What this means is that the academic achievement score distribution for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved (Oketch, 2010).

One of the most vital aspects of this study was its examination of specific components of parental involvement to see which aspects influenced student achievement. One of the patterns that emerged from the findings was that subtle aspects of parental involvement such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules and parental attendance and participation at school functions.

According to (Munguti, 2003) parent- school involvement in children's education is associated with positive educational outcomes. This association has prompted efforts to increase such involvement through formal programs. However, among

the few programs that have been rigorously evaluated, most do not appear to improve child outcomes.

Omondi (2004) in his study on causes of drop out in school in Ralieda found that lack of parental involvement in the children education led to students performing poorly in school which finally led to drop out. This study was conducted in secondary schools hence a need to conduct a study in primary schools. Wachira (2003) found that parents who did not come to schools when invited by the school administration had their children performing poorly than the parent who came for school clinic days. This study was conducted in a purely rural set up hence a need to conduct a study in a urban/rural set up.

Using data from a study of 1993 Los Angeles area 2nd and 5<sup>th</sup> grade children and their mothers, the authors attempted to confirm the relationship between parent involvement and child outcomes and understand what underlies it. The findings indicate that parent- school involvement contributes to positive child outcomes. However, such involvement appears to be a manifestation of parental enthusiasm and positive parenting style. Parent-involvement programs might be more effective if they focused on such underlying constructs (Goldring, and Shapira, 2003). Parent involvement in American schools has fluctuated over the past 2 centuries. After American parents relinquished responsibility for their children's education to profession teachers in the 19th century, parent involvement became increasingly suspect.

Reformers bent on immunizing schools from "promiscuous contact with local influences" included parents in this group (Clifford, 2005). Chen, Lee and Stevenson (1996) compared students' achievements and their parents' involvement in China and the USA and found that Chinese parents had higher expectations of their children's performance and spent more time helping their children with school homework than parents in the USA.

Mau (2007), investigated differences in parental influence on the academic achievement of Asian immigrants, Asian Americans and White Americans by using a large representative sample of 10th grade student data in the USA. The findings showed that both Asian immigrant and Asian American parents had higher educational expectations than did White American parents. White American students however, reported more parental involvement in school activities, such as helping with homework and attending school events, than did Asian immigrant and Asian American students.

A study conducted by Ssegawa (2003), among over 500 sixth grade students in Uganda suggested that a larger percentage of parents reported that they checked their children's homework more regularly which had a positive impact on their children academic performance. In contrast, a larger percentage of parents in Ghana (Obi, 2004) reported that they often provided their children with reference books and access to libraries which improved their academic performance. These

two studies were conducted in other countries hence a need to conduct a study in Kenya.

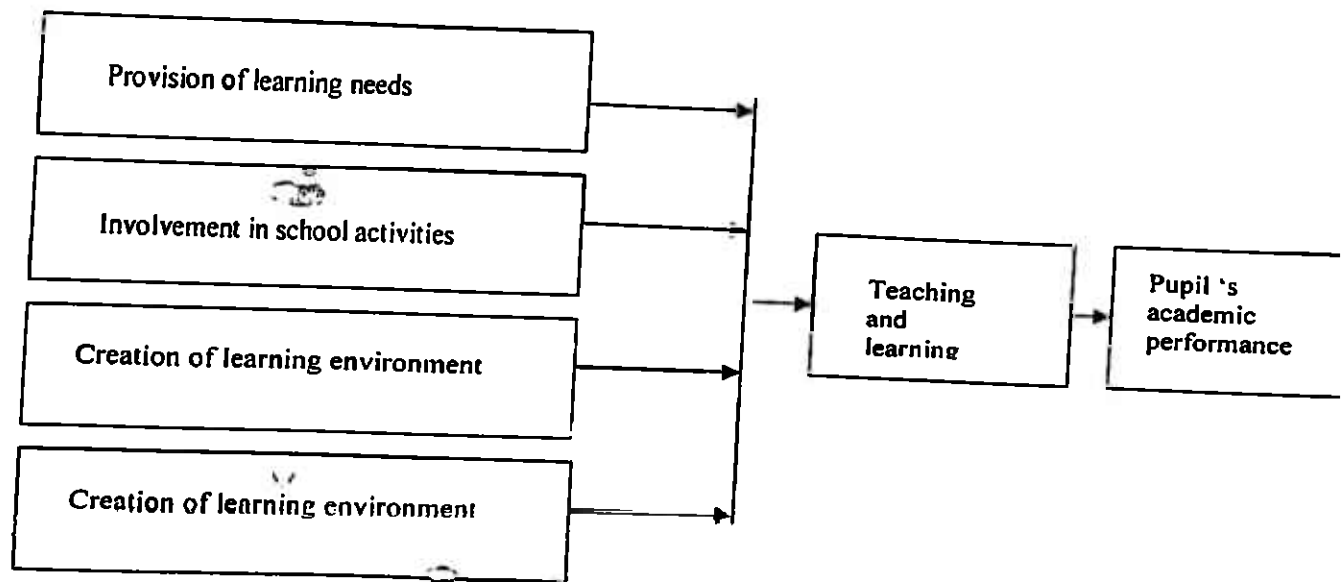
## **2.7 Theoretical framework**

The study was based on goal setting theory. Goal setting theory was proposed and examined by Edwin A. Locke in the mid 1960's. The theory purports that goal or purpose can cause action and intensify the urge to achieve. It provides a route to achievement by harnessing individuals or organizational faculties/ efforts and directing them to what is believed to be the most important activity hence improved performance. Goals-setting Theory is useful in this study since parents are involved in children's education in a number of ways for example, parents can set goals for their children and try to assist them in the way they can to achieve them. Parents set goals for their children when they get involved in the school, when they provide a conducive learning environment at home when they motivate their children towards better performance and time management. Children are also encouraged by their parents to draw performance target at individual, class, form and school level in line with the anticipated KCPE performance. Goal Setting Theory enables parents to enhance their children's performance.

## **2.10 Conceptual framework**

The conceptual framework for the study is presented in figure 2.1

**Figure 1: Relationship between Parental involvement and KCPE Performance**



The conceptual framework of the study shows the relationship between variables in the study. It is based on input process and out. The inputs are the independent variables. These are the form of parental involvement, parental provision of learning needs of the pupils, parental characteristics, parental involvement in school activities and creation of learning environment at home. When these variables interact they have a direct impact on children's learning at school (process). This interaction influences pupils' academic performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology that was used in the study. The section covers the research design, target population, sample and sampling techniques, research instrumentation, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques.

#### **3.2 Research design**

The study was based on descriptive survey method. According to Orodho (2005), “descriptive survey design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification.” The design was used by the researcher because the researcher sought people’s opinions, and attitudes. Using the design, the researcher gathered information, summarized, presented and interpreted for the purpose of clarification.

#### **3.3 The target population**

The target population refers to all members of a real or of set of subjects to which a researcher wishes to generalize results of the research (Borg and Gall, 1989). According to Nairobi City Council Education Department (2011), Dagorreti



district has total number of 24 schools. The target population of the study therefore consisted 473 teachers and 2880 class 8 pupils in the district.

### **3.4 Sampling techniques and sample size**

The study used the table by Krejcie and Morgan (1971) who suggests that out of a sample of 24, 23 should be taken. The sampled schools were therefore 23 schools. All the head teachers in the 23 schools were involved in the study. The same table suggests that out of a population of 210, 136 should be taken. This number was divided by the number of 23 schools hence, 5 teachers were selected from each school using simple random sampling using basket method. The table further suggests that a sample of 370 should be taken from a population of 2880. The number was divided by 23 giving 16 pupils from each school. The pupils were selected from each school using simple random sampling using basket method.

### **3.5 Research instruments**

The study used questionnaire as the research instruments. Gay (1976) maintains that questionnaire give respondents' freedom to express their views or opinions and also to make suggestions. The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. There was a questionnaire for the teachers and another for the pupils. These research instruments were developed by the researcher. The questionnaire for the

headteachers had two sections. Section one had 6 items on demographic information of the headteachers, while section two had 20 items focusing on the influence of parental involvement on pupils academic performance. The questionnaire for teachers had two sections. Section one comprised of 6 items on demographic information of teachers while the second section had 18 questions relating to the influence of parental involvement on pupils academic performance. Questionnaire for the pupils had 10 items focusing on the how parental involvement influence their academic performance.

### **3.6 Instruments' validity**

According to Mugenda (2003), validity is the degree to which a test measures what it purports to measure. A pilot study will be carried out in the one primary school that will not included in the final study. The instruments will be validated through application of content validity. Piloting will be conducted to enhance instruments validity. The research will also liaise with the supervisors who reviewed the instrument to enhance their validity. Items that were not clear were modified or removed all together

### **3.7 Instruments' reliability**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The instruments will be tested during the pilot study to certify their reliability. Test retest technique was used to determine the reliability of the instruments. The

computation of Pearson product moment correlation co-efficient (r) between scores of the two halves will be employed as shown by the formulae below:

$$r = \frac{N \sum X Y - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

Where

$\sum X$  = the number of scores in X distribution

$\sum Y$  = the number of scores in Y distribution

$\sum X^2$  = the sum of squared scores in X distribution

$\sum X Y$  = the sum of product of paired X and Y score

N = the number of paired X and Y scores

A reliability coefficient of above 0.7 will render the instruments as reliable (Mugenda and Mugenda 2003).

### 3.8 Data collection procedures

The research permit was obtained from the National Council of Science and Technology (NCST) and its copies dispatched to the District Education Officer (DEO) and the primary school Headteachers. The researcher then booked appointments with school headteachers on when to visit the schools to administer the questionnaires. On the day of appointment, the researcher visited the schools, created rapport with the headteachers and the teachers and then administered the instruments. The researcher then collected the instruments once filled in.

### **3.9 Data analysis techniques**

Once data is collected, the researchers edited and cleaned the data. This involved removing the questionnaires that were not be filled in correctly. The data yielded both quantitative and qualitative data. Quantitative data from the questionnaires was then be coded and then be entered into the Statistical Package for Social Sciences (SPSS) soft ware for analysis. Quantitative will be analysed using frequencies and percentages while the qualitative data from the open ended items was organized following the themes in the research questions.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter focuses on questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussions of findings. The presentations were done based on the research questions. Frequency distribution tables were used to present the findings while frequencies (f) and percentages (%) were used to discuss the findings.

#### 4.2 Questionnaire return rate

Completion rate is the proportion of the sample that participated by returning filed questionnaires as intended in the data collection procedures. In this study, out of the 20 head teachers sampled, all of them 18, (90%) returned the questionnaires. Out of 136 teachers, 115 (85.5%) returned the questionnaires and out of the 370 pupils students, 355 (95.9%) filled and returned the questionnaires. All the percentage return rates were above the recommended 85% return rates which were therefore deemed adequate for the study.

### **4.3 Demographic Information**

This section discusses the demographic information of the respondents. The section first presents the demographic data of the headteachers and then presents the demographic data of the teachers.

#### **4.3.1 Demographic information of head teachers**

The demographic information of the head teachers focused on their distribution of head teachers by age highest level of education, distribution by teaching experience, distribution of head teachers by years of experience as head teachers and lastly experience of the head teachers in the current schools. Data of the head teachers gender indicated that 12 (66.7%) were male while 6 (33.3%) were female. This shows that majority of the schools were headed by male head teachers. The head teachers were also asked to indicate their age the data is presented in table 4.1.

**Table 4.1 Distribution of head teachers by age**

<b>Age</b>	<b>F</b>	<b>%</b>
31 - 35 years	4	22.2
36 - 40 years	2	11.1
41 - 45 years	5	27.8
46 - 50 years	4	22.2
51 and above	3	16.7
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data on the age of the head teachers indicated that 4 (22.2%) were aged between 31 also be as a result of their teaching experience before being appointed to headship position. The head teachers were also asked to indicate the highest level of education. The findings are presented in table 4.2.

**Table 4.2 Distribution of head teachers by highest level of education**

<b>Level of education</b>	<b>F</b>	<b>%</b>
P1	13	72.2
B.Ed	5	27.8
<b>Total</b>	<b>18</b>	<b>100.0</b>

Findings on the level of education of the head teachers revealed that all the head teachers were qualified as primary school teachers with majority of them 13 (72.2%) being P1 certificate holders. They were also asked to indicate how long they had been teaching. The data is presented in table 4.3

**Table 4.3 Teaching experience of head teachers**

<b>Teaching experience</b>	<b>F</b>	<b>%</b>
11 - 15 years	3	16.7
16 - 20 years	8	44.4
Above 20 years	7	38.9
<b>Total</b>	<b>18</b>	<b>100.0</b>



Data on the teaching experience of the heads as presented in table 4.3 shows that majority of the head teachers had a teaching experience of above 16 years. This duration gives them adequate information on how parental involvement in their children education has influence their performance in schools. The teaching experience of above 11 years is adequate for the heads to have identified factors that surround parental involvement and how that affects students' academic performance.

The head teachers were also asked to indicate how long they had been secondary schools head teachers. The data is presented in table 4.4.

**Table 4.4 Distribution of head teachers by years of experience**

<b>Experience</b>	<b>F</b>	<b>%</b>
6 - 10 years	5	27.8
21 - 25 years	3	16.7
26 years and above	10	55.6
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data on the head teachers' years of experience revealed that the head teachers had experience as head teachers of above 6 years. This gives them a relative amount of experience as teachers in establishing how parental involvement in children

education influences their performance. They were also asked to indicate the duration of time that they had been head teachers in the current school. The data is tabulated in table 4.5.

**Table 4.5 Experience of the head teachers in the current schools**

<b>Experience</b>	<b>F</b>	<b>%</b>
1 - 5 years	3	16.7
6 - 10 years	7	38.9
11 - 15 years	6	33.3
16 - 20 years	2	11.1
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data revealed that majority of the head teachers had a relatively high experience in the current schools as indicated by 8 (44.4%) who had an experience of above 11 years. This gives them experience of the parental involvement in the education of children in the current school.

#### **4.3.2 Demographic information of teachers**

The demographic information of the teachers was based on gender, age, category of school and experience as teachers in the current school. To establish the gender

of the teachers, the teachers were asked to indicate their gender. Their responses are tabulated in table 4.6.

**Table 4.6 Distribution of teachers be gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	53	46.1
Female	62	53.9
<b>Total</b>	<b>115</b>	<b>100.0</b>

Data on the gender of the teachers as tabulated in table 4.7 showed that 62 (52.9%) were female teachers while 53 (46.1%) were females. This presents a relatively balanced sample of teachers in terms of gender. They were also asked to indicate their age. The data is presented in table 4.7.

**Table 4.7 Distribution of teachers by age**

<b>Age</b>	<b>F</b>	<b>%</b>
26 - 30 years	34	29.6
31- 35 years	35	30.4
36 - 40 years	21	18.3
41 - 45 years	12	10.4
51 and above	13	11.3
<b>Total</b>	<b>115</b>	<b>100.0</b>

Data on the age distribution of the teachers indicated that there were more young teachers than there were old teachers. For instance, 34 (29.6%) were aged between 26 – 30 years, 35 (30.4%) were aged between 31 and 35 years, while 13 (11.3%) were aged above 51 years. The data shows that teachers of all ages were represented in the sample. The teachers were also asked to indicate their highest academic qualifications. The data is presented in table 4.8.

**Table 4.8 Distribution of teachers by the highest academic qualifications**

<b>Qualifications</b>	<b>F</b>	<b>%</b>
P1	85	76.6
B.Ed	11	9.6
Diploma in Education	9	7.8
M.Ed	7	6.1
<b>Total</b>	<b>115</b>	<b>100.0</b>

Data revealed that majority of the teachers were holders of P1 certificate as indicated by 69 (60.1%) there were also teachers with Bachelor of Education degree as shown by 11 (9.6%) and Diploma in Education as indicated by 9 (7.8%). These findings show that all the teachers were qualified as teachers hence training they received as teachers helps them in identifying how parental involvement could affect students performance. The teachers were also asked to indicate their experience as teaching. The data is presented in table 4.9.

**Table 4.9 Experience of teachers**

<b>Teaching experience</b>	<b>F</b>	<b>%</b>
2 - 5 years	45	39.1
6 - 10 years	20	17.4
11 - 15 years	12	10.4
16 - 20 years	25	21.7
20 years and over	13	11.3
<b>Total</b>	<b>115</b>	<b>100.0</b>

Data on the teaching experience of teachers indicated that most of the teachers had an experience of between 2 and 5 years, while 25 (21.7%) had an experience of between 16 and 20 years. There were also teachers that had an experience of above 20 years as indicated by 13 (11.3%). The experience of the teachers gives them experience of how parental involvement in their children education influences students performance.

They were also asked to indicate how long they had been teaching in primary schools. The findings are presented in table 4.10.

**Table 4.10 Experience as primary school teachers**

Teaching experience	Teaching career		Current school	
	F	%	F	%
1 - 5 years	45	39.1	91	79.1
6 - 10 years	20	17.4	21	20.9
11 - 15 years	23	20.0	-	-
16 - 20 years	14	12.2	-	-
21 - 25 years	13	11.3	-	-
<b>Total</b>	<b>115</b>	<b>100.0</b>	<b>115</b>	<b>100.0</b>

Data on the experience of teaching and the experience in the current school indicated that most of them had been both the teaching profession and in the current school for a duration of between 1 and 5 years and a relatively few who had been in the school for a duration of between 6 and 10 years. This shows that teachers had teaching experience as teachers and in the current school which may have provided them with information on how parental involvement in the education of their children may have influenced their performance.

#### 4.4 Parental involvement and its influence on academic performance of public primary school pupils

To establish the influence of parental involvement in their children education and its influence of academic performance, the teachers and the headteachers were asked to rate the performance in their schools. The data is presented in table 4.11.

**Table 4.11 Headteachers and teachers rating of academic performance**

Performance rating	Headteachers		Teachers	
	F	%	F	%
Very good	2	11.1	8	7.0
Good	1	5.6	17	14.8
Average	5	27.8	22	19.1
Below average	7	38.9	38	33.0
Poor	3	16.7	30	26.1
<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>115</b>	<b>100</b>

Data showed that majority of the responses rated performance in their schools as either below average of poor as indicated by 10 (55.6%) headteachers and 68 (59.1%) teachers.



#### **4.4.1 Influence of various forms of parental involvement on academic performance**

The study sought to establish the various forms of parental involvement in the education of their children and how it affected their performance. For example, the headteachers were asked to indicate whether parents in their schools were interested in their children's education. Data showed that majority 11 (61.1%) were interested against 7 (38.9%) who were rated as disinterested. For example, 10 (55.6%) head teachers reported that parents came to school to discuss their children's performance. Majority of the head teachers 15 (83.3%) said that the parents were interested in the education of their children. A majority of the teachers, 81 (70.4%) said the parents were interested with the education of their children. However there were cases where students absented themselves from school and parents did not come to school to explain. Parents did not sign their children report forms, while there were students who did not have the required study materials.

They were further asked to indicate whether parents come to schools when called upon by the school administration. Data indicated that most did not come as indicated so by 7 (38.9%) while 5 (27.8%) came sometimes. Teachers were also asked whether parents came to school when sent for by the school administration, data showed that 49 (42.6%) only came sometimes while 46 (40%) indicated that parents never came. Having established that there were cases of absenteeism in

the schools as noted by 15 (83.3%) the headteachers were asked to indicate whether parents bothered to come to schools to explain the reasons for their children's absenteeism. Results of their responses indicated that 6 (33.3%) only came sometimes while 8 (44.4%) did not come at all. Forty six (40%) of the teachers respondents indicated that parents did not come to school to explain their children's absenteeism while 42 (36.5%) only came sometimes.

The headteachers were also asked to indicate the parental level of education of the parents who had children in the schools. Data showed that majority 10 (55.6%) were not educated while 6 (33.3%) were semi illiterate. Findings from the teachers indicated that majority of the parents whose children they taught were semi illiterate as shown by 69 (60%).

Asked whether parental level of education affects their involvement in their children's education, results showed that it did as indicated by 15 (83.3%). Majority of the headteachers 13 (72.2%) and 66 (57.4%) teachers indicated that parental involvement in their children's education had an effect on their performance. Majority of the teachers, 59 (51.3%) indicated that parental involvement in their children's education has an effect on their performance.

Asked to explain the stated that parents who were educated see the importance of education and hence would always encourage their children to study while those that are not educated will not care about education of their children especially if they are well to do.

All the headteachers 18 (100%) indicated that parents were to blame for the poor performance of their children. They added that parental involvement in the education of the children contributed greatly to their children's academic performance. This was indicated so by 9 (50%) while 8 (44.4%) indicated that it contributed to some extent. Majority of the teachers 66 (57.4%) indicated that parents contributed greatly to their children performance. Majority of the teachers also indicated that parents were also to blame for the poor performance in the schools. The respondents were further asked to indicate how they agreed or disagreed with statements that sought to establish the headteachers perception of parental involvement. Their responses are presented in table 4.12.

**Table 4.12 headteachers responses on the various forms of parental involvement**

Form of involvement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Parents in this school are not bothered on their children's performance	2	11.1	9	50	4	22.2	3	16.7	-	-
Parents in this school do not see the value of education	-	-	1	5.6	4	22.2	4	22.2	4	22.2
Students in this school are negatively influenced by parents	5	27.8	7	38.9	-	-	6	33.3	-	-
Parents in this school feel to own up the school	-	-	5	27.8	3	16.7	6	33.3	4	22.2
Parents in this school are free with teachers and support them	-	-	7	38.9	-	-	11	61.1	-	-
Parents in this school contribute to students' performance	-	-	2	11.1	2	11.1	14	77.8	-	-

Data on the headteachers perception the various forms of parental involvement indicated that majority of the headteachers 11 (61.1%) agreed that parents in their school were not bothered on their children's performance. It was also noted that 12 (66.7%) agreed that students in the school were negatively influenced by parents. These findings imply that parents were not involved in the education of their children. The teacher respondents were also asked to indicate how often parents came to school to discuss their children's performance. Findings are presented in table 4.13.

**Table 4.13 Teachers' responses on frequency of parents coming to school to discuss their children's academic performance.**

<b>Frequency</b>	<b>F</b>	<b>%</b>
Very often	6	5.2
Often	9	7.8
Never	33	28.7
Rarely	67	58.3
<b>Total</b>	<b>115</b>	<b>100.0</b>

Data indicated that 15 (13%) very often or often came to school to discuss their children's performance while 33 (28.7%) rarely came and 67 (58.3%) never came to schools to discuss their children performance. The teachers were also asked to indicate whether parents in their schools were interested in their children's education. Data revealed that majority were not interested as indicated

so by 67 (58.3%). Teachers were also asked to indicate whether parents signed their children's report forms. Findings indicated that most of them 46 (40%) said that parents did not sign while 412 (36.5%) indicated that they signed sometimes. The pupils respondents were asked to indicate their parents involvement in their education. Pupils involvement. Their responses are presented in table 4.14

**Table 4.14 Pupils responses on their parents involvement in their education.**

Type of involvement	Yes		Sometimes		Never	
	F	%	-	-	F	%
Does your parent come to school to discuss their children's performance?	98	27.6	-	-	257	72.4
Are your parents interested in your education	250	70.4	-	-	105	29.6
Does your parent come to school when sent for by the school administration?	90	25.4	189	53.2	76	21.4
Does your parent allow you to stay at home instead of going to school?	28	7.9	182	51.3	145	40.8
Does your parent give you the things you need at school?	140	39.4	-	-	215	60.6
Does your parent check you school work?	42	11.8	49	13.8	264	74.4
Does your parent sign your report forms?	54	15.2	133	37.5	168	47.3
Does your parents give you time to study at home?	42	11.8	49	13.8	264	74.4
Does your parent come to schools for school open days?	48	13.5	126	35.5	181	51.0
Do you feel your parents is supportive in your education?	119	33.5	-	-	236	66.5
Does your parent encourage you to achieve high grades?	147	41.4	-	-	208	58.6

Data from the pupils responses indicated that majority of the pupils 257 (72.2%) indicated that their parents did not come to school to discuss their children's performance. It was also reported by a majority 215 (60.6%) that their parent did not give them things they needed at school. Data further established that

majority of the parents were reported by 264 (74.4%) as not signing their report forms. Majority of the pupils 264 (74.4%) indicated that their parents did not give them time to study while at home. Pupils felt that their parents were not supportive of their education as indicated so by 236 (66.5%) while 208 (58.6%) indicated that their parents did not encourage them to achieve high grades.

#### **4.4.2 Influence of parental provision of learning needs on academic performance**

Another aspect of parental involvement in the education of their children was the provision of required materials for study. The respondents were therefore asked to indicate whether they had students who did not have the required materials for study. The study also sought to establish how parental provision of learning needs affected academic performance of the pupils in schools. The headteachers were therefore asked to indicate whether pupils in their schools had the required materials for learning. Data indicated that they did not have as shown by 11 (61.1%). Asked whether the parents were fast on buying such materials for their children, 12 (66.7%) indicated that they were not. Majority of the headteachers also indicated that the parents were not ready to what pupils needed for their study. Teachers were also asked to indicate whether parents were willing to provide for their children needs. In this statement, 50 (47%) agreed while 65 (53%) disagreed. These findings show that parents were not ready to provide for their children study materials which affected the education of their children and hence their performance.

#### **4.4.3 Influence of parental background on the education of their children**

To establish the how parental level of education influenced their involvement in the education of their children, the head teachers and the teacher respondents were asked to comment on the education level of the parents in the schools. While all the head teachers indicated that all the parents were educated, Only 34 (29.6%) teachers indicated that the parents in their schools are educated. Asked whether the parental level of education affected their involvement in their children's education, 15 (83.3%) of them indicated that it did with only 3 (16.7%) indicating that the parental level did not influence their involvement in the children's education. Asked to explain how parental level of education affected their involvement in their children's education, the head teachers indicated that most parents are not concerned with their children's' education since majority of them did not see the need for education

Among the teacher respondents, majority of them indicated that parental level of education affected their involvement in their children's education. This was shown by 102 (88.7%). Asked how it affected, 55 (47.8%) reported that Illiterate parents took less concern on education, 36 (31.1%) reported that educated parents gave their children the best in Education, 11 (9.6%) stated that parents consider their job than education of their children, while 13 (11.3%) indicated that children emulated their parents and strived to get to their level.

Findings revealed that fathers' involvement in their children's education was significantly related to children's performance at preschool where  $r=0.19$  with a 'p' value of 0.029. There was a significant difference in means of parents involvement between parents of different academic levels where  $f=25.149$  at 2 degrees of freedom with a 'p' value of 0.000.

#### **4.4.4 Influence of parental involvement in school activities on academic performance**

The respondents were also asked to indicate the extent to which they agreed or disagreed with statements that sought to establish the parental involvement in their children's education. The responses of the head teachers are presented in table 4.15.



**Table 4.15 Head teachers' responses on the involvement of parents in their children's education**

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Parents are willing to provide for their children's needs	-	-	15	83.3	-	-	3	16.7	-	-
Parents confront teachers in the presence of their children' education	15	83.3	3	16.7	-	-	-	-	-	-
Parents are not keen to following up their children's' education	15	83.3	3	16.7	-	-	-	-	-	-
Parents come to school only when they are called to do so	10	55.6	5	27.8	-	-	3	16.7	-	-
Parents in this school fully participate in open days	5	27.8	10	55.6	3	16.7	-	-	-	-
Parents are ready to support the school where they can	15	83.3	3	16.7	-	-	-	-	-	-
Parents in this school are not interested in school matters	5	27.8	10	55.6	-	-	3	16.7	-	-
Parents in this school influence their children negatively	3	16.7	-	-	-	-	15	83.3	-	-
Parents in this school cooperate very well when called upon	3	16.7	5	27.8	-	-	10	55.6	-	-
Parents in this school blame teachers for their children's failure	3	16.7	10	55.6	-	-	5	27.8	-	-
Parents in this school provide a conducive environment for learning while at home	-	-	15	83.3	-	-	3	16.7	-	-
Parents in this school never participate in school affairs	3	16.7	5	27.8	-	-	10	55.6	-	-
Parents in this school are not bothered on their children's performance	3	16.7	-	-	-	-	15	83.3	-	-
Parents in this school do not see the value of Education	-	-	3	16.7	-	-	15	83.3	-	-
Parents in this school feel to own up the school	-	-	10	55.6	-	-	8	44.4	-	-
Parents in this school are free with teachers and support them	15	83.3	-	-	-	-	3	16.7	-	-
Parents in this school contribute to students' performance	15	83.3	-	-	-	-	3	16.7	-	-

Findings from the head teachers indicated that majority of them were of the feeling that parents were not fully involved in their children's education. For example majority of them indicated that Parents confront teachers in the presence of their children' education as it was indicated by 15 (83.3%). Majority 15 (83.3%) also noted that parent<sup>s</sup> are not keen to following up their children's' education, it was also shown that majority also were of the opinion that parents in this school blame teachers for their children's failure. Head teachers also reported that Parents in this school never participate in school affairs as noted by 15 (83.3%). They also reported that parental involvement in children's education affected students' performance. The teachers were also asked to indicate their levels of parental involvement in their children's education the data is tabulated in table 4.16.

**Table 4.16 Teachers' responses on aspects of parental involvement in their children's education**

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Parental involvement in children's' education affects their performance.	105	91.3	10	8.7						
Parents are willing to provide for their children's needs	11	9.6	13	11.3	11	9.6	57	49.6	57	49.6
Parents talk ill of teachers in this school	47	40.9	21	18.3	13	11.3	11	9.6	10	8.7
Parents confront teachers in the presence of their children	13	11.3	78	67.8	-	-	13	11.3	11	9.6
Parents are not keen to follow up their children' s education	42	36.5	36	31.3	11	9.6	13	11.3	13	11.3
Parents come to school only t\when they are called to do so	57	49.6	11	9.6	11	9.6	26	31.3	-	-
Parents in this school fully participate in open days	13	11.3	12	10.4	21	18.3	24	20.9	45	39.1
Parents are ready to support the school where they can	-	-	20	17.4	58	50.4	37	32.2	-	-
Parents in this school are not interested in school matters	59	50.3	24	20.9	-	-	21	18.3	11	9.6
Parents in this school influence their children negatively	21	18.3 <sup>o</sup>	26	22.6	11	9.6	11	9.6	46	40.0
Parents in this school cooperate very well when called upon	10	8.7	-	-	24	20.9	32	27.8	49	42.6
Parents in this school blame teachers for their children's failure	59	51.3	22	19.1	-	-	21	18.3	13	11.3
Parents in this school provide a conducive environment for learning while at home	11	9.6	21	18.3	-	-	23	20.0	60	52.2
Parents in this school are not bothered about their children performance	46	40.0	35	30.4	-	-	24	20.9	10	8.7
Parents feel the ownership of the school	22	19.1	27	23.5	-	-	32	27.8	34	29.6
Parents in this school are free with teachers and support them	-	-	21	18.3	37	32.2	57	49.6	-	-

Findings indicated that parental involvement in their children's education affected their education as indicated by 105 (91.3%). It was also shown by a majority of the teachers that parents were not willing to provide for their children educational needs as indicated by 57 (49.6%) who disagreed that parents were willing to provide for their children's educational needs and a further 57 (49.6%) who strongly disagreed with the statement. Teachers also revealed that some parents talked ill of teachers in the presence of their children. This was shown by 47 (40.9%) who strongly agreed and 21 (18.6%) who agreed. Further findings from the teachers also showed that Parents are not keen to follow up their children's education as indicated by 78 (67.8%). Data further indicated that Parents come to school only when they are called to do so as it was indicated by 68 (59.2%). Parents did not participate fully in the school open days as it was shown by 69 (60%) of the teachers. The table also indicates that 73 (67.8%) agreed that parents were not keen to follow up their children's education. Parents were also reported not to be interested in school matters as noted by 83 (71.2%).

The item that asked parents about how much the parents engage in school activities there was a significant relationship with the students performance ( $r(63) = .273, p = .030$ ). Data also reported that Parents in this school blame teachers for their children's failure as noted by 81 (60.4%). Teachers also reported that parents in this school are not bothered about their children performance as shown by 81 (70.4%). These findings indicated that parents were not involved in their children education which affected their children's education. It was also revealed that the

mathematics section, there was also a significant positive relationship with those parents who checked their student books ( $r(110) = .277, p = .003$ ).

#### **4.4.5 Relationship between parental involvement and their academic performance**

The study also sought to establish the relationship the students were asked to indicate their perception on their parents' involvement in their education. The students were asked to comment on their parents' attitude towards education. Data indicated that 112 (57.4%) said that their parents were very positive towards their education while 74 (37.9%) indicated that their parents were not positive. Asked whether their parents were committed to their education, 161 (82.6%) indicated that they were against 34 (17.4%) who were not. Majority of the student respondents 177 (90.8%) indicated that their parents were ready to provide for their school needs. Majority also responded 183 (93.8%) indicated that their parents were ready to come to schools when they were called to do so by the school administration. Asked whether their parents checked their books, only 50 (25.6%) indicated that their parents checked their books against 145 (74.4%) who indicated that they did not check. Those who checked, only 15 (7.7%) indicated that they checked often.

The students were further asked to comment on the learning environment at home. Data showed that 58 (39.7%) said it was very conducive, 90 (46.2%) indicated that it was conducive while 47 (24.1%) said it was not conducive.

Asked whether their parents gave them time to study while at home, 186 (95.4%) said they were given while 9 (4.6%) responded that they were not given. However, majority of the students 105 (53.8%) said that they did not have a study room at home.

The students were also asked to indicate how often they discussed matters of education with their parents. Data indicated that 38(19.5%) discussed very often, 91 (46.7%) discussed often while 66 (33.8%) rarely discussed education matters with their parents. Data further indicated that 146 (74.9%) students reported that their parents came to school to discuss their academic progress with their teachers. Asked whether their parents came to schools during open days/clinics, majority 118 (60.5%) said they came against 77 (39.5%) who said that they did not come. Majority of the students also said that their parents bought them books when asked to do so as it was indicated by 120 (61.5%). Majority of the students 177 (90.8%) said that they discussed with their parents on their career aspirations. The data shows that students were positive about their parents involvement in their education.

The study also sought to establish the students' perception about the involvement of their parents in their education. The table with data on their perception is presented in table 4.17.

**Table 4.17 Pupils' perception on their parents' involvements in their education**

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
My parent supports my education	130	66.7	65	33.3	-	-	-	-	-	-
My parents always asks me about my progress	75	38.5	96	49.2	-	-	24	12.3	-	-
My parents helps me in my homework	18	9.2	35	17.9	12	6.2	89	45.6	41	21.0
My parents comes to school even without telling me	13	6.7	61	31.3	12	6.2	60	30.8	46	23.6
My parents respect my teachers	135	69.2	45	23.1	6	3.1	9	4.6	-	-
My parents participate in most school affairs	73	37.4	51	26.2	37	19.0	16	8.2	18	9.2
My parents blame teachers for my failure	12	6.2	4	2.1	7	3.6	42	21.5	130	66.7
My parents supports me in my education	127	65.1	44	22.6	3	1.5	9	4.6	12	6.2
My parents encourages group discussion at home	53	27.2	58	29.7	31	15.9	16	8.2	37	19.0
My parents relives me of duty so as to study at home	97	49.7	59	30.3	6	3.0	15	7.7	18	9.2
My parents tells me I can do well even without education	12	6.2	9	4.6	-	-	19	9.7	155	79.5
My parents complains whenever called to school	9	4.6	9	4.6	3	1.5	54	27.7	120	61.5
My parents is very busy and always away from home	26	13.3	21	10.8	6	3.1	36	18.5	106	54.4
My parents has no time to discuss school matters with me	20	10.3	15	7.7	3	1.5	135	69.2	-	-
My parents feels education is very important	161	82.6	25	12.8	-	-	9	4.6	-	-

Data revealed that the students were positive towards their parental involvement in their education. For example, majority of the students 130 (66.7%) strongly agreed that their parents supported their education. Majority of the students further agreed that their parents always asks me about my progress as indicated by 75 (38.5%) who strongly agreed and 96 (49.2%) who agreed. The students also reported that their parents supported their teachers as shown by 135 (69.2%) who strongly agreed and 45 (23.1%) who agreed. They also said that their parents supported them in their education as indicated by 127 (65.1%) who strongly agreed to the statement. They also reported that their parents felt that education was very important as shown by 161 (82.6%) who strongly agreed to the statement. In general there was a significant relationship between parental involvement  $r(62) = .283, p = .030$  and student performance ( $r(63) = .364, p = .003$ ).

#### **4.4.6 Influence of parental involvement and students performance**

The study sought to establish how parental involvement in their children education influenced students performance. This section focuses on the inputs of parents considered as parental involvement in the academic performance of their children, influence of parental level of education on their involvement in the education of their children, relationship between parental involvement and their children's' academic performance, relationship between parental involvement and their children's' perceptions about their academic performance and suggestions



that could be put in place to enhance parental involvement in their children's education. Findings also revealed that parents' involvement in their children's education was significantly related to children's performance where  $r=0.19$  with a 'p' value of 0.029

#### **4.5 Suggestions to enhance parental involvement**

Asked to give suggestions on how the parents could involve themselves in their children's education, the head teachers indicated that the parents should visit school frequently to discuss their children perform as shown by 13 (72.2%) while 5 (27.8%) indicated that the parents should buy learning materials for their children to facilitate their learning. They further indicated that the parents should make follow-up of their children academic progress in school. Among the teacher respondents, the indicated that parents should involve themselves in their children academic progress by providing them with the necessary support. They also reported that they should pay school fees in time, they should visit schools frequently to discuss their children's progress, they should find time to discuss their children's performance and career aspirations at home and also should uphold discipline while at home and also support teachers to support their children.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter focuses on the summary, conclusions and recommendations. The chapter summarizes the findings, gives conclusions and recommendations and suggests areas of further research.

#### 5.2 Summary of the Study

The purpose of this study was to assess the parental involvement and its influence on academic performance of public primary school pupils in Dagoretti district. Four research questions guided that study. Research question one sought to determine the various forms of parental involvement that influence the academic performance of their children. Research question two aimed at determining how parental provision of learning needs of children influence their children academic performance. Research question three aimed at determining whether parental background influenced their involvement in their children education while research question four sought to assess whether parental involvement in school activities influence academic performance of their children. The study was based on descriptive survey method. The sample size consisted of 23 head teachers, 136 teachers and 370 pupils. The study used questionnaires for data collection. Three sets of questionnaires; one for head teachers, teachers and pupils.

### 5.3 Summary of findings

Findings revealed that the inputs of parents considered as parental involvement in the academic performance of their children. Showed that head teachers and teachers indicated that parents were involved in the education of their children in some aspects. For example, 10 (35.6%) head teachers reported that parents came to school to discuss their children's performance. Majority of the head teachers 15 (83.3%) said that the parents were interested in the education of their children. A majority of the teachers, 81 (70.4%) said the parents were interested with the education of their children. However there were cases where students absented themselves from school and parents did not come to school to explain. Parents did not sign their children report forms, while there were students who did not have the required study materials.

It was also revealed that majority 15 (83.3%) head teachers also noted that parents were not keen to following up their children's' education, it was also shown that majority also were of the opinion that parents in this school blame teachers for their children's failure. Head teachers also reported that Parents in this school never participate in school affairs as noted by 15 (83.3%). They also reported that parental involvement in children's education affected students' performance.

Findings on the relationship between parental involvement and their children's' academic performance revealed that parental involvement affected students performance in the school. Teachers also reported that parental involvement in

their children's education affected the performance of their children. Among the explanations given were that parents who were involved in their children's education encouraged their children to work hard, supported and supervised their children's education. Majority of the teachers 70 (60.9%) indicated that students performance was greatly influenced by the parental involvement.

Findings on the relationship between parental involvement and their children's' perceptions about their academic performance revealed that students perceived their parents as involved in their education which influenced their academic performance. For example majority of the student respondents 177 (90.8%) indicated that their parents were ready to provide for their school needs; 183 (93.8%) indicated that their parents were ready to come to schools when they were called to do so by the school administration; 50 (25.6%) indicated that their parents checked their books. However the parents did not provide conducive learning environment at home for their children which affected their academic performance.

#### **5.4 Conclusions**

Based on the findings, the study concluded that parents parental inputs such as coming to school to discuss the education progress of their children, interests in the education of their children we some of the inputs considered as parental involvement. Parents were not involved in other aspects such as marking students report forms. The study also concluded that parental background influenced

their involvement in the education of their children. For instance, parental level of education was a determinant of their involvement in their children's education. The parental level of education influenced their involvement in their children's education. Parents who were involved in their children's education encouraged their children to work hard, supported and supervised their children's education.

### **5.5 Recommendations**

Based on the findings the following recommendations were made:

- i. that parents should be encouraged to participate fully in their children's education as it was a determinant in the performance of their children at school.
- ii. that the school administration should educate the parents on the need of being fully involved in their children education so that they could speak in one voice with the school administration.
- iii. that schools should involve parents in decision making process on the school matters so that both the parents and the school administration can take up responsibility over the children.

### **5.6 Suggestions for further research**

Based on the findings of this study, the following areas were suggested for further study;

1. A study on the effect of parental level of education and its influence of pupils performance.
2. A study on the relationship between parental level of education and the pupils' performance at KCPE exams.
3. A study to establish the effect of family background and pupils' academic performance.

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**APPENDICES**

**APPENDIX ONE**

**LETTER OF INTRODUCTION**

UNIVERSITY OF NAIROBI  
SCHOOL OF EDUCATION  
P.O BOX 30344-00100  
NAIROBI

**The Headteacher**

\_\_\_\_\_ Primary school,

**Dear Sir/Madam,**

**REF: INTRODUCTORY LETTER FOR RESEARCH DATA  
COLLECTION**

I am carrying out a Masters Degree research project in Educational Administration on Parental involvement and its influence on academic performance of primary school pupils in Dagoretti District. You have been selected for the study. The purpose of this letter is to request you kindly to spare some of your time to complete the questionnaire. The information you will give will be treated with absolute confidentiality and will only be used for the purpose of this study. Please try to be as honest as possible in your responses and ensure that you attempt all questions.

Nzyima Mwelu Paschalia

University of Nairobi

## APPENDIX II

### QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to gather information on Parental involvement and its effect on academic performance of pupils in public primary schools in Dagoretti district. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

#### PART A: Demographic Information

Indicate the correct option by inserting a tick (✓) in appropriate box provided

1. Gender:      Female            Male
2. Age: Below 24yrs       26 – 30 yrs            31 – 35 yrs  
      36 – 40 yrs            41 – 45 yrs        
46 – 50 yrs            51 and above
3. Kindly indicate your highest academic/professional qualification.  
B.Ed            Diploma in Education       ○  
M.Ed            PI            Others, (specify) \_\_\_\_\_
4. Indicate your teaching experience in years



Very often [ ] Often [ ] Never [ ]

3. Do you think parents in your school are interested in their children's education?

Yes [ ] No [ ]

4. Do parents come to school when sent for by the school administration?

Yes [ ] No [ ]

5. Do students absent themselves from school?

Yes [ ] No [ ]

6. If yes above, how often?

Very often [ ] Often [ ] Never [ ]

7. Do parents come to school to explain their children's absenteeism?

Yes [ ] No [ ]

If yes how often?

Very often [ ] Often [ ] Never [ ]

8. Do parents sign their children's report forms?

Yes [ ] No [ ]

If yes how often?

Very often [ ] Often [ ] Never [ ]

9. Do you have students who do not have the required materials for study?

Yes [ ] No [ ]

10. Do you feel parents are fast in buying such materials for their children?

Yes [ ] No [ ]

11. How would you comment on the parental level of education in your school?

Highly educated [ ] Educated [ ] Not educated [ ]

12. Do you think the parental level of education affects their involvement in their children's education?

Yes [ ] No [ ]

13. Please explain your answer

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14. Do you think parental involvement in their children's education has an effect on their performance? Yes [ ] No [ ]

If yes, please explain your answer

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If the performance of your school is not good, do you think parents are also to blame for the poor performance?

Yes [ ] No [ ]

15. How do you rate the influence of parents on their children's academic performance?

Contribute greatly [ ]

Contributes to some extent [ ]

Does not contribute [ ]

16. Indicate your feeling towards the following items

**Key**

SA Strongly Agree

A Agree

U Undecided

D Disagree

SD Strongly Disagree

Statement	SA	A	U	D	SD
Parental involvement in children's' education affects their performance					
Parents are willing to provide for their children's needs					
Parents talk ill of teachers in this school					
Parents confront teachers in the presence of their children					

Parents are not keen to follow up their children's education				
Parents come to school only when they are called to do so				
Parents in this school fully participate in open days				
Parents are ready to support the school where they can				
Parents in this school are not interested in school matters				
Parents in this school influence their children negatively				
Parents in this school cooperate very well when called upon				
Parents in this school blame teachers for their children's failure				
Parents in this school provide a conducive environment for learning while at home				
Parents in this school never participate in school affairs				
Parents in this school are not bothered on their children's performance				
Parents in this school do not see the value of education				
Students in this school are negatively influenced by parents				
Parents in this school feel to own up the school				
Parents in this school are free with teachers and support them				
Parents in this school contribute to students' performance				

17. How would you comment on parental involvement on their children's performance in this school?

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Give suggestions on how parents can be involved in improving students' academic performance

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What comments as a Head teacher would you recommend on the involvement of parents in their children's education?

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## APPENDIX III

### QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on Parental involvement and its effect on academic performance of pupils in public primary schools in Dagoretti district. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

#### PART A: Demographic Information

Indicate the correct option by inserting a tick (✓) in appropriate box provided

1. Gender:      Female            Male
2. Age: Below 24yrs       26 – 30 yrs            31 – 35 yrs  
      36 – 40 yrs            41 – 45 yrs        
46 – 50 yrs            51 and above
3. Kindly indicate your highest academic/professional qualification.
- B.Ed            B.A with PGDE            Diploma in Education
- M.Ed            P1

If any other specify .....

4. Indicate your teaching experience in years

Below 1 yr  2 – 5 yrs  6 – 10 yrs

11-15yrs  16-20yrs  20yrs and over

5. How long have you been a primary school teacher?

Less than one year [ ] 1 – 5 years [ ]  
6 – 10 years [ ] 11 – 15 years [ ]  
16 – 20 years [ ] 21 – 25 years [ ]  
26 years and above [ ]

6. How long have you been a teacher in this school?

1 – 5 years [ ] 6 – 10 years [ ]  
11 – 15 years [ ] 16 – 20 years [ ]  
21 – 25 years [ ] 26 years and above [ ]

**Section B: Effects of parental involvement on student performance**

1. How do you rate the academic performance of your school?

Very good [ ] Good [ ] Average [ ]  
Below average [ ] Poor [ ]

2. How often do parents come to school to discuss their children's performance?

Very often [ ] Often [ ] Never [ ]

3. Do you think parents in your school are interested in their children's education?

Yes [ ] No [ ]

4. Do parents come to school when sent for by the school administration?

Yes [ ] No [ ]

5. Do students absent themselves from school?

Yes [ ] No [ ]

6. If yes above how often?

Very often [ ] Often [ ] Never [ ]

7. Do parents come to school to explain their children's absenteeism?

Yes [ ] No [ ]

If yes how often?

Very often [ ] Often [ ] Never [ ]

8. Do parents sign their children's report forms?

Yes [ ] No [ ]

If yes how often?

Very often [ ] Often [ ] Never [ ]

9. Do you have students who do not have the required materials for study?

Yes [ ] No [ ]

10. Do you feel parents are fast in buying such materials for their children?

Yes [ ] No [ ]

11. How would you comment on the parental level of education in your school?

Highly educated [ ] Educated [ ] Not educated [ ]

12. Do you think the parental level of education affects their involvement in their children's education?

Yes [ ] No [ ]

13. Please explain your answer

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Do you think parental involvement in their children's education has an effect on their performance? Yes [ ] No [ ]

If yes, please explain your answer

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14. If the performance of your school is not good, do you think parents are also to blame for the poor performance?

Yes [ ] No [ ]

15. How do you rate the influence of parents on their children's academic performance?

Contribute greatly [ ]

Contributes to some extent [ ]

Does not contribute [ ]

Indicate your feeling towards the following items

Key

SA Strongly Agree A Agree U Undecided D Disagree

SD Strongly Disagree

Statement	SA	A	U	D
Parental involvement in children's education affects their performance				

Parents are willing to provide for their children's needs				
Parents talk ill of teachers in this school				
Parents confront teachers in the presence of their children				
Parents are not keen to follow up their children's education				
Parents come to school only when they are called to do so				
Parents in this school fully participate in open days				
Parents are ready to support the school where they can				
Parents in this school are not interested in school matters				
Parents in this school influence their children negatively				
Parents in this school cooperate very well when called upon				
Parents in this school blame teachers for their children's failure				
Parents in this school provide a conducive environment for learning while at home				
Parents in this school never participate in school affairs				
Parents in this school are not bothered on their children performance				
Parents in this school do not see the value of education				
Students in this school are negatively influenced by parents				
Parents in this school feel to own up the school				
Parents in this school are free with teachers and support them				
Parents in this school contribute to students' performance				

How would you comment on parental involvement on their children's performance in this school?

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Give suggestion on how parents can be involved to improve students' academic performance

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## APPENDIX IV

### QUESTIONNAIRE FOR PUPILS

This questionnaire is designed to gather information on Parental involvement and its effect on academic performance of pupils in public primary schools in Dagoretti district. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

#### Section B: Effects of parental involvement on student performance

1. Does your parent come to school to discuss their children's performance?

Yes [  ] No [  ]

Is your parents interested in your education Yes [  ] No [  ]

2. Does your parent come to school when sent for by the school administration?

Yes [  ] No [  ]

3. Does your parent allow you to stay at home instead of going to school?

Yes [  ] No [  ]

4. Does your parent give you the things you need at school?

Yes [  ] No [  ]

5. Does your parent check you school work?

Yes [  ] No [  ]

6. Does your parent sign your report forms?

Yes [  ] No [  ]

7. Does your parents give you time to study at home?

Yes [  ] No [  ]

8. Does your parent come to schools for school open days?

Yes [  ] No [  ]

9. Do you feel your parents is supportive in your education?

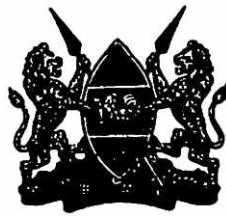
Yes [  ] No [  ]

10. Does your parent encourage you to achieve high grades?

Yes [  ] No [  ]

**State the extent to which you agree or disagree with the following statements**

Statement	SA	A	U	D	S
My parent support me in my education					
My parent always asks me about my progress					
My parent helps me in my homework					
My parent comes to school even without telling me					
My parent respect my teachers					
My parent participates in most school affairs					
My parents blame teachers for my failure					
My parent supports me in my education					
My parents encourages group discussion at home					
My parent relieves me of duty so as to study at home					
My parent tells me I can do well even without education					
My parent complains whenever called to school					
My parent is very busy and always away from home					
My parent has no time to discus school matters with me					
My parent feels education is very important					



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**15<sup>th</sup> July, 2011**

Date:

Our Ref:

Paschalia Mwelu Nzyima

University of Nairobi

P.O Box 30197

**NAIROBI**

## **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "parental involvement in children's education and its influence of pupils academic performance in public primary schools in Dagoretti District, Kenya " I am pleased to inform you that you have been authorized to undertake research in Dagoretti District for a period ending *31<sup>st</sup> December, 2011.*

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

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

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

**Dr. M. K. Rugutt, Ph.D, HSC**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
Dagoretti District

The District Education Officer  
Dagoretti District