

**INFLUENCE OF PARENTAL INVOLVEMENT ON PUPILS KCPE
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KANZI KO
ZONE, KITUI COUNTY, KENYA**

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for the Award of the Degree of Master of Education in Curriculum
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DECLARATION

This research proposal is my original work and has not been submitted for a degree or any other award in any university.

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DEDICATION

This work is dedicated to my wife, Faith Mwikali and my lovely daughter, Queen Elizabeth without whose care and support it would not have been possible to complete this project.

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ACRONYMS AND ABBREVIATIONS

DCSF Department for children schools and families

KCPE Kenya certificate of primary education

KICD Kenya Institute of Curriculum Development

MoEST Ministry of Education Science and Technology

OECD Organization for Economic Cooperation and Development

PTA Parent/Teachers Association

UN United Nations

ABSTRACT

The purpose of this study was to investigate how parental involvement has influenced KCPE performance of pupils in public primary schools in Kanziko zone, Kitui County. The specific objectives were; to access the extent to which parents' supervision of homework, parents' attendance to school functions, home Chores assigned to pupils by parents, availability of physical facilities provided at home by parents and parenting styles influence pupils' KCPE performance in public primary schools in Kanziko zone. The research adopted a descriptive survey design. This was suitable for this study as it helped the researcher establish the existing conditions at home. It further allowed identification of standards or norms with which to compare the parental involvement. The target population was 109 teachers, 505 pupils and 450 parents within the study area. A sample of 90 parents, 55 teachers and 152 pupils were selected through simple random sampling. A pilot study was carried out on a different set of respondents to better plan for the research. The test-retest procedure was used for testing reliability. Teachers' questionnaire yielded a reliability of 0.76 whereas pupils' questionnaires yielded a reliability of 0.72 this was considered favorable to warrant reliance on the data collected and its findings. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data were collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data were obtained from journals and schools data base. Data collected were analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics and thematic statistics were used. This assisted in determining the level of influence the independent variables had on the dependent variable. The study findings indicated that educated parents assisted their pupils in doing their school work. The study also revealed that the sorry state of education standards at Kanziko Zone were mainly attributed to the fact that there was little parental involvement. This is a major challenge because parents invest a lot in education and as such need to take more interest in curriculum implementation to improve the performance in national examinations. It was clear that the lack of involvement of parents in school activities hinders efforts to actualize the curriculum. This in-turn leads to poor performance. The study recommends the involvement of parents in all aspects of the curriculum implementation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

A recent report based on case studies of parents role in transparency and accountability of educational initiatives in US, some South American and Asian countries, highlights the important role parents can play in the ownership of schools and in ensuring accountable practices, transparency, and compliance with policies (UNESCO, 2014). The report highlights that parent's presence and participation in school display boards, local transparency committees, appeal mechanisms, social audits, and informal whistle blowing, are among key actions taken in the battle against corruption in education (UNESCO, 2014).

In both developed and developing countries, there is a gap between the structures that could in principle exist for parental involvement and the extent to which they actually exist; a problem of implementation (OECD, 2006). In cases where such bodies and structures are created there are many barriers to effective participation for parents, especially the poor. According to American Education Act (1994) the goal eight stated that by the year 2000, every school will promote partnership that will increase parents' involvement and participation in promoting the social, emotional and academic growth of the children. Some of the objectives of this goal include the establishment of

programs to increase parent's involvement, engaging in the support of academic work of children at home and shared decision making at school.

The need for parents to support education success of their children is also highlighted by the Women Education Researchers of Kenya (WERK) in a comprehensive study of primary schools in Kenya, Tanzania and Uganda. Across the three East Africa countries, the study establishes there is a direct relationship between the mother level of education and the performance of her children. (ERNWACA, 2004). In Kenya today; through the formation of Parent's Teachers Association (PTA), Parents are increasingly viewed as vital in the successful learning of their children. (Basic Education Act, 2013). Parents Teachers Associations are increasingly becoming important elements in the organization of the administrative structure of the schools.

Family economic status as studies have shown has a big effect on the degree in which parents will be involved in the education of their children. As a result studies have noted that economic status determines the extent to which parents will maintain their children in schools. Poor parents are mostly preoccupied with different chores to fend for their families and, paradoxically, their children engage in some form of child labor that can contribute towards family provisioning and sustenance (Mwoma, 2010). Such children are often absent from school which in turn affects their performance.

Kariuki (2014) study on parental involvement establishes that few parents inspected their children's work and did little help in home work. Although this may be as a result of illiteracy on the part of many parents, studies showed that

even the literate showed very little interest in their children's homework. Instead most parents allowed their children to sit outside listening to local channels on Radio or else listen to stories meant for grownups making such children not only perform poorly but also become undisciplined(Kyalo,2012).

According to Mwoma (2010) education usually entails expenses such as buying reading materials, stationery among others. Parents who are illiterate and poor and cannot afford to buy supplementary learning materials and are less likely to be actively involved in their children's education. Since most of Kenyan parents are poor and illiterate, they are likely not to buy learning materials for their children at home a fact this study tried to find out. Muola (1990) study on the relationship between physical facilities and students academic performance noted that a child from a home with adequate learning facilities has an advantage over a child from a home with inadequate learning facilities. A child from a home with learning materials such as books, newspapers, radio and television is likely to perform well in school. Lack of learning facilities in a home interferes with the child's learning hence hindering her or him from doing homework appropriately.

Most of the schools organize open days where the parents consult with the teachers on the progress of their children in various subjects. The role of parents is projected as important in helping the children learn to read. They can be supportive in curriculum implementation by discussing school events and activities with their children, helping their children with class or program selection, knowing the parents of their friends, volunteering at school,

attending school meetings, and assisting their children in homework (Jeynes, 2005). However, very few parents are actively involved in school functions. Kyalo (2012) unpublished report on parental participation in Chuluni, Kitui County found out very few parents were aware of school activities taking place in their children's schools. Parents missed meetings and were not willing to fully participate in PTA activities.

Kariuki (2014) study on parental involvement in schools notes that effective curriculum implementation can be seen from how schools perform in national examinations since the education system in Kenya is examination and grade oriented. According to him, there are various factors that influence examination performance that need to be addressed. Some of these factors are home based, while others are school based. Parents provide a hidden academic assistance that supplements and complements that of school teachers. This can be shown by the parenting style parents choose. Studies show that democratic parenting style is very beneficial to children as compared to dictatorship and permissive parenting styles. Democratic parenting also has psycho-social benefits for children such as optimism, better self-control, more willing to help, greater task persistence, high self-esteem, responsiveness to parents' views and moral maturity, (Gonzalez & Wolters, 2006).

Kanziko zone that is targeted for this study has lagged behind in KCPE performance for the last three years as compared to other two zones in Ikutha sub county as shown in the table below;-

Table 1.1: Ikutha Sub County KCPE results analysis since 2010.

ZONE	2014	2013	2012	2011	2010
IKUTHA	260.46	260.44	250.25	237.64	252.57
ATHI	247.36	251.72	244.18	234.30	241.02
KANZIKO	228.21	241.88	244.87	236.97	258.41

Source: District Education Office-Ikutha (2015)

Such performance meant that many candidates did not get an opportunity for admission in good secondary schools because entry is based on a score of three hundred marks and above, out of the score of five hundred marks at K.C.P.E.

As much as many education stakeholders focus only on the role of teachers, pupils and school administrators in enhancing good performance; and although the core business of the school is teaching and learning which are performed by teachers and learners respectively, it is worth noting that parents play a complementary role hence much attention needed to be drawn towards that end. While there was a good deal of research on what happens inside the schools, little attention was paid to what happened within the homes and families to guarantee academic success.

It was against this background that this study sought to ascertain whether parental involvement in schools influence KCPE performance in public primary schools in Kanziko zone, Kitui County since none of the studies was carried out there.

1.2 Statement of the problem

The role of parents in their children’s education has long been recognized as a significant factor in educational success and school improvement. Parents clearly have rights in terms of their children’s education. Hughes (1994) provides interesting insight into the notion of “parents as consumers”, a view promoted in the U.K. under the conservative government and continued under the present government. Within this view is the associated idea of education as a commodity. Parents are given the right to shop for their children’s education in the school of their choice, a provision which is also present in many countries in Africa, including here in Kenya (Basic Education Act, 2013). Learners’ academic performance in Kenya is influenced by factors such as lack of facilities in school, lack of teachers, indiscipline, low intelligence, anxiety, and learner’s motivation to achieve among others as shown by various studies (Muola, 2010). Academic performance in public primary schools in Kanziko zone has been below average for the last four years as shown in Table 1.2 below.

Table 1.2: Kanziko Zone KCPE Analysis Since 2010

YEAR	2014	2013	2012	2011	2010
MEAN	228.21	241.88	244.87	236.97	258.41

Source: Sub County Education Office (2015)

Information provided by the County Director of Education offices also indicated that Kanziko zone had been getting assistance from the government in terms of funding and recruitment of teachers as shown on Table 1.3 below.

Table 1.3:Ikutha District 2015 Data on Teacher Establishment and Funding

ZONE	Pupils enrolment	TSC Teachers	FPE funding
Ikutha	8369	191	11883980=
Kanziko	5966	118	8471720=
Athi	12395	258	17600900=

Source: Sub County Education Office (2015)

This justified that; Kanziko zone had some unique setbacks to poor performance apart from lack of learning facilities and teachers. Currently, parents and schools interacted through their school development associations meetings. However, what seemed to be discussed were financial issues only. The ministry of education has employed quality assurance and standards officers who have been inspecting and supervising curriculum implementation especially on the part played by teachers and pupils but very little has been done in ensuring parents do their part. This therefore has raised the following pertinent questions: Are the parents involved in pupil’s academic activities such as supervising, checking and signing homework? Are the parents in a position to attend school functions such as PTA meetings and academic clinics? Is the home environment stimulating enough to guarantee better results? Thus the study investigated the influence of parental involvement on

pupils' academic performance in Kenya Certificate of Primary Education examination in public primary schools in Kanziko zone, Kitui County.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of parental involvement towards pupils KCPE performance in public primary schools in Kanziko zone, Kitui County.

1.4 Objectives of the study

This study was guided by the following objectives;

- a) To assess the extent to which parents supervision of homework influence KCPE performance of pupils in KCPE examinations.
- b) To determine the extent to which parents' attendance to schools' academic functions contributes to performance of pupils in KCPE examinations.
- c) To assess the extent to which parenting styles contribute to performance of pupils in KCPE examination.
- d) To establish the extent to which home chores influence pupils KCPE performance.
- e) To assess the extent to which availability of learning facilities provided at home by parents influence pupils KCPE performance.

1.5 Research Questions

This study sought to answer the following questions;

- a) How does the parents' supervision of homework at home influence pupils KCPE performance?
- b) How does parental attendance to schools' academic functions contribute to performance of pupils in KCPE examinations?
- c) How do parenting styles contribute to the performance of pupils in KCPE examinations?
- d) Which home chores assigned by parents influence pupils KCPE performance?
- e) To what extent does availability of learning facilities provided at home influence pupils KCPE performance?

1.6 Limitations of the study

The study results of this study largely depended on honesty and objectivity of the respondents in responses to the questions in the questionnaires. The Kanziko zone being rural and so vast in terms of geographical coverage; the distances between one school to the other posed a big challenge. This was resolved by use of research assistants who carried the questionnaires with them and returned them to the researcher.

1.7 Delimitations of the study

The study was delimited to all the 23 public primary schools in Kanziko zone, Ikutha Sub County which happens to be one of the driest parts of Kitui County and where most of the parents were presumed to contribute partially on education matters. The standard eight pupils, teachers and parents were the

respondents. The study was delimited to the following variables;-parental supervision of pupils homework, parents attendance to school functions, parenting styles, parents assigning of home chores to pupils and provision of learning facilities and how they influence pupils performance.

1.8 Significance of the study

Findings of this study would help parents assume their full responsibility in terms of supporting their children to enable them perform better not only in the continuous assessments but also in the KCPE examination. The study identified key areas that need increased support by parents and sponsors in understanding their role in school that could form a basis for recommendations by teachers, MoEST, and other policy makers that includes KICD for relevant adjustments aimed at improving the quality of education offered and therefore encouraging better results.

1.9 Basic assumptions of the study

This study was based on the assumption that:

- 1) All public primary schools in Ikutha Sub County followed the recommended curriculum which valued the contributions of parents.
- 2) In all the said schools parents had failed in one way or the other to exercise their full potential in supporting education of their children hence poor performance.

1.10 Definitions of key terms

Performance: referred to the accomplishment of a given task measured against preset known standards of accuracy or completeness.

Participation: referred to the process through which all members of the school community are involved in and have influence on decisions related to development activities that will affect them.

Parent: referred to a mother, father or guardian of a child and includes any person who is responsible under the law to maintain a child or is entitled to a child's custody.

School: referred to an institution registered under basic education Act (2013) that meets the basic prescribed standards.

School function: referred to school activities that include PTA meetings, open and academic days, and any other school visit where the parent is required to discuss the academic progress of his/her child.

1.11 Organization of the study

This study was organized in five major chapters. The first chapter highlighted the introduction comprising of background to the study, statement of the problem, purpose, objectives, research questions, limitations and delimitations, significance, assumptions and definitions of significant terms. Chapter two dwelled on literature review which will contained meaning, sources of information, summary of literature review, theoretical framework and

conceptual framework. The third chapter covered research methodology to be employed. This consisted research design, target population, sample size and sampling techniques, instrumentation; validity and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four presented the data analysis and interpretation comprising introduction, analysis of research questions and analysis of demographic information of respondents. While the last chapter focused on summary, conclusions and recommendations. Introduction, summary of project, methodology summary, and summary of findings, conclusions, recommendations and suggestions for further research was discussed under this. Finally, bibliography and appendices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review of related literature focused on various critical issues pertinent to parental contributions in schools. The review was geared towards shading some light on some of the issues that have been insufficiently understood concerning this topic. While making reference to other studies that have been done on the topic, emphasis was based on the discussion of the general overview of parental participation in schools, parental supervision of homework, parenting styles and practices and their effects to performance, home chores given to pupils and its contribution to performance and finally physical facilities provided to pupils at home and how they can influence performance; all of which were discussed thematically. A summary of the review of the related literature was made at the end of the discussion. Then before winding up the chapter, a theoretical and conceptual framework was discussed.

2.2 An overview of parental involvement in schools

Mainly, family has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society. It has been assumed that academic achievement of students may

not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their children. The study examined the relationship between the extent of parental involvement in academic activities of their children and the level of their children's academic achievement especially in KCPE examination.

2.3 Parental supervision of homework and its influence to pupils KCPE performance

Parents and teachers must get together in a problem solving mode to modify pupils behavior and habits. A leading expert on remedial instruction for pupils to improve in academic achievement cites several reasons for the decline of parents to support pupils in homework that the parents should not try to help if they are not experts in those subjects (Hair, 2004). However, Schickedanz, (2003) reported that children of parent who showed no interest in pupil's homework were found to perform poorly academically.

Ryan, (2005) reported that academic performance is positively related to having parents who enforce values at home. This underscores the importance of supervision of homework plays in curriculum implementation hence the need to ensure parents supervise their children, That is the time when parents can find out how their child is progressing with his/her lessons as well as discipline which is often necessary to make him`/her spend reasonable amount of time studying. Mulei's (2012) study on parental involvement in Yatta found that majority of the parents in Yatta division encouraged their children to study at home but a few rewarded them. This might have contributed to the

low curriculum participation as result of lack of genuine parental encouragement and support in home work and school assignments. In addition, the study revealed that despite the low education level of the parents had, majority of them (76.5%) encouraged their children to read while at home but still very few (10%) assisted their children in doing homework. This contributed negatively on curriculum implementation.

Chemogosi (2012) study on parental supervision in Emogwen division established that 47% of the parents sometimes supervised their children as they did their homework. The 29% of the respondents supervise their children as they do their homework; the academic performance of such children was good due effective curriculum implementation. The reviewed studies here positively supported the importance of parental supervision of homework in children's curriculum implementation that results to better academic performance. It had been shown that children whose parents supervise their homework do well in school, they are academically motivated hence have interest and positive attitude in their studies. Therefore, the reviewed studies prompted for a research to examine whether there is parents supervision in home work in Kanziko zone which would impact positively on the academic performance in the public primary schools.

2.4 Parental attendance to school functions and its contribution to pupils' KCPE performance

Parents attendance to school activities included attending open days, academic days, prize giving days, annual meetings, fund raising days and sports days

(Kariuki, 2014). Miller (2003) states that many parents, child and school based factors operate to block parents' ability to take up the school invitations and become involved. Parent factors include parent's dread of school and lack of confidence acquired from their own schooling history. Parents might distance themselves from a difficult child or might distance themselves to discuss with teachers their perceived failures with parenting such children (Porter, 2006). Karanja, (2005) and Kariuki (2014) study on parental involvement agrees that, parent's participation in school activities have a positive influence on curriculum implementation hence their children academic achievements. Student's performance is better for those whose parents participate in school activities than those whose parents never participate. Parents have good opportunities to discuss their children's academic performance with teachers and support them in planning for better performance. In these forums the parents are sensitized on educational needs of their children and are able to assist the school administration and the teachers to come up with solutions and hence better academic achievement (Kariuki, 2014). Karanja (2005) study revealed that parents rarely visited schools to check on their children academic progress. Parents who visited and participated in school activities, their children tended to improve on academic performance unlike those whose parents hardly visited or participated in school activities.

2.5 Parenting styles and their contribution to pupils KCPE performance

Steinberg (1993) defines a parenting style as the emotional climate in which parents raise their children. Baumrind's (1971) typology of authoritative,

authoritarian and permissive parenting styles will be specifically examined in this study. These three parenting styles have differing effects on academic achievement, overall psycho-social well-being, and social development

2.5.1 Authoritative parenting style and its influence to pupils' performance

It involves a child centric approach in which parents hold high expectations for their children. Authoritative parents listen to their children; encourage independence; express warmth and nurturance and place limits, consequences and expectations on their children's behavior (Baumrind, 1971). Several studies showed that adolescents who were raised in authoritative homes perform better than their peers raised in permissive or authoritarian homes on a wide variety of measures of academic achievement, competence, social development and mental health, (Rice, 1997). This finding has been replicated across different conceptualization and operationalisation of the authoritative style, (Hill & Tyson, 2009). Authoritative parenting also has psycho-social benefits for children such optimism, better self-control, more willing to help, greater task persistence, high self-esteem, responsiveness to parents' views and moral maturity, (Gonzalez & Wolters, 2006). Lastly, authoritative parenting style has also been positively related to academic adjustment in university students aged 17 to 19-years-old, (Mc Kenry, 2000). The research clearly showed that authoritative parenting fosters the most successful life outcomes.

2.5.2 Authoritarian parenting style and its influence to pupils' performance

Authoritarian parents have high expectations of their children and have very strict rules that they expect to be followed unconditionally. By contrast, research on authoritarian parents from Australian, American, African and Chinese cultures has found that children exposed to this parenting style typically do not perform as well academically as children with authoritative parents (Lau & Lam, 1998). This is because authoritarian parents frequently demoralized their children by mocking and criticizing them. To exert control, authoritarian parents typically shout at, command, and disparage their children, (Leung, 1998).

Authoritarian parents typically disciplined their child after misbehaving by making them feel rejected and act hostile towards them. Authoritarian parenting was also found to negatively impact on a child's overall well-being. Children were found to be overly anxious, unhappy, had lower self-esteem and less self-reliant, (Hendry, & Glendin, 1995). It is likely that the values and beliefs held by parents were not internalized by their children because authoritarian parents typically were not open to give and take with their children and made less use of explanations, (Winsler, 2009).

2.5.3 Permissive parenting style and its influence to pupils' performance

Parents who use this style rarely discipline their children, allow considerable self-regulation and avoid confrontation. Parents who use a permissive style

encouraged autonomy but provided minimal direction and consequences when their children misbehave, (Baumrind, 1991). These parents do not require their children to behave maturely and avoid confrontation. Parents typically take the status of a friend more than a parent. The values and beliefs of the parents are often not internalized as socially acceptable behaviors are often dependent on external consequences such as being rewarded with money and receiving attention for completing something, (Prinz, 2002). Children raised with a permissive parenting style had poorer behavioral and cognitive outcomes. They were often impulsive, disobedient, and rebellious, and performed poorer academically than authoritative and authoritarian parents, (Chang & Chang, 1998).

2.6 Home chores assigned by parents and their contribution to pupils' KCPE performance

Different home environments varied in many aspects such as the parents' level of education, economic status, occupational status, religious background, attitudes, values, interests, parents' expectation for their children, and family size among others (Muola, 2010). There was a substantial literature on the relationship between time at work and school attainment of high school or college students in the United States. These studies generally found little evidence that part-time work while attending school affected school achievement, with a few exceptions. Study carried out in Nigeria noted a significant proportion of working children attend school less frequently or irregularly. On average, working children absented from school for about two

days in a week (Togunde 2006). He also noted that home chores caused children lateness to school because a large majority is compelled by their parents to perform duties in the morning before going to school. Similar studies in Guinea revealed that the learner absenteeism was very high especially among the girls. The girls were helping in domestic chores and lacked parental encouragement to go school (Kariuki, 2014).

Research on parental characteristics and how they impact on children's educational matters has been lacking in Kenya. Children from poor family settings combine schooling and other activities such as household chores, farm work, work outside homes, and family business (Moyi, 2011). He points out that most of the students who work and attend school may be at a disadvantage because this constitutes educational inequality; learners who combine schooling and work and those who do not. Studies showed that children in Kenya are engaged in domestic chores, often to the detriment of their education (Kadenyi and Kamunyu, 2006). Working prevented children from attending schools, reduced study time or led to fatigue thereby reducing children's concentration and learning. Kibera (2007) indicated that students who are not supported by their parents in their school work are likely to go to school late, for they may go to school late, for they may perform duties before going to school. Such duties include fetching water, opening a family shop, cooking and even bathing younger sisters and brothers. At times such students go to school burdened with a lot of household chores. Continuous late attendance of school was bound to have an adverse effect on the number of

contact hours pupils interacted with their teachers hence curriculum implementation. Students coming to school late found the lessons have already begun and were not able to understand even follow the lessons. In addition, the students were already tired and had no energy to learn for the whole day. This influences curriculum implementation negatively. A study in Kirinyaga district established that majority of students had over two hours of study at home to do their homework; this showed that they were not actively involved in the home chores. Students indicated that they did wash their clothes, cooked and had leisure time (Irimia, 2009).He noted that home chores may not be the sole predictor of poor curriculum implementation as other influences such as children laxity, time wasted in playing, watching T.V, and reading magazines could have contributed to low curriculum participation. Due to contradictions within the revealed studies, there was need to carry out a study in Kanziko zone to identify whether, home chores assigned to pupils by their parents influenced performance.

2.7 Learning facilities provided at home and their influence to pupils performance

Parents who were economically endowed were capable of providing essential furniture, proper study room, services like water and lighting, an atmosphere of encouragement and guidance. Increased availability and use of textbooks improved the students learning particularly to low income setting (UNESCO, 2008).The success or failure of curriculum implementation may well depend on the availability of facilities and equipment at both school and pupil's homes

(Oluoch, 2011) The provision and supply of these facilities and equipments should be joint responsibilities between the educational and school authorities and the school community and parents of the children at the school.

A relevant study conducted by Mulei (2012) found a positive relationship between learning facilities at home and pupils score in national examinations. He found out that majority of the pupils lack essential facilities especially a private study rooms and lighting fuel contributing to failure to complete the assignments and hence poor curriculum implementation. Mulei's findings also revealed that teachers and pupil's were of the view that measures be taken to provide extra learning materials, creating conducive study environment by parents at home and reinforcing the children positively if effective curriculum implementation is to be realized.

Muola's (2010) study reveals that a child whose effort to do well in school is supplemented by the provision of required learning facilities would tend to have high academic motivation. The family should have supportive atmosphere, supervising homework, providing supplementary reading materials and providing tutors. A Study conducted by Bali (1984) as quoted by Mulei (2012) showed low correlation between performance in examinations and material facilities at child's home. He noted that some facilities like radio, television, video, and magazines can distort the Childs concentration in studies.

2.8 Summary of literature review

In the reviewed literature, parents' supervision of homework has consistently been shown to have positive effects on academic performance. Studies have shown that children whose parents supervise homework do well in school however other scholars noted that children should do homework alone and the parents should not try to help if they are not experts in the subject. This therefore brought some contradictions which this study sought to investigate.

Parent attendance to school functions were positively correlated to better performance as parents who take part in school functions their children tend to have better grades than those whose parents never participate however, some scholars argued that parents aspirations and involvement in school functions may not cause improved academic outcomes for their children as their involvement is likely to be one of many parenting practices that they employ. This concurred with my study because parenting styles may affect the academic performance of pupils as seen in the reviewed studies.

Several studies have come to consensus that home chores is inversely related to child's participation in classroom activities as pupil's who are not supported by their parents may go to school late for they may perform some duties before going to school, however, other studies revealed home chores may not be the sole influence of poor academic performance as other influences such as children laxity, time wasted playing, watching TV and reading magazines could have contributed to poor academic performance. This is in agreement with my study because a study done by Kyalo(2012) showed that some parents

instead of assisting their children in homework, allowed their children either sit down to listen to radio or waste time listening to stories from their grownup relatives which have no education importance.

Learning facilities at home have been found to influence academic performance by several study findings. Pupils from homes with adequate learning facilities have advantage over those from homes with inadequate learning facilities. However, no findings have found low or no positive relationship between learning facilities at home and child's academic performance. Due to contradictions within the revealed studies, there was need to carry out a study in Kanziko zone to examine the influence of parental involvement on pupils KCPE performance in public primary schools in Kitui county, Kenya.

2.9 Theoretical Framework

This study was consistent with the theoretical schema of Epstein's (1995), frame work of 'six types of parental involvement'. Joyce Epstein (1995) developed a frame work for defining six different types of parental involvement. This frame work assist educators in developing school and family partnership programs. There are many reasons for developing school, family, and community partnerships, she writes, "the main reason to create such partnerships is to help all youngsters succeed in school and in later life". Parent involvement had been shown to be an important variable that positively influenced children's education.

Epstein's framework of six major types of parental involvement was among the most useful tools developed by the field thus far for defining parental involvement practices and linking them with certain type's outcomes. The six types of parental involvement include: parenting (helping families with childrearing and parenting skills), communicating (developing effective home-school communication), volunteering (creating ways that families can become involved in activities at the school), learning at home (supporting learning activities in the home that reinforce school curricula), decision-making (including families as decision-makers through school-sites councils, committees) and collaborating with the community (matching community services with family needs and serving the community), (Epstein, 1995). Each type of involvement encompassed a variety of practices to be undertaken by teachers, parents, and students and was theoretically linked with a variety of distinct outcomes for students, teachers, and parents as well. She further noted that while certain practices were likely to influence students' test scores, others were designed to produce outcomes related to attitude and behaviors. She further asserted that parents involved with their children's education consistently demonstrated good parenting skills, communicated with the school staff, volunteered their time in the school, helped their children learn at home, took an active role in school related decision making, and regularly collaborated with the school community.

2.10 Conceptual Framework

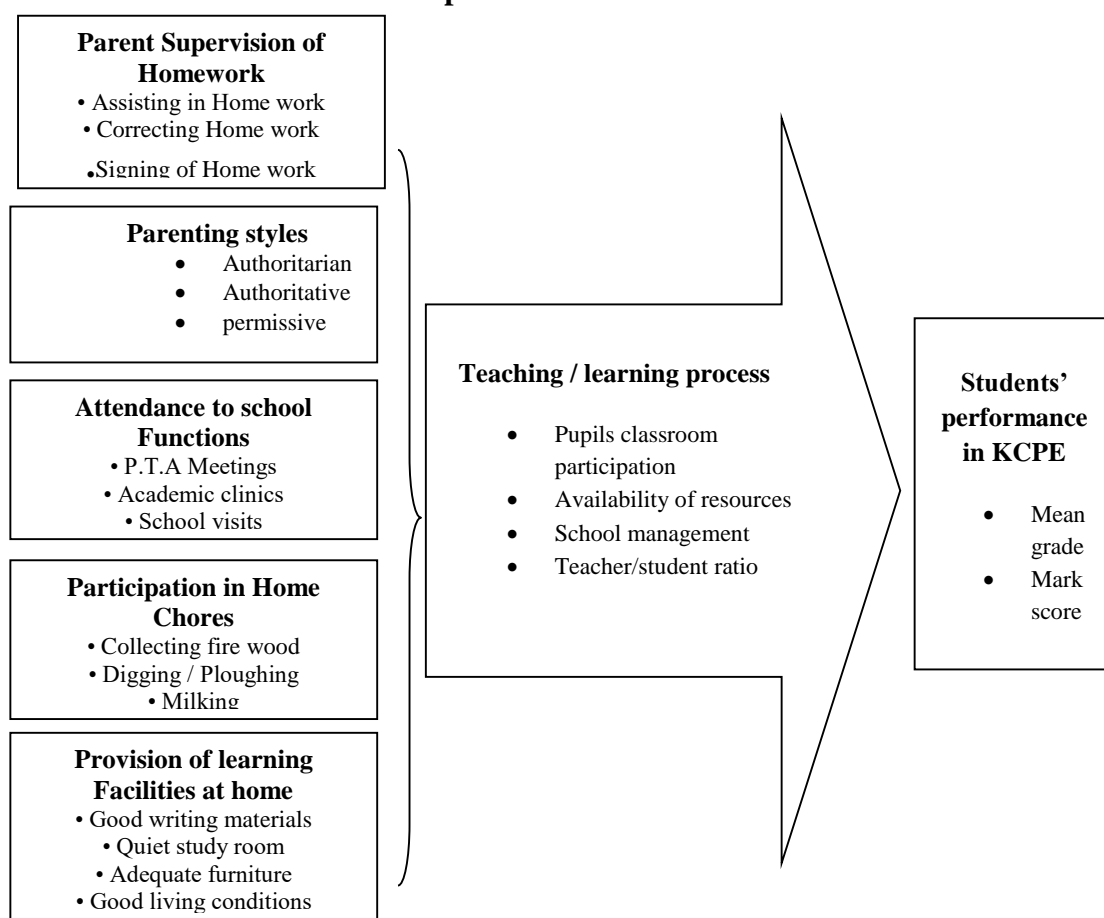


Figure 2.1: Conceptual framework on the influence of parental participation on KCPE performance.

The Figure 2.1 above showed that KCPE performance was affected by five independent variables. These variables were parents' participation in school functions, parenting styles and practices, supervision of homework, physical facilities provided at home and home chores. The parameters which were used to measure students high performance at KCPE included; availability of resources, pupils participation in class, good school management and teacher/student ratio.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this section the researcher described the design and methodology used for the study. The research design, target population, sample size and sampling techniques, research instruments, data collection procedures, validity and reliability of the research instruments, and data analysis were discussed.

3.2 Research design

The researcher employed descriptive survey research design. Kerlinger (1973), argues that descriptive survey research studies a large and small population by selecting and studying samples chosen from the population to discover the relative incidences distribution and interrelations of sociological and psychological variables. This design was quite useful because the population was very large. The rationale for choosing this design was that it could be used to systematically collect information from people in the field by obtaining their responses to the questions using the questionnaire as an instrument for data collection.

3.3 Target population

Target population refers to a set of people that the researcher focused on and to which the results obtained from the sample were generalized (Orodho, 2010). This study targeted all the **23** public primary schools of different

categories and status with approximate total population of **505** std8 pupils and **109** TSC employed teachers (MoEST statistics, 2015) together with their parents in Kanziko zone, Kitui County.

3.4 Sample size and sampling procedure

According to Mulusa, (1990), a sample is a smaller population which is carefully selected to represent all the main traits of the whole population. Since the targeted schools were not many, all the 23 schools were selected. The study covered a sample of 30% of Std 8 pupils, 50% of teachers and 20% of parents' populations with an equal distribution as per gender as follows;

Table 3.1 Sampling Procedure

Respondents	target population	sample size	percentage
Teachers	109	55	50
Pupils	505	152	30
parents	450	90	20

For this study to select the representatives for the schools, pupils and teachers, a list of all schools, standard 8 pupils' and teachers formed the sample size. The study used simple random sampling technique. This technique involved giving a number to every subject or member of the target population, placing the numbers in a container and then picking any number at random, (Mugenda & Mugenda, 2003). This ensured that each member of the target population had equal and independent chance of been included in the sample.

3.5 Research instruments

Questionnaires were used to gather information from pupils and teachers. The questionnaire used both open-ended and closed ended questions .In the nature of study it ensured anonymity (Kumar, 2005). The study employed two sets of questionnaires. One for the teachers and the other for the pupils. The questionnaire for the teachers consisted of two parts. Part one had five items on demographic data of respondents. Part two had questions on the influence of parental participation on performance. Likewise the questionnaire for pupils had two parts. Part one with five items on demographic information of pupils and the second part had questions on the influence of parental participation on performance. The parents were involved through focus group discussion since most of them were illiterate and not easy to reach as well.

3.6 Validity of instruments

Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept (Kothari, 2008). It is essentially concerned with establishing whether the questionnaire content measured what it purported to measure. For the purpose of this study content validity was done through piloting of research instruments which involved 10% of the 23 targeted schools (Mugenda & Mugenda, 2003). In this study, the pilot study was done in two schools that were purposively sampled. A sample of 30 pupils from a target population of 505 class 8 pupils were involved by giving a number to every pupil then placing the numbers in a container and then picking at random. 5 teachers and 23 parents were purposively sampled and

involved in the pilot study. The two primary schools which were used in piloting were not used in the actual study. After the analysis of the responses, it was necessary to revise and modify some items. The researcher pre-tested the research instruments for clarification and ascertained their ability to capture all the data required to get feedback which led to improvement of the instruments. He also consulted with supervisors who are experts.

3.8 Reliability of instruments

The study employed test-retest technique whereby the questionnaires were administered twice to the participants during the pilot study. The researcher assessed the consistency of the responses on each pair of piloted questionnaires in order to make judgments on their reliability. There was a time lapse of two weeks between the first and second test that eliminated any chances of error which could have arisen by testing only once. After administration a correlation coefficient was calculated to indicate the relationship between the two sets of scores using a formulae whose value varied between **0.00** - **+1.00** which is acceptable for any test (Gay,2006). Closer the value will be to **+1.00**, the stronger the congruence. Pearson's product moment correlation coefficient formulae was used as given below;

$$r = \frac{n \sum xy - \sum(x) \sum(y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}} . \text{ where; } \mathbf{x} \text{-represent first test and } \mathbf{y} \text{-second test.}$$

The teacher's questionnaire yielded a reliability of 0.78 and the pupil's questionnaire yielded a reliability of 0.74. A correlation coefficient of above 0.7 was considered appropriate (Mugenda & Mugenda, 2003).

3.9 Data collection procedure

A research permit was obtained from the National Council for Science and Technology and Innovations. (NACOSTI) after which the researcher reported to the sub county director of education and his counterpart deputy county commissioner offices to obtain the necessary authority to proceed with the study. Head teachers were conducted prior to the actual research through the zonal education offices to help them understand the nature and purpose of the visit and also plan on the appropriate periods for the visits.

3.10 Data analysis techniques

Editing of the data was done first in order to identify any errors made by the respondents such as spellings and misinterpretations of questions. The collected responses were then coded and arranged in a tabular form. Frequencies, percentages and proportions were calculated to facilitate inferential interpretation by the researcher. Qualitative data generated from the open ended questions was Organized in themes and patterns categorized through content analysis and then tabulated data computed using the statistical package for social sciences (SPSS). (Mugenda and Mugenda,1999).

3.11 Ethical considerations

This study adhered to the academic ethics and avoided plagiarism during the writing of the research. The researcher ensured that the identity of the respondents was treated with the confidentiality it requires.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the results of the analysis on the study of the influence of parental involvement in the KCPE performance of pupils in public primary schools in Kanziko Zone of Kitui County, Kenya.

4.2 Questionnaire Return Rate

The questionnaire return rate was as shown on Table 4.1

Table 4.1: Questionnaire Return Rate

Respondents	Sampled	Returned	Return Rate
Teachers	55	44	80
pupils	152	130	85.5
Total	207	174	84

The responses from the teachers and pupils were 80% and 85.5% respectively an indication that the sample is adequately represented in the findings of the study.

4.3 Demographic Information

This section presents the findings on the demographic information and characteristics of the respondents.

4.3.1 Parents Demographic Information

The study sought to establish the gender of the parents that were involved in the study. The results for the parents gender were presented in Table 4.2.

Table 4.2: Parents Gender

Gender	Frequency	Percentage
Female	46	57.5
male	34	42.5
Total	80	100

From the study, we found that 57.5% of the parents were female while the remaining 42.5% were males. This shows that majority of the parents in the study were female. What is clear is that female parents were more involved in the study and may give a clearer picture on parental involvement in their children's education. Further, we sought to establish the age bracket of the parents. The responses are indicated in table 4.3.

Table 4.3: Parents Age.

Age Bracket	Frequency	Percentage
30 years and below	12	15
Between 31-40 years	36	45
Between 41-50 years	15	18.8
50 years and above	17	21.3
Total	80	100

The demographic data on parent's age showed that majority 45% were aged between 31 - 40 years of age, while another 18.8 were aged between 41-50 years. Overall, over 50% were above 30 years indicating some level of maturity on the subject under study. The parents' marital status was shown on Table 4.4.

Table 4.4: Parents Marital status

Marital Status	Frequency	Percentage
Married	53	66.3
Single	12	15
other	15	18.8
Total	80	100

In terms of the parent's marital status, the study found that 66.25% were married, 15% were single and 18.75% were either divorced or widows. From

the data majority of parents were in married hence indicating an experienced view in the case study in terms of how they are involved .The study also sought the parents’ education level to establish a link with poor performances in Kanziko Zone. The results were presented in Table 4.5.

Table 4.5: Parent Education Level.

Education Level	Frequency	Percentage
Primary	64	80
Secondary	10	12.5
Above secondary	6	7.5
Total	80	100

The study found that, majority of the parents 80% had primary education, 12.5% of the parents had secondary levels of education, 7.5% had college education and university degree or higher. The educational background points to the fact that most of the parents are educated up to primary level thus at least easily understood the issues rose in the questionnaire concerning the area of study. The economic activities of the parents could be a determining factor in their involvement with the children. The results are presented in the table 4.6.

Table 4.6: Parents Occupations

Occupation	Frequency	Percentage
Farmer	58	72.5
Teacher	2	2.5
Small business	6	7.5
Technical skill	14	7.5
Total	80	100

From the research findings it clearly shows that most of the parents were in farming as a major occupation. The study further revealed that 2.5% were teachers while 7.5% of the respondents were engaged in business. Majority of the parents 72.5% being farmers, their pupil's could be more engaged in farming activities as they provide family labour to support family income. This may influence pupil's attendance to schools hence poor performance.

4.3.2 Teachers Demographic Information

Teachers spend a lot of time with the pupils perhaps more than the parents do. It was therefore prudent to get the teachers views on influence of parental involvement in the KCPE performance of pupils in public primary schools. Teachers' gender can play a great role in success among pupils. The teacher's gender findings are illustrated in the table 4.7.

Gender	Frequency	Percentage
Male	20	45.45
female	24	54.55
Total	44	100

From table 4.7, majority of teachers were female 54.55% and 45.45% were males. This could give a rich background for information since female teachers are more involved in pupil's activities than their male counterparts. In the research data, the researcher sought to find the age bracket of the teachers in the study area to assist in the final tabulation of the findings. These results are summarized and presented in table 4.8.

Table 4.8: Teachers Age

Age Bracket	Frequency	Percentage
Below 30 years	13	29.55
Between 31-40 years	20	45.45
Between 41-50 years	4	9.09
Above 50 years	7	15.91
Total	44	100

The study revealed that 29.55% of teachers in the study were aged below 30 years, 45.45% were aged between 31 to 40 years, 9.09% were aged between

41 to 50 years while the remaining 15.91% were aged 50 and above years. Majority of the teachers are above 30 years meaning more experienced in the profession to give the rich background information about the pupil's they are teaching. The researcher also sought to find out the teacher's qualifications, the study found that there were various responses on the same as illustrated in the Table 4.9.

Table 4.9: Teachers Qualification

Education Level	Frequency	Percentage
Masters degree	0	0
Bachelors degree	5	11.36
Diploma	18	40.91
certificate	21	47.73
Total	44	100

From the research data it can be clearly witnessed that majority of teachers were certificate holders, representing 47.73% response. This was followed by those that held diploma by 40.91% and those that had bachelors certificate represented 11.36%. This result played an important part in knowing how education level can influence curriculum implementation. The researcher sought to find out the experience of the teacher in the location of the research. The Table 4.10 shows the response recorded from the research findings.

Table 4.10 Teachers Teaching Experience

Teaching Experience	Frequency	Percentage
Above 5 years	25	56.82
2-5 years	15	34.09
Below 1 year	4	9.09
Total	44	100

From the research finding in the Table 4.10, 56.82% of the respondents were above 5 years. 34.09% had an experience of 2 to 5 years, 9.09% of the respondents were below 1 year; this meant most of the teachers were experienced enough to give accurate responses.

4.3.3 Pupils Demographic Information

The greatest contributor to pupil's success is the pupils themselves. Their opinions on the influence of parental involvement in the implementation of curriculum in the public primary schools were very vital for the study. This study sought to find the gender of the pupils who were involved in the study. The findings are illustrated in the Table 4.11.

Table 4.11: Pupil's Gender

Gender	Frequency	Percentage
Male	64	49.23
female	66	50.77
Total	130	100

From the pupils study the researcher found out that the pupils fraternity in Kanziko zone was dominated by female, representing 50.77% response from the pupils. This is followed by 49.23% response from male pupils. The study also sought to find out the pupils age. The findings on pupils' ages were illustrated by the Table 4.12.

Table 4.12 Pupil's Age

Age Bracket	Frequency	Percentage
Below 13 years	3	2.31
13 years	26	20
14 years	40	30.77
Above 14 years	61	46.92
Total	130	100

From the illustration in Table 4.12, it's clearly seen that majority of the pupils are of 14 years of age and above representing 46.92%. Followed by 14 years representing 30.77%. This goes to ascertain that the pupils used in the study

had the experience and the mentality to understand and respond to the questions posed to them. Only 2.31% of the respondents were from pupils who said they were below 13 years of age. A Childs' development could be affected by factors at home or where they live. It was thus prudent to establish whom the pupils lived with as illustrated in table 4.13.

Table 4.13: Children care givers

Care Giver	Frequency	Percentage
Mother & father	95	73.1
Mother	20	15.4
Father	12	9.2
others	3	2.3
Total	130	100

Majority of the pupil's response 73.1% indicated that they lived with their both parents, This was followed by those that said they live with a mother by 15.4%. Those that responded to living with their fathers represented 9.2% of response. In most households it is both father and mother who are likely to be involved thus forms fertile grounds for this study. The pupils were asked about their parent's level of education in order to establish any relationships it may have with parental involvement in the child's education. The results were summarized as illustrated in the Table 4.14.

Table 4.14 Pupils' Parents level of Education.

Level Of Education	Frequency	Percentage
Post secondary	21	16.1
Secondary	29	22.3
Primary	60	46.2
Below std 8.	20	15.4
Total	130	100

22.3% of the pupils responded that their parent's education levels were form 4 graduates as shown on Table 4.14. Majority of the pupils 46.2% agreed that their parents had primary education. This concurred with the parents responses where majority were primary certificate holders. This implies that findings of this study are to be trusted because of that level of honesty in responses.

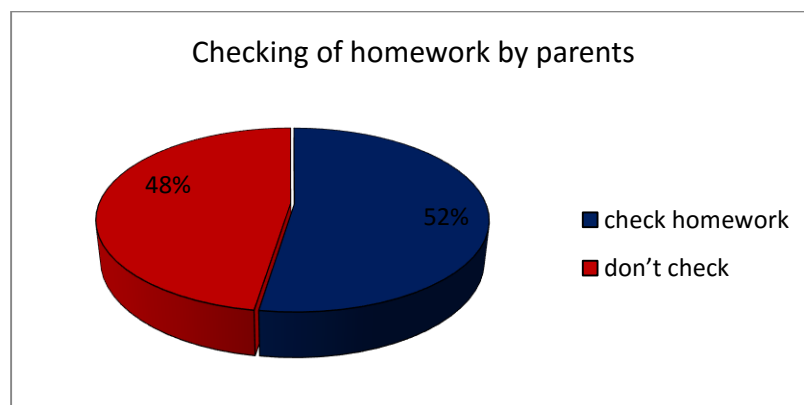
4.4 Parental Involvement in Curriculum Implementation

This study seeks to establish the influence of parental Involvement in KCPE performance of pupils targeting the three main players i.e. Parents, Teachers and Pupils. We have presented the findings on these in the following categorizations as per the study objectives.

4.4.1 Influence of Parental Supervision of Homework on KCPE performance.

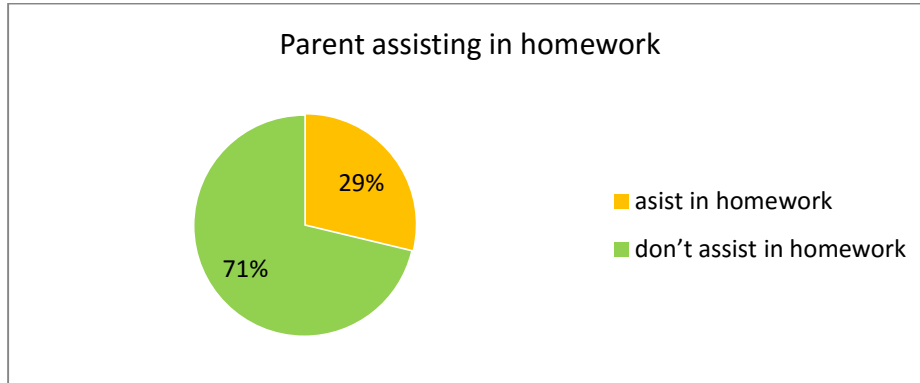
Parents stand the best chance to influence academic performance in various ways as enumerated in the questionnaire. The study found the following regarding the first objective according to the parents. The study sought to find out how often children home work was checked by their parents. The results are indicated in Figure 4.1 Below.

Figure 4.1: Checking the Children’s Homework



Majority 52.5% of the parents as illustrated in figure 4.1 checked their children’s homework. 47.5% of parents agreed that they don’t check. From the research findings it can be ascertained that majority of the parents are involved in their children’s education by checking on their homework regularly hence directly influence the performance of their children. The parents were also asked to indicate how often they assisted their children in Homework. The results are indicated in figure 4.2.

Figure 4.2: Assistance of Children in Homework



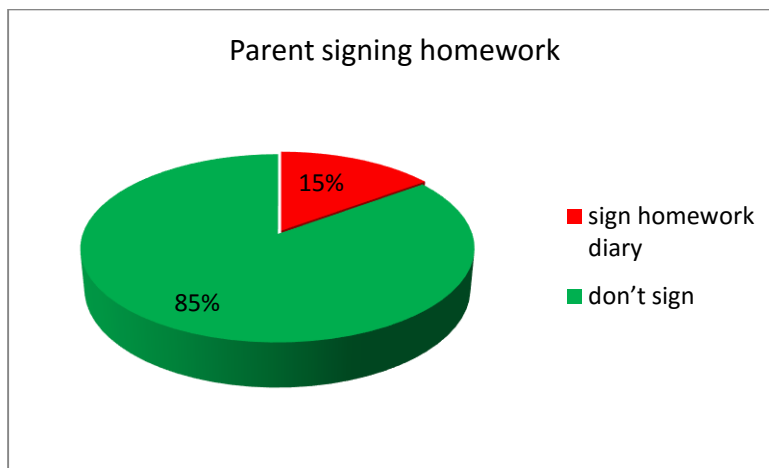
From the figure 4.2, majority of parents 71.25% don't assist their children in homework. This entails parents assisting children in homework least influences the implementation of curriculum since their supervision does not impact positively on the performance of the pupils. The researcher again sought to establish children's duration of study in the home environment. The duration of time to study at home has a great bearing on curriculum implementation. The results are indicated in Table 4.17.

Table 4.15\}: Children's Duration of Study at Home

Duration	Frequency	Percentage
1 hour	55	68.75
2hours	12	15
3 hours % above	16	16.25
Total	80	100

From the Table 4.17 representations above, it's seen that a bigger percentage of 68.75% of the pupils take only one hour studying at home as indicated by their parents. This is followed by those who study for 2 hours by 15%. Those that do study for more than 3 hours at home represented 16.25%. Pupil's duration of study at home indicated majority took one hour only. This entails pupil's completion of homework is greatly affected negatively impacting on performance of pupils. Parents signing of home work could be a good indicator that they are concerned with the children's education and thus should reflect in national examinations results. The results of these are shown on figure 4.3.

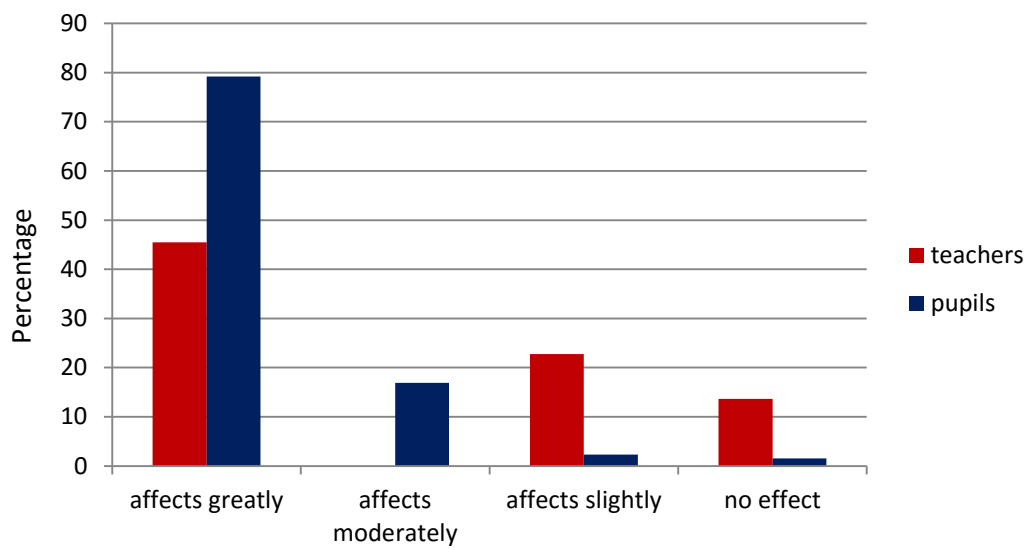
Figure 4.3: Parents Signing of Homework Diaries



From the figure 4.3 shown above, it's evident that majority of the parents 85% said they never sign their children's homework while those who responded to sometimes signing their children's homework represented 15%. The inconsistency in signing of home work could be an indicator of low involvement of parents in supervision of homework and hence affecting pupils

performance. In order to investigate how parents supervision of homework influences pupils KCPE performance in public primary schools, the study compared the results with those of teachers as shown in figure 4.4 below.

Figure 4.4 effects of parental supervision of homework to performance of pupils according to teachers and pupils



These findings indicates that parents supervision of homework have a major influence on performance of pupils The extent to which parent’s supervision of homework has been established may have impacted negatively on KCPE results. The findings indicate that both teachers and pupils agreed that failure by parents to supervise homework at home will definitely affect the final results.

4.4.2 The extent to which parent’s participation in school functions Influences KCPE performance of pupils in Kanziko zone.

The researcher sought to find out how often the parents were involved in the school functions according to the parents. The findings are illustrated in the table 4.16.

Table 4.16 Parents Involvement in School Functions

Function	Frequency	Percentage
General school activities	43	53.75
PTA committee	13	16.25
Discussing academics with teachers	3	3.75
Total	80	100

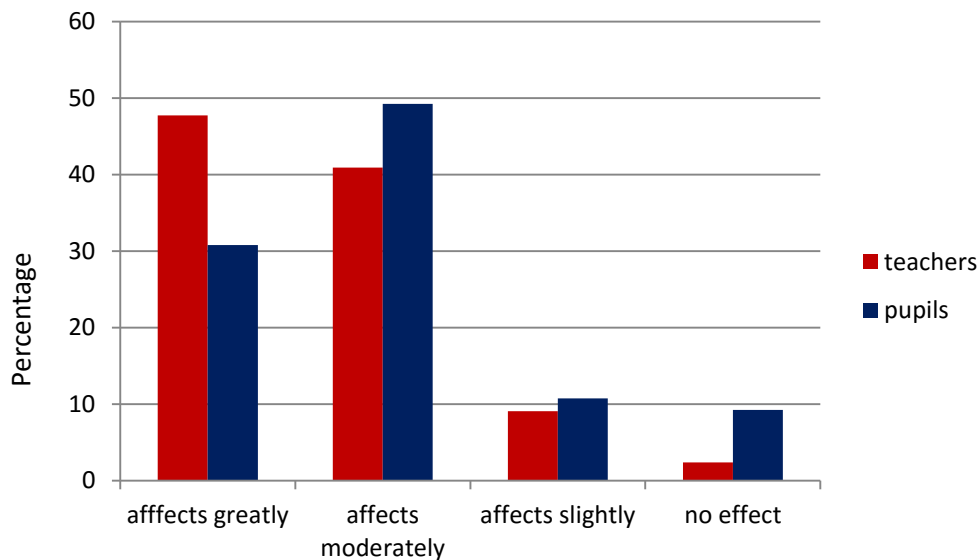
From the table 4.16 representation above, the majority of parents in the study indicated they are involved in schools function by 53.75% while those that responded to being involved in the discussion with teachers about academics represented only 3.75% which in turn indicates how they influence performance of their children negatively in the schools in Kanziko zone Kitui county. The study sought to establish how parents are involved in matters to do with the school committee. From the table 4.16 representation its clearly illustrated how the parents from Kanziko zone get involved in the schools committees. From the research findings, it’s clearly seen that parents rarely visit schools to discuss academic performance of their children. From the

illustration on the table 4.16, it's clearly seen that there was an overwhelming majority of parents who rarely go to schools and discuss their children's performance academically.

4.4.3 The effect of Parents Attendance to schools functions towards performance according to teachers and pupils.

In order to investigate how parents attendance to schools function influenced performance in public primary schools, case study being Kanziko zone Kitui county, the study came up with the following findings as represented in figure 4.5 below.

Figure 4.5: Effect of Parents Attendance to schools functions towards performance of pupils.



The findings point to the fact that parents don't participate in many school functions dealing with academic performance. This is in contrast with majority

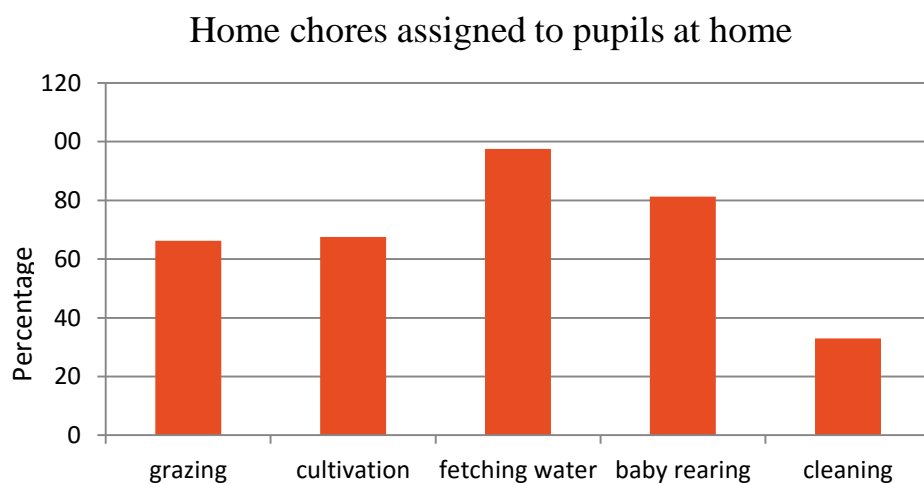
of teachers and pupils feeling that failure by parents to attend school functions will affect greatly pupils KCPE performance. Pupils and teachers strongly indicated that it was crucial to attend school functions. This is despite Nguru, (1987) and Karanja, (2005) findings and agreement that parent’s participation in school activities have a positive influence on curriculum implementation and by extension, their children’s’ academic achievements

4.4.4 The Extent to Which Home Chores Assigned to Pupils by Parents

Influence Curriculum Implementation in Primary Schools in Kanziko Zone

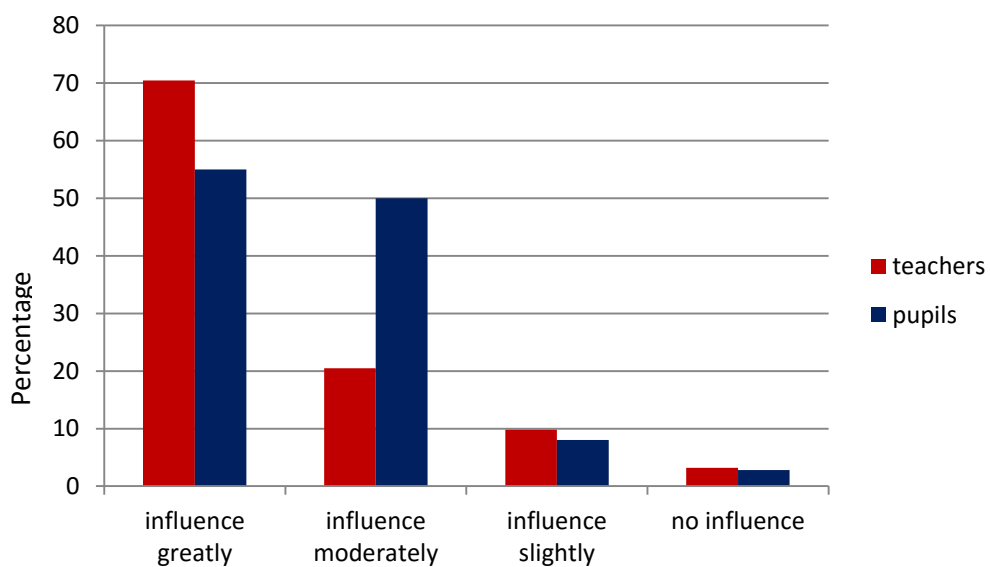
In order to investigate the involvement of children in doing general cleaning at home parents were asked to mention how their children got involved. The results are illustrated in the Figure 4.6.

Figure 4.6: Children’s Involvement in Chores at Home according to Parents



From the illustration in the figure 4.6 above, the parents seemed to agree by a large percentage that their children got involved in fetching water at home sometimes by 97.5% response. This was followed by those that agreed that their children always got involved in taking care of siblings at home by 81%. Only 32% of parents responded to their children doing general cleaning at home. 66% represents response from parents who agreed that their children looked after animals at home. Majority of the parents involved their children in looking after the siblings thereby limiting the time taken by the pupils to carry out private study at home. In order to investigate how home chores influenced performance of pupils in public primary schools, the study sought to find out the views of teachers and pupils as represented in the figure 4.7 below.

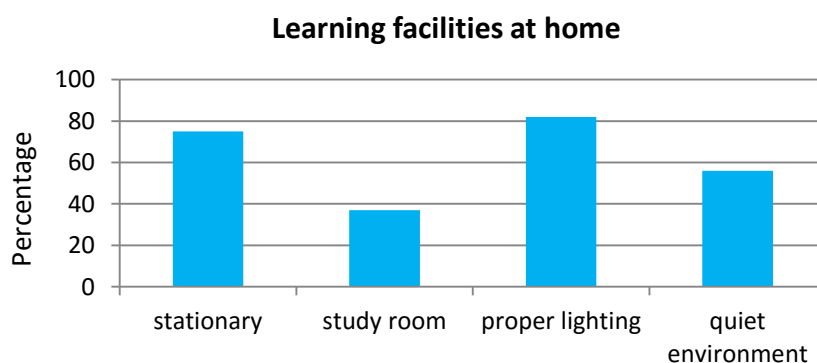
Figure 4.7: Influence of home chores on performance



The findings indicate that home chores are a great drain on the pupils in as far as their academic work is concerned. Both teachers and pupils highly view lack of enough time to study at home as a big blow to performance. Many pupils were reported by their parents to having a routine of performing various home chores such as washing, drawing water, looking after animals among others. According to Ayoo (2002) a large percentage of students from schools in Maseno Division performed poorly. The perception was due to participation in household chores. This affected over 83% of students in the study who pointed out that their poor performance could be due to washing and general cleaning at home.

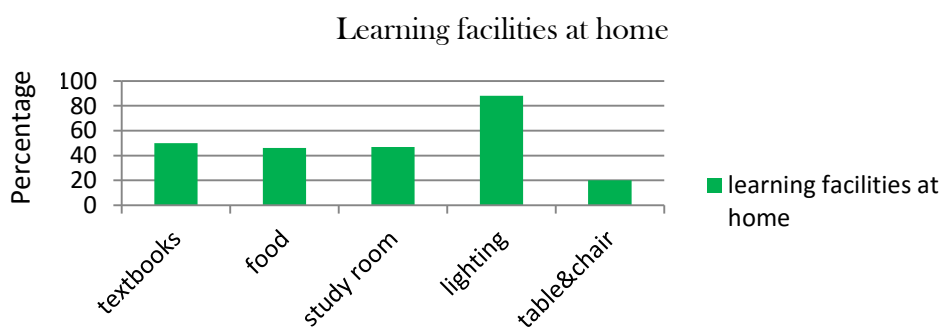
4.4.5 The Extent to Which Availability of learning Facilities Provided at Home by Parents Influence KCPE performance of pupils in Kanziko Zone.

Stationery and other learning materials play a great role in enabling children succeed in their studies at various stages. Parents were asked to indicate how often they provided stationery to their children as illustrated on figure 4.8 below.



From the research findings, 76.9% of the respondents cited stationery were available meaning that pupils were not affected much in their learning due to lack of stationary. The researcher also sought to find out from parents if the children have private study rooms at home, from the study, various responses were recorded from the research instrument. From the illustration, the researcher found out that majority of children do not have private study room at home, representing an overwhelming 63% of response from parents meaning pupils lacked a room where they could do their homework hence neglecting it. Only 37% of respondents agreed to their children having a private study room at home. The researcher also sought to ascertain from the parents if they had power for lighting at home, and there were various responses to this effect. As the illustration shows, the majority of respondents came from parents who said there is lighting when asked if they had power for lighting in their homes, representing 82% of the response. In order to investigate how provision of physical learning facilities influenced performance in public primary schools, the following was the responses of teachers on figure 4.9 below.

Figure 4.9: effect of learning facilities at home on performance

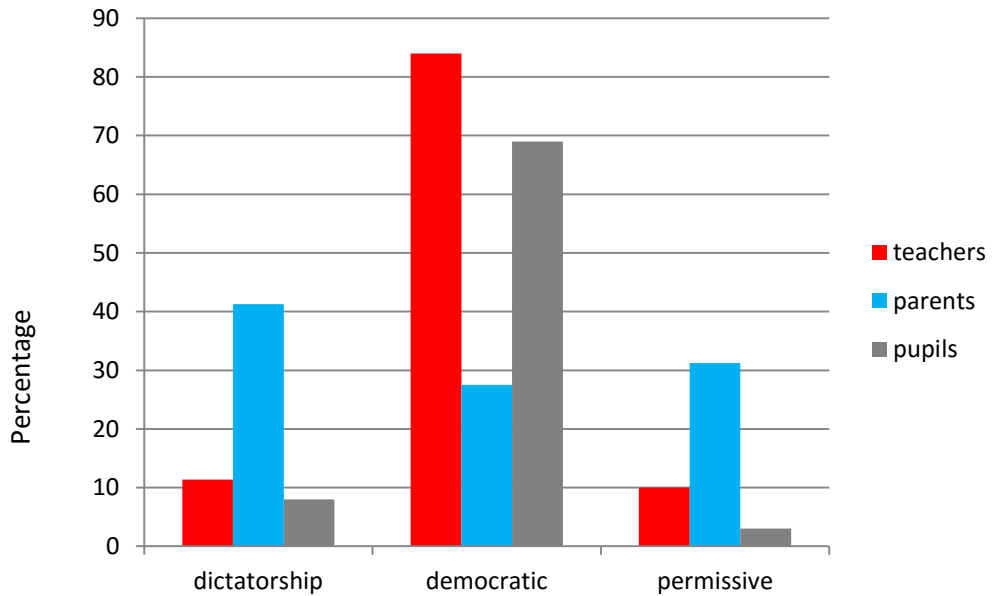


According to Nyakoni, (2012) study in Kiogoro division, pupils were unable to do their homework properly at night due to poor or lack of lighting. It was found that many used tin lamps that require kerosene to provide light. This has a great bearing on the influence of parental involvement on children's academic achievement and especially in pre-schools children learning number work activities. As a result, it influences curriculum participation where pupils fail to complete their homework and assignment due to lack lighting facilities. However this study agrees that parents in Kanziko zone have tried much in providing learning facilities although much need to be done. Teachers and pupils agreed that lighting is most essential at 88% and availability of chairs and tables least important at 20% of teachers responses.

4.4.6 The Extent to Which parenting styles KCPE performance in Public Primary School in Kanziko Zone.

Parents stand the best chance to influence curriculum implementation in various ways as enumerated in the questionnaire. The study found the following regarding the last objective according to the parents. The study sought to find out the style that the parents preferred to use in parenting their children. The results are indicated in figure 4.10.

Figure 4.10: parenting styles



Findings of this study clearly shows that teachers and parents did not agree on the best parenting style however on average, democratic parenting style was viewed to be the best in order for pupils to perform better as agreed by teachers and pupils. Since most parents advocated for dictatorship as the best style, this may be the reason for poor performance of their children. This may be because the pupils may not interact well with parents hence impacting negatively on their studies.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of research findings, discussion of key findings, conclusions made from the study and the recommendations for policy and practice. The chapter also presents suggestions for further research.

5.2 Summary of the Study

The main objective of this study was to examine the influence of parental involvement in the KCPE performance of pupils in public primary schools in Kanziko zone, Kitui county Kenya. This study was guided by the following research objectives formulated to aid in gathering the information regarding the research topic. To establish the extent to which parents supervision of homework, parents participation in school functions, how home chores assigned to pupils by their parents at home, parenting styles and how availability of physical facilities provided by parents at home influence KCPE performance of pupils in public primary schools. Several questionnaires were distributed to teachers and pupils. 55 questionnaires were distributed to teachers and 44 were collected representing 80% response from teachers. Pupils questionnaires that were distributed were 152 and out of that 130 collected representing a 85.5% response from pupils. Overall there was a great

response from the respondents, providing a great platform for final research findings.

5.3 Summary of Findings

The findings showed that majority of the parents in the study were female at 57.5% while male were 42.5%. The same was true for the teachers and pupils majority being female. For the teachers female who represented the majority were at 54.55% and male counterpart were 45.45%. The pupils' female gender was recorded at 66% and the male representing 34%. This is not in line with many researches where male population dominates the jobs opportunities and positions of responsibilities. The majority of the parents were between 31 - 40 years of age at 45%. This was followed by those aged below 30years at 15%, while those between 41 and 50 years representing 18.8% and those over 50 years were 21.3%. Teacher's age bracket on the other hand had their majority being above 30 years representing 71. Pupils also recorded an overwhelming response in those that were 14 years and above at 46.92% followed by those that were 14 years at 30.77%. Both response of teachers and parents in terms of marital status showed family setup representing 59.09% and 66.3% respectively. Pupils when asked whom they live with and most of them said to be living with their mothers and fathers representing 73.08%. On the question of education level, most parents were primary educated at 80% while teachers were certificate holders. However, pupils indicated that most of their parents had a secondary school education at 22.31% which is a deviation from the response from the parents who indicated being mainly educated up to primary

level. The study also purposed to establish the occupation of the parents in the study area. The majority at 72.5 were farmers while 2.5% represented teachers. Another 7.5% represented those with technical jobs.17.5% of respondents indicated business as their occupation in Kanziko zone Kitui County. On parent's supervision of homework, 52.5% of the parents checked the homework daily while 47.5% never checked homework. On the assistance of children in homework 28.75% cited they always assisted their children in homework whereas 71.25% cited they never assisted them on daily basis. 15% cited that they sometimes signed homework diaries.

Teachers cited that failure by parents to supervise learning at home and discuss schoolwork at home had negative influence on performance. Another response that lack of interest by parents and child on learning had negative influence on the final scores of pupils. On parent's attendance to school functions, 53.75% agreed they are sometimes involved in school functions whereas 46.25 % agreed they are not involved in school functions. On parental involvement in school committee, 83.75% agreed they are never involved. On the frequency of visits to school, 96.25% agreed they rarely make visits to schools whereas only 3.75% visit school. parents agreed to sometimes assigning pupils home chores. 67.5% cited that they involved pupils in farming whereas 66.25% cited they involved pupils in looking after animals. 81.25% assigned children to look after young children a fact which hinders pupils from learning at home. Teacher's response on response to home chores agreed that too much time was consumed in home chores. On the issue of

learning facilities, parents agreed that they provided stationeries at home where 75% cited stationeries were available at home. 62.5% cited they never had a private study room whereas 82.5% agreed that power for lighting was available in their homes. Teacher's response cited pupils lacked adequate personal text books and food at home. Based on the study results, all the respondents had an impact on the KCPE performance of pupils in public primary schools in Kanziko zone, Kitui county.

5.4 Conclusions of the study

The study findings clearly showed that although there was some level of parent's supervision of their children's homework, this has not influenced greatly on the performance of pupils in public primary schools in Kanziko zone Kitui County. Since parent's involvement in their children's education and care should greatly influence their lives, it should play a major factor in their academic achievement and behavior.

It became clear from the findings that the county's parent's supervision of their children's homework has very much impact on the pupils academic performance. The dominant participation factors identified were parents supervision in homework, parents attendance to school functions, parents assigning home chores to pupils attending open day activities at school, attending meetings regarding students, and provision of physical facilities at home by parents among other factors. All this greatly impacted on the kind of academic results produced. Where the parents got involved in this activities

and the reverse was true where there was non participation of parents in this activities, hence their children academic achievements.

Parents who attended and participated in school functions have good opportunities to discuss their children's academic performance with teachers and support them in planning for better performance. The results in the study indicated that pupils who were given a lot of chores at home or attended work to help parents, attended schools irregularly or less frequently and this was negatively affecting their school performance. The magnitude may not have been an objective of this study but it was clear that Continuous late attendance or non attendance of school due to chore at home is bound to have an adverse effect on the number of contact hours pupils interact with their teachers hence poor performance. This confirms the assertions in the study that the sustainability of the positive results in KCPE examinations in Kanziko zone, Kitui County greatly depends on parents teachers and pupils participation in the same.

Physical facilities provided by parents to their children in terms of academic performance as the study found out, plays a major role in the performance of children. At home a part from pens and books, children needs a table, a chair and good lighting at night. Poor housing and overcrowding cannot only impede the child homework but even his opportunities for reading or constructive play. All this the study found that parents may play a major role in the success or failure of the pupil in KCPE examination.

In general as the study results show, it is now clear findings of this study are likely to help head teachers, teachers, and ministry of Education and Policy makers identify effects of parents' non involvement in curriculum implementation so as to make decisions in developing strategies towards improvement of academic performance. The findings may help the parents find ways of ensuring that their children are properly supported to enable them perform better.

5.5 Recommendations of the Study

The recommendations arising out of this study include looking at the value that the parents can bring into the sustainability of the school's curriculum, right from design, control and implementation. The benefits of such participation to the local communities in Kanziko zone and the country at large should be felt beyond the county.

1. Parents should ensure pupils homework is properly supervised, signed and assisted in areas of difficulty. The supervision should be regularly done to enhance curriculum implementation.
2. More research should go into finding ways and means of mitigating non participation of parents in schools activities and affairs. The study demonstrates how collaborative work produces positive outcomes for Teachers, parents and the pupils.
3. Home chores assigned to pupils act as an impediment to better academic results thus parents should desist from assigning pupils chores especially

during weekdays since this chores interferes with regular school attendance.

4. Physical facilities was found to be lacking for improved performance of the students and research should be done to find out how that can be improved for better curriculum implementation and sustenance.
5. This study has opened more research avenues in order to improve on the country's education sector as a whole. Due to the similarities of the effects and influence of parental involvement in the implementation of curriculum in public schools studied in Kanziko zone to other zones in the country, it will be very important that the study is replicated in those other areas in the sub county. This provides an opportunity for the region to address the problems together if indeed they are similar. In the event that they are not, it will be important to have a critical look at the differences and therefore make better and more informed decisions on the improvement and sustainability of schools curriculum and parents teachers association to improve children's school performance.

5.6 Recommendations for further study

This study recommends the following for further study;

- i. The effect of parent's perception towards education in the implementation of curriculum in public schools in Kenya.
- ii. The influence of school based factors in the KCPE performance of pupils in public primary schools in Kenya.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi

College Of Education and External Studies

P.O Box 92

KIKUYU.

Date.....

Dear Head teacher,

.....primary school.

**RE: A STUDY ON PARENTAL INVOLVEMENT AND ITS
INFLUENCE ON PUPILS KCPE PERFORMANCE.**

I am a postgraduate student registered at the Department of Educational Administration and Planning, University of Nairobi. Currently, I am carrying out a study on the influence of parental participation on the performance of pupils in public primary schools in Ikutha sub county, Kitui County.

Your school has been selected to take part in the study. Therefore, I humbly request for your support and permission to gather the required information. The questionnaire attached herewith is meant to gather information for this study from you. The identity of your school and that of all the respondents will not be exposed for nowhere shall such names be indicated.

Your positive response therefore will be highly appreciated.

Yours faithfully,

Ezekiel M Nzau

M. Ed student

APPENDIX B: QUESTIONNAIRE FOR TEACHERS

This research is made for academic purposes only. Kindly you are requested to provide honest answers to the questions and as precisely as possible. Your identity and the identity of the school will be treated with confidentiality. Please tick () where appropriate or fill in the required information on the spaces provided. DO NOT WRITE YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE.

SECTION A: BACKGROUND INFORMATION

1. What is your gender? Male () female ()
2. What is your age in years? Below 30 years () between 31-40 years () between 41-50years () above 50 years ().
3. What is your marital status? Married () single ()
4. What is your highest level of education? Masters degree () bachelors degree () diploma () certificate ().
5. State your teaching experience in years :above 5years () 2-5 years () below 1 year ()

SECTION B: PARENTAL INVOLVEMENT AND PERFORMANCE

Given below are different ways of parental involvement that may influence the academic performance of pupils.

Key: influence greatly- 4 , influence moderately-3, influence slightly-2, no influence-1.

6. To what extent do the following activities on parent supervision on homework influence academic performance?

ACTIVITIES	4	3	2	1
Failure by parent to supervise learning at home				
Parent prefers giving work instead of study				
Failure by parent to discuss school homework				

Parent not signing school homework				
Failure by parents to discuss homework with teachers				
Lack of total interest by parent on the learning of the child				

7. To what extent do the following activities on parent attendance to school functions influence the academic performance?

ACTIVITIES	4	3	2	1
Parents failure to attend PTA meetings				
Lack of communication between parents and teachers				
Failure to attend visiting days				
Parents discussing academic performance with class teachers				

8. To what extent do the following home chores influence academic performance of the pupils?

HOME CHORES	4	3	2	1
Parents assigning home chores to pupils				
Too much time consumed by home chores				
Lack of adequate time to do homework				
Pupils coming to school late				
Pupils looking tired and fatigued in class during lessons				

9. To what extent do the provisions of physical facilities at home influence performance of the pupils?

PHYSICAL FACILITIES	4	3	2	1
Pupil lacks adequate personal textbooks				
Pupils lack chairs and a table in the study room at home				
Too much time wasted in leisure at home eg watching TV, playing, listening to radio or music etc.				
Lack of food at home				
Poor lighting at the study room distracting studies				

10. In your opinion which parenting style do you think should be used by parents in order to ensure the performance of their children? Democratic () dictatorial () permissive ()

Thank you for your cooperation.

APPENDIX C: QUESTIONNAIRE FOR PUPILS

You are kindly requested to fill this questionnaire indicating your honest response by putting a tick () against your answer or filling in blank spaces. Your identity will be treated with highest confidentiality and you are therefore requested NOT to put your name or the name of your school anywhere in this questionnaire. Kindly respond to all questions.

SECTION A BACKGROUND INFORMATION

1. What is your gender? Male() female()
2. What is your age? Below 13years () 13 years () 14 years () above 14 years ()
3. Who is your care taker? Mother & father () mother () father () others please specify.....
4. What is your parents' highest level of education? Post secondary () secondary () primary () below class eight ()
5. What was your class position and marks obtained in the last end of term examination?
 Marks obtained.....out of.....class
 position...../.....

SECTION B: PARENTAL PARTICIPATION

6. Parental supervision

To what extent do the following parental activities influence your performance?

Key: influence greatly-4, influence moderately-3, influence slightly-2, no influence-1

ACTIVITY	4	3	2	1
Parent ensures I complete homework				
Parent checks and signs completed homework				
Parent discusses with me the homework assigned				
Parent monitors me as I do the homework				

Parent attendance to school functions

7. Is your parent involved in school PTA? Yes () no ()

8. How many times per month does your parent participate in the following school activities?

ACTIVITY	5 & ABOVE	3-4 TIMES	BELOW 2 TIMES	NEVER
Discussion of academic performance of pupil				
Attending meetings regarding pupils				
Attending open days				
Attending visiting days				
Attending PTA meetings				

9. How often do the following home chores affect your studies?

CHORES	VERY OFTEN	OFTEN	RARELY	NEVER
Washing and general cleaning				
Working in the shamba				
Looking after animals				
Drawing water and collecting firewood				
Looking after siblings				

10. At what time do you perform home chores?

TIME	VERY OFTEN	OFTEN	RARELY	NEVER
Before going to school in the morning				
After school in the evening				

During weekends and holidays				
When absent from school				

11. Are the following physical facilities available at home?

FACILITY	YES	NO	NOT SURE
Text books			
Personal note books			
study room			
Chair and table			
Mathematical set			
Story books			

12. In your opinion which parenting style do you think should be used by parents in order to ensure your performance? Democratic () dictatorial () permissive ()

Thank you for your cooperation

APPENDIX D: FOCUS GROUP DISCUSSION GUIDE FOR PARENTS

SECTION A: BACKGROUND INFORMATION

1. What is your gender?.....
2. What is your age?.....
3. What is your marital status?.....
4. What is your highest level attained?.....
5. State your occupation.....

SECTION B: PARENTAL PARTICIPATION IN SCHOOL/HOME ACTIVITIES

6. Parents supervision at home

- (a) How many times per week do you check your children homework?.....
- (b) How many times per week do you assist your children in homework?.....
- (c) How many hours does your child take in studying at home?.....
- (d) How many times per week do you sign your child's homework?.....

7. Parent attendance to school functions

- (a) How many times are you involved in school functions?
- (b) How are you involved in matters concerning the school PTA committee?
- (c) How many times per week do you visit school to discuss academic performance?

8. How many times per week is your child involved in the following chores at home?

- a) Doing general cleaning
- b) Looking after animals.....
- c) Digging and cultivating.....
- d) Drawing water and collecting firewood.....
- e) Looking after young ones

9. Are the following physical facilities available for use at home?

- a) Stationery for learning.....
- b) Private study rooms.....
- c) Any provision for lighting in the study rooms.....
- d) Quiet learning environment.....

10. Which parenting style do you use in order to ensure your child's better performance? Democratic () dictatorial () permissive ()

Thank you for your cooperation.

APPENDIX E: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref. No.
NACOSTI/P/15/16852/8537

Date:
23rd November, 2015

Ezekiel Masila Nzau
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of parental involvement on pupils KCPE performance in public primary schools in Kanziiko Zone Kitui County*," I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for a period ending **15th November, 2016**.

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

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


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.



