

**EFFECT OF PARENTAL INVOLVEMENT ON SOCIALIZATION
ACTIVITIES IN DAY PRIMARY SCHOOLS IN KESSES SUB COUNTY,
UASIN GISHU COUNTY, KENYA.**

BY

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DECLARATION

I undersigned declare that this thesis is my original work and has not been presented for academic purposes in any institution of higher learning. No part of this thesis may be produced without prior permission from the author and/or Moi University


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DEDICATION

To my wife Anne Cheronno Birgen and my children Julie Jepkosgei, Allan Kipng`etich and Evans Kipkemboi who supported and encouraged me to move this far. To them they are inspiration in my life time.

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ABSTRACT

Students' views, attendance, and learning activities are all influenced greatly by parental engagement. As a result, parents and the school are able to work together more effectively. Parents and teachers can work together to help their children achieve academically. The purpose of the study was to assess the effect of parental involvement in socialization activities in day primary schools. The study is anchored on Ecologies of Parental Engagement Theory. The study objectives were to; determine the effect of activities that parents are engaged on teaching and learning activities of their children in school in a day primary school level, establish the effect of parents' attitude on school teaching and learning activities in day primary school level, assess the effect of teacher's attitude on parent's participation in school teaching and learning in day primary school level, determine the effect of challenges parents face on involvement of school teaching and learning activities in day primary school level. The study population was public primary schools in Uasin Gishu County. The study respondents were teachers, pupils and parents. The design of the study was descriptive survey. The sample size was 904 respondents. Questionnaires were used to collect the data for the study. Data was processed using Statistical Package for Social Science. Descriptive and inferential statistics were used to analyse the data. Among the major findings the study revealed that sixty-one-point two percent (61.2%) of parents reviewed their children's work and corrected while thirty eight point eight percent (38.8%) did not. Thirty three point five percent (33.5%) of the children indicated that they worked together with their parents on tasks given at school while Majority Sixty five point five percent (65.5%) did not work together with their parents on tasks given. Sixty five point eight percent (65.8%) of the parents agreed that they facilitated their children with an external tutor to review activities given at school. Forty five percent (45%) of the parents were of the opinion that they reviewed work done and corrected. The study established that eighteen point eight percent (18.8%) of the teachers were of the opinion that parents were misleading their Children. Sixty one point two percent (61.2%) of the parents did not have enough time to engage with their children for involvement in their school work. The study showed that thirty five point two percent (35.2%) of the parents were of the opinion that they were forced by the school to engage in school work. Further, the study established that there was a significant relationship between challenges parents face in involvement of School teaching, learning activities and attitude of teachers towards parents' participation in children's work ($p=0.005$). The study concluded that teachers believed that parental involvement is important for pupils teaching and learning activities. This study recommends that parents should be involved in the learning process of their children and to an extent they should monitor assignments given on daily basis. Continuing research on how parents can be educated so that they can take part in their children's education is needed.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of variance
CBC	Competency Based Curriculum
CPAR	Critical Participatory Action Research
CPD	Continuous Professional Development
EFA	Education for All
EPE	Ecologies of Parent Engagement
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology, and Innovation
PTA	Parent-Teacher Association
SPSS	Statistical Package for the Social Sciences

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the background of the study, statement of the problem, research objectives, research questions, significance of the study, justification of the study. The study's scope and limitations are also discussed in this chapter. The theoretical framework and operational definition of terms are also included.

1.1 Background to the Study

Education favorably influences human growth. As a result, every nation should ensure that its population have access to education. Every country has a duty to provide high-quality education, regardless of whether or not it has the means to do so. In order to provide high-quality education, educators must use appropriate means of teaching, improve the school environment, and train their instructors in appropriate methodology to teach literacy skills (EFA, 2005).

Increased academic achievement is a direct result of parents' involvement in their children's education. According to a study conducted by Bronstein et al. (2005), early parental involvement in a child's education has both short-term and long-term favorable effects on the quality of education a child receives. The opposite is also true: Bronstein et al. (2005) found that low school achievement was linked to a lack of parental direction and participation. In a meta-analysis of 50 research, Hill and Taylor (2009) found that, with the exception of helping with homework, various types of parental participation were positively associated with teaching and learning activities.

In the past, parents' involvement in their children's education was mostly focused on helping with homework, encouraging children to read, and boosting school attendance through parents' associations, meetings, and fund-raising events. One of the most frequently recognized techniques to improving schools' teaching and learning activities is parental social engagement and family involvement. Ndunda (2010) noted that encouraging children's attitudes, attendance, and participation in school are all improved when parents are actively involved. Students' academic success can be enhanced by cooperative efforts between parents and school personnel.

When it comes to parental involvement, Grand (1999) observed that parents are involved in four ways. Parental roles as teachers and supporters in the classroom and at home are well-established and widely acknowledged. Parental involvement in school decision-making, including hiring and budgeting, is the next logical step. It is understandable that some members of the school's administration and faculty would object to these two suggestions. A study conducted at the primary school level by Hickman (1999) found that students who had their parents involved in school events did better in both teaching and learning activities.

The six types of parental involvement are: (a) parent as communicator, (b) parent as supporter of school activities, (c) parent as learner, (d) parent as advocate, (e) parent as volunteer or professional, and (g) parent as home activities instructor. Students' academic and life outcomes are greatly influenced by their parents' involvement in their education. Parents' involvement in their children's education has been shown in several studies and reports to have good effects that last well into a child's adolescence

and beyond. When schools urge parents to foster their children's intellectual growth, the learning of a child is boosted.

For the first six years of their lives, and throughout primary and secondary education, this environment is more powerful than the parents' money or education. Parental influence is high since children spend so much of their free time under the tutelage of their parents and other family members. Since their children's first and most important teachers, parents play an essential role in their education (Cherop, 1986).

In Malaysia, partnerships between schools and parents reflect a joint approach to children's education (Adams, Harris & Jones, 2018). As a result of their mutual understanding of the need of improving educational opportunities for children, partners collaborate to achieve this goal. If quality education is to be delivered to all children, a strong collaboration between the school and the home is required. Together, school and home can better support each other's efforts toward a similar goal, and neither the teacher nor the parent can be as effective as they can be without this cooperation. In order to raise the standard of education for all pupils, educational institutions must enlist the support of parents and families (Clark, 2015).

Young (2009), noted different type of parenting from parents coming from Thailand, Vietnam and Philippines. These parents were more than excellent teachers as they could offer instructions to learners through their first language quite easily. The local language speakers had collaborated with education experts and developed learning materials in their own language. They helped to write the text and drew the illustrations during materials production workshops, and the texts were

reproduced for schools using simple, cheap methods. Therefore, Young concluded that involving the local community or parents gave them a sense of inclusion in the country's education system. It also helped them to preserve their culture while still communicating concepts that met the national curriculum targets at home. Involving the community also helped standardize the language used to express curriculum content.

To comply with the No Child Left Behind requirements, the Egyptian Board of Education affirms the rights of parents and teachers to collaboratively address the needs of pupils who receive “Title I funding” in Egypt (Elmelegy, 2015). Parents have an important part in ensuring their children receive a high-quality education in Egypt. All parents must be informed of meetings where teachers and parents can provide feedback on the design and implementation of the Title I goal if that relationship is to be effective. All parents must be informed. Whenever a pupil is assigned to or has spent four or more weeks with a teacher who is not highly competent, Egyptian parents and guardians have the right to demand information about the professional qualifications of the teacher (Castro & Expósito-Casas, 2015).

According to Mbuti (2007) in a study done among Nairobi schools there is overwhelming evidence demonstrating that parent involvement in children's teaching and learning activities is low in relation to their nature of jobs and work and especially the low-income generating people. This has made the school activities in most schools to slow down due to lack of parental involvement. Ndunda (2010) most of the parents in Nairobi have television sets and a lot of attention goes to the TV hence parents neglect homework and tutoring their own children leading to poor school teaching and

learning activities and there is more to that since most parents in Nairobi and Kenya today are enlightened hence there is need to find out why school teaching and learning activities are poor.

As a fundamental human right, education in Kenya has been elevated to the status of a necessary precondition for an individual's upward social mobility and for the overall advancement of the country. Those whose school teaching and learning activities are good stand better chances of securing good job opportunities to those whose school teaching and learning activities are poor. However, despite the fact that nepotism and other forms of favoritism have recently weakened this position, the relevance of education in Kenyan society is still underlined (Mbuti, 2007). Mbuti (2007) stated that failing to pass the national certificate examination places one at a severe disadvantage. That one will struggle to get work and that society will look down on him for wasting resources and time while in school is what he claims to be true. As a result, the study sought to determine the effect of parental involvement in day primary school socialization activities.

1.2 Statement of Problem

Currently there has been a steady increase of students exhibiting a lack of social skills. The lack of social skills have been identified as inappropriate student classroom behavior, inattention during instructional periods, aversive relationships and interactions with educators and fellow classmates, and disruptive classroom behavior. The lack of social skills have produced negative consequences in the student's classwork and homework assignments; examinations, tests, and quizzes; the lack of organization surrounding school work; tardiness and absenteeism, and the inability to

maintain or sustain social relationships among classmates. In addition, the effect of the lack of social skills on the student academic skills have shown to exist in the student's ability to engage in proper studying skills, problem-solving, decision-making, content mastery, performance skills, and task management skills. Kestner et al. (2019) offered that most high school students engaged in inappropriate classroom behavior because they lacked the basic educational foundations to be in the classroom and as a consequence, these students, to avoid looking unintelligent in front of their classmates or peers, engaged in inappropriate behavior they know will get them tossed out of class, into detention, suspended from school, or created aversive interactions with the teacher resulting in the teacher avoiding the student (and unlikely to provide direct education instructions). Therefore, this study sought to establish effect of parental involvement on socialization activities in day primary schools in Kesses Sub County, Uasin Gishu County, Kenya

1.3 Objectives of the Study

The objectives of this study were to:

- (i) To determine the effect of activities that parents are engaged on teaching and learning activities of their children in school in a day primary school level
- (ii) To establish the effect of parents' attitude on school teaching and learning activities in day primary school level.
- (iii) To assess the effect of teacher's attitude on parent's participation in school teaching and learning in day primary school level.
- (iv) To determine the effect of challenges parents face on involvement of school teaching and learning activities in day primary school level

1.4 Research Questions

The following questions guided the study

- (i) What are the effect of parental engagements on teaching and learning activities of their children in day primary school level?
- (ii) What is the attitude of parents participating in school teaching and learning activities in day primary school level?
- (iii) What is the effect of teacher's attitude towards parental involvement in schools teaching and learning activities in day primary school level?
- (iv) What are the challenges that parents face in parental involvement in school teaching and learning activities in day primary school level?

1.5 Significance of the Study

The study will significantly benefit parents involving themselves in school teaching and learning activities and socialize with their children. The study will also benefit education planners, ministry of education, policy makers and policy implementers in trying to sensitive parents and teachers on parental involvement in schools. The study will also advice stake holders in education sector on measures to take in ensuring that poor parental involvement can be improved. It will help raise pertinent issues emerging that could help curb poor teaching and learning activities in school with the help of parents.

1.6 Justification of the Study

There is a need to look at this topic from a Kenyan viewpoint to get a better understanding of the impact of parental involvement on school activities. Also, the studies that have been done on parental involvement centered mostly on early

childhood but few studies have been done on the primary level. With the introduction of the CBC there is a big need to analyse the parental involvement in Education, that is why the current study was necessary. In Uasin Gishu County, less studies have been done related to parental involvement in Education, this study therefore sought to investigate the influence of parental involvement in the primary level (Mbuti, 2007).

1.7 Scope of the Study

This study was conducted in 20 Primary schools in Kesses Sub County in Uasin Gishu County, where 20 schools were selected. The Sub County has 105 public primary schools and 20% of this is 20 schools (MoE, 2015). The study targeted 10 schools above average and 10 schools below average in school activities within the Sub County. The study targets 400 respondents that is 200 teachers 100 parents and 100 standard eight pupils from the 20 schools. The depth of study included the cause of poor parental involvement in the affected schools. Main informants of the study were parents, teachers and standard eight pupils. The study was conducted between May and September, 2019.

1.8 Limitations of the Study

- (i) The study was limited in using questionnaires with close-ended questions; however, this study mitigates this limitation by using three different respondents to get answers based on the objectives.
- (ii) Lack of vital statistical information due to the change from Wareng district to Kesses Sub County as it was before. This led to getting information from the old

district. To gap this, the sought data was compared to latest statistics from the Kenya National Bureau of Statistics.

(iii) Poor infrastructure in most primary schools, however in inaccessible areas, the researcher used motorbikes to reach out to all respondents.

(iv) The teachers and parents did not give information willingly. The head teacher and the researcher sensitized them on the importance of information and how relevant the information is to future generations.

1.9 Assumptions of the Study

There are several assumptions in this research. These include:

(i) The answers provided by the pupils were honest responses

(ii) The school keeps proper records of examination results for the pupils.

(iii) Data collected gave essential information on the parental involvement in tasks given by teachers.

1.10 Theoretical Framework

1.10.1 The Ecologies of Parent Engagement (EPE) framework

Ecologies of Parent Engagement (EPE) is a parent involvement paradigm established by Barton, Drake, Perez, Louis and George (2004) that stresses not what parents do to be involved in their children's education, but rather the varied ways in which parents are engaged and the reasons for their involvement. The EPE framework is based on cultural-historical activity theory and highlights the importance of parents' social setting. Expanding previous definitions of parent engagement to encompass not just parents' activities and behaviors related to education (such as Epstein's typology), but also their thoughts and attitudes toward these acts: The context in which an encounter takes place produces and limits the relationships and activities that take place across individuals, circumstances, and events (Kang et al., 2019).

According to Calabrese Barton and her colleagues, parental engagement (their preferred term over parent involvement) is the arbitration of space and resources in relation to other individuals in the school setting. An area with both virtual and physical limits can be described as "space" by drawing on a variety of socio-cultural concepts (Lewis, Enciso & Moje, 2020). To put it in another way, the limits of a space are defined by the norms and expectations that govern how people interact in that area, as well as the mediating objects created by those who come together in those spaces for certain purposes and functions. Personal, social, and material resources are all types of resources that anybody has access to and can put to good use for their own ends.

Two crucial behaviors that enhance parent participation are authorship and positioning based on these concepts of space and money. parents participate in action when they take advantage of the resources available to them in a certain location, and when they use or express that space so that they can position themselves differently so that they can affect school life" (Calabrese Barton et al., 2004). In a nutshell, authorship is the process by which parents activate their capital to create space (s) in their children's school and their education. By visiting their children classroom on a regular basis, parents may create a personal learning environment where they can receive insight into what their child is learning and engage in one-on-one interactions with the instructor. Taking advantage of the power, influence, and control that can be gained through connections and the physical locations in which children go to school, positioning calls for the manifestation of both space and capital.

When a parent observes the type of homework her child brings home, she can ask the teacher questions and provide comments about how to improve her child's learning, the curriculum, and other aspects of the school environment for all students. In terms of their children's education, parents both author and position themselves and are author and position themselves by others. In Calabrese Barton et al. view, the goal of parent involvement is to give parents a choice of opportunities for authoring and participating in their children's educational experiences.

1.10.2 Theory of Social Behaviorism

An explanation for how social interaction shapes an individual's personality was provided by George Herbert Mead, who established the social behaviorism theory. One of Mead's core concepts is the "self," which is made up of two parts: consciousness of one's own identity and a picture of one's own identity. Mead argued that the self is not present at birth, but rather develops as a result of one's interactions with others. An individual's self-perception and interactions with others in society are both influenced by how they perceive the world around them. When someone shapes their self-perception based on what others think of them, this is an example of self-perpetuation. It is the thoughts of others that shape people's views of themselves, and this affects how they see themselves.

In addition, socialization is the most influential way to learn and the mechanism by which human children begin to acquire the abilities essential to act as a functioning member of their society. Humans, in contrast to other living species whose behavior is predetermined by genetics, depend on social interactions to develop a sense of identity and ensure their survival. All social groupings have their own unique set of traditions and practices, but individuals' everyday actions and choices are the truest reflections of their cultural heritage. An individual's ability to use this expression is contingent on the extent to which they have been socialized by their immediate and extended families, as well as their wider social networks.

Using the theory of social behaviorism, parents' involvement in their children's education may be analyzed and predicted. In order to account for the dynamic and complicated character of paternal participation, the theory is "versatile." Another

aspect that influences parents' beliefs about their children's education is their culture, which includes examples of parental participation and role models or neighbors who do or don't become involved in their children' education. Teachers and parents have a significant impact on how well their children do in school. To be successful in school, students require a supportive, motivating, and high-quality learning environment. Beyond the boundaries of the school, parents have a significant role in their children's educations. Many families struggle to find time to support their children in any one area because of the hectic and random nature of their job and school schedules.

1.11 Conceptual Framework

Independent variable
Parental Involvement

Dependent Variable
Teaching and learning activities

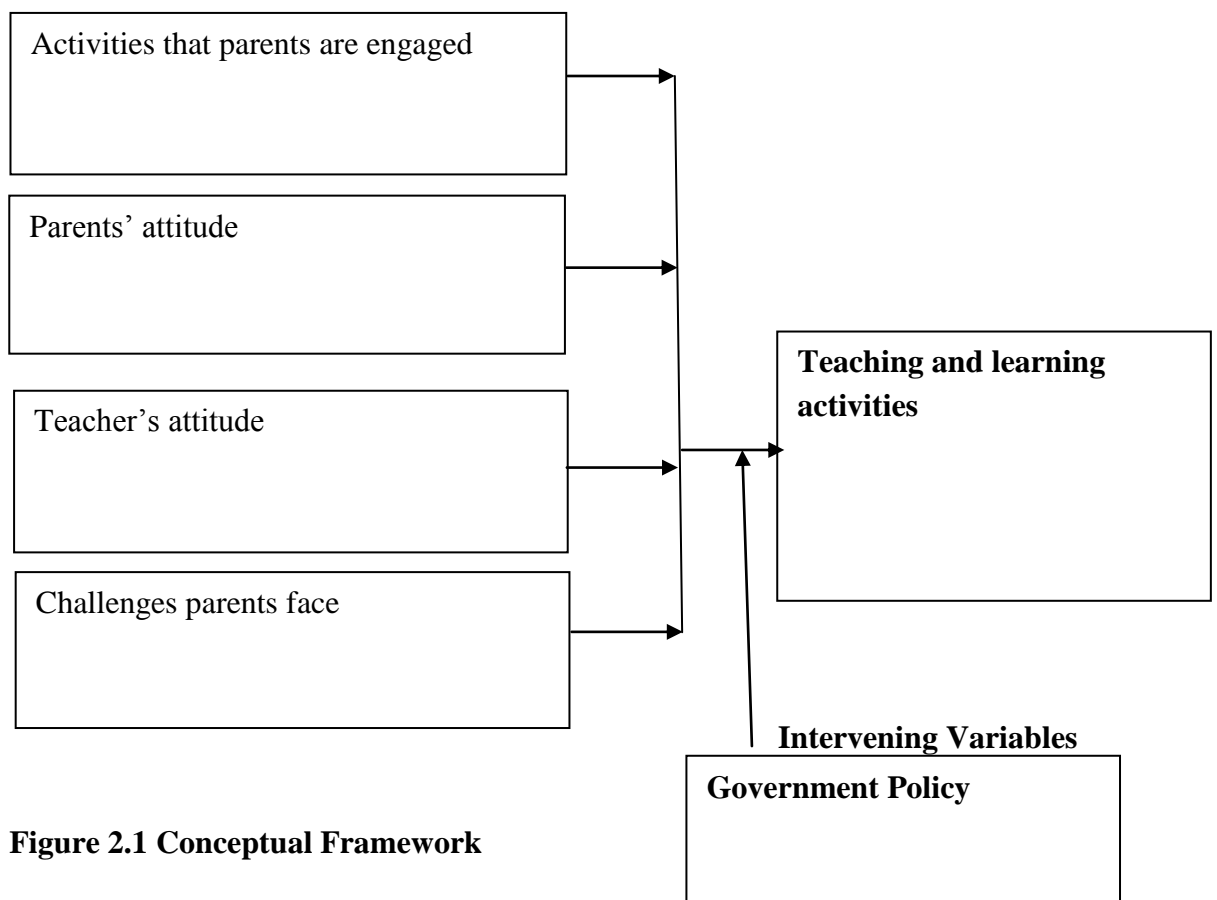


Figure 2.1 Conceptual Framework

Source: Researcher (2020)

The conceptual framework shows the impact that parental involvement has on school teaching and learning activities.

Quality of Output: According to the conceptual framework, when there is good parental involvement, pupils are likely to improve on their learning and co-curricular activities.

Service delivery: parental involvement improves children's confidence in their activities in school therefore enhancing pupil-teacher relationships.

Work output: when parental involvement is practiced, the relationship between parent and pupils is enhanced hence increases the results produced by the pupils at the end of the term.

1.12 Operational Definition of Terms

For the purpose of this study the following terms need to be defined:

Curriculum- This is a systematic guideline into how to teach different school activities in day primary school schools. The subjects taught include: Math's, English, Kiswahili, Science, Social Studies, Religious Education, Physical Education, Creative Arts and Clubs. In this study curriculum is used to mean a systematic document that contain subjects that are approved to be taught in schools and colleges. It acts as a guideline of activities to be taught in each subject.

Parental involvement- is a term that encompasses numerous manifestations, including but not limited to: attending school functions and

responding to commitments, for instance. Conferences between parents and teachers, encouragement, the provision of adequate study time and space, and the demonstration of desired behaviors. In the study, it is the participation of a parent in a given educational activity of his/her child or a pupil under his/her care.

School Activities – Lessons or programs done in school for interest of the child in order to achieve particular aim. Lessons are taught in form of subjects that are taught at particular hours of the day. According to this study it is the activity where learners come together in a formal setting to practice and learn a given area of specification.

School culture- These are customs and beliefs of a school that have been cultivated to be followed and children joining the school have to adopt. In this study School culture is used the way a school is organized in order to pass knowledge, skills and attitude to students.

School life- it is that environment that surrounds a child when he/she is being educated. It is the attitude a child develops in a learning institution. In this study School life has been used to mean the experience of a learner in school that facilitates learning.

School Motto- Short sentence or phrase that expresses the aims and beliefs of an institution for example a school. In this study School Motto has been used to mean a statement that is focused on encouraging and reminding pupils of their aim to improve performance.

School Routine- These are ways and means that are followed in a school from morning to evening following a time table or a guideline. In this study School Routine has been used to mean a way teachers use to save time in a school setting by setting specific expectation to pupils within a given period of time.

Teaching and Learning activities-are activities designed by the teacher to bring about the conditions for learning.

1.13 Summary

This chapter has covered the background of the study, statement of the problem, research objectives, research questions, significance of the study, justification of the study, scope; limitation, assumptions of the study, theoretical framework, conceptual framework and operational definition of terms.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides literature related articles from the rest of the World that is related to the study in Kenya's parental involvement and behavior change.

2.2 Parental Engagement on Teaching and Learning Activities of their Children

When parents are actively involved in their children's education, schools must be open and welcoming to everyone. To parents who may not feel included in their children's school life and to families whose children may be struggling with the curriculum, they reach out to them. They strive to create a warm and friendly school environment while also educating parents on how to foster a good educational culture at home. "Co-produced learning" is the term developed by Ken Leithwood to describe true family-school collaborations that focus on improving students' attitudes toward school and promoting their future achievement (Webcasts for Educators, 2012).

This study, according to Desforges (2003), aimed to examine the consequences of parents' involvement in their children's educational activities and lessons. Support from parents was found to have a positive impact on children's reading abilities in a study. Children who were read to by their parents at home were used in this study. In another set of students, there was no assistance from their parents when they were reading. According to the findings, children who received parental advice improved significantly.

Roeser explains that teenagers require trusting and caring connections with a supporting adult in order to be successful in school and in life. It is also necessary to provide children with the chance to develop their sense of self-identity, expression, and engagement in activities that will help them build their confidence and self-esteem (Roeser, Eccles & Sameroff, 2000). Despite their desire for freedom and time spent with youngsters, adolescents nevertheless look to parents and other adults for guidance.

Although studies from the past show that there is need to involve parents in school teaching and learning activities, it is not clear whether this has been the case and therefore the need to do current research is rising. There are numerous advantages and rewards to including parents in the school's life; this book focuses on leveraging home-school partnerships so that parents are encouraged and supported to participate in their children's education at home and in school. Parents can make a big difference in their children's academic progress in a variety of ways.

Engaged parents are those who talk to their children about their day at school, provide a quiet spot for schoolwork, serve on school councils, or volunteer on school trips. Children's academic success is directly linked to parental participation that focuses on their education. Parents and teachers are two of the most important people in a child's life. As long as the child is under the care of their parents, they are the primary educators until they enter a nearly-years setting or begin attending school. Both the school and the parents play an important role. Involvement by parents in their children's education is not a one-size-fits-all proposition; it can take numerous forms,

from being a school board member or helping out in the classroom to reading at home and teaching children's songs and nursery rhymes.

Over a number of years several studies that shed the light on the role of parents in education in Kenya have been conducted. Shiundu (1990) conducted a study whose aim was to investigate the role of parents in the child's education with a view of establishing to what extent parents in Kenya plays their role in education with an aim of getting skills to help them in future. The study had 300 pupils of Std 5, 6, 7 in Kakamega district. Based on the findings of study Shiundu (1990) concluded that the role of parents could be looked at in six perspectives namely an overview of the child's hearing, the parent/guardian, the child, the child's involvement in education, parental involvement in education in school, parental involvement at home. In his study there is need to emphasize on parental involvement in child tasks both at home and in school to improve the academics.

Kimani's (2007) study recommended that there is need for parents to provide feedback but failed to get to identify the specific areas teachers wanted to get feedback from parents. The study identified need for good home parental involvement but failed to give the involvement with tasks or homework given by teachers. The study failed to give the whether it had any impact on performances in school. Reynolds, Crea, Medina, Degnan, and McRoy (2015) examined how role construction and self-efficacy (psychological motivators), invitations (contextual motivators), and life contexts influence a parent's decision to become involved in the school. In a mixed-methods study in an urban high school serving primarily Latino, African American, and immigrant students. Parent focus groups, teacher

interviews, and questionnaires of parents and teachers (N = 73) were all used to gather data. Findings emphasize the necessity of inviting parents to school events and taking into account their family's cultural preferences. Authors surveyed parents and teachers about their involvement tactics and challenges.

Nez-Valle-Epstein (2015) analyzed the link between student homework behaviors (such as time spent on completion, time management, and the amount of homework finished) and academic accomplishment (namely, perceived parental homework involvement). Students' homework habits and their perceptions of parental engagement in homework were found to have a significant impact on academic achievement. However, the outcomes differ when it comes to the grades of children. Students' homework habits are associated with their grades at all grade levels, but the strength and direction of the link depends on the grade level of the students. Students' homework habits in junior high and high school had little effect on the link between parental participation (management and assistance) and academic achievement in elementary school.

A study conducted by Ceka and Murati (2016) examined the impact of parents on their children's educational experiences in the context of the family. Because every family's educational potential is unique, the discussion centered on these specific challenges. Today's society places a heavy burden on the family to provide for their children's physical and mental well-being, as well as their intellectual growth and development, as well as the development of good moral values and attitudes, habits that contribute to a strong and well-behaved cultural relationship within the family and in the community where they live. To counterbalance this, the family as a unit must

foster an environment that encourages children to develop positive attitudes toward their jobs, which in turn helps them form a more grounded foundation for their own personal growth.

Mapp (2017) found the characteristics that lead to good school-family partnerships. To conduct this analysis, the researchers enlisted the help of parents by interviewing them about their involvement in their children's education. The results of this study substantially support previous studies demonstrating that the majority of parents want their children to succeed in school and are eager to assist them. The data also show that the O'Hearn parents clearly knew that their involvement aided the educational development of their children. O'Hearn Parents It was not clear how parents were involved in their children's work in the study.

Small-scale Critical Participatory Action Research (CPAR) study by Baxter and Toe, 2020, investigates school leaders' efforts to increase families' involvement in their children's learning through classroom teachers' usage of social media. Three Australian primary schools in a culturally and linguistically diverse neighborhood participated in the research. Participants in the study were encouraged to assess their own practices by looking at their social media postings via a practice lens, which examined the sayings (language), actions, and interactions displayed. Systemic aspects used by school leaders to promote classroom teachers' practice transformation were discovered in practice architectures after a thorough examination of these structures. According to the findings, school administrators play a critical role in enabling teachers' use of social media to engage students' parents in

the learning process. In contrast to the current study, which focuses on parental involvement, the previous study placed a large emphasis on instructor participation.

Parents' involvement in their children's education was studied by Grolnick and colleagues (2017). A multilevel model of parental environment and a multidimensional conceptualization of parental engagement were coupled by the authors in order to study the elements influencing parental involvement in their children's education. Parent and child features, family setting, and instructor behavior and attitudes were identified as three groups of determinants. Three categories of involvement were described by parents, instructors, and students: academic, cognitive, and personal. They were more likely to engage in cognitive tasks when their mothers felt more effective and had a more positive impression of their children. Both school and personal involvement were linked to difficult contexts, social support, and teacher attitudes and practices. However, some of these relationships were influenced by gender, with context - specific factors affecting the participation of mothers of boys and classroom parameters influencing the involvement of girls.

2.3 Parents' Attitude Towards Participation in School Teaching and learning activities

One's views, feelings, or intentional actions might express one's attitude toward someone or something. Attitudes can be positive or negative. It is a social orientation, an inherent tendency to react positively or negatively to something. Involvement in education matters is influenced by parents' attitudes regarding education. An important aspect of a child's educational success is the active participation of parents, who

should engage in frequent, meaningful communication about their child's academic progress as well as other school activities (Starkey & Kleir, 2000).

Parents' involvement in the education and socialization of their children has a significant impact since youngsters gain much when school and home work together (Rao, 1991). Over the years, efforts by P.T.A.s and staff meetings to improve academic performance have been fruitless. On the surface, parents appear to be unconcerned about anything. To modify parents' perceived unfavorable attitudes toward education, school administrators have relied on instruction and less effort. It is possible that poor academic performance among day secondary students can be attributed to a lack of parental support (Office of Secondary Education, 2011).

The law defines parental carelessness as a failure to participate in their children's education beyond a certain point. Kafas (2009) defines parent neglect as the inability of a parent to address the basic, physical or psychological needs of a children, which may result in a significant deterioration of the child's health or development. According to Kafas (2009), a parent who fails to give proper food, shelter, clothes, and protection for the children from bodily damage or danger, or who fails to ensure access to necessary medical care or treatment, is guilty of neglecting his or her responsibilities as a parent. To be a good parent, one must be able to provide for all of a child's basic physical, emotional, mental, social, and spiritual requirements (Chrispell & River, 2001).

According to research conducted by Hountenvilli and Conway (2008) at the University of New Hampshire, students in the United States have superior academic

accomplishment because their parents spend more time talking to them at dinner time to understand their anxieties and fears. According to the findings of the study, the most effective ways of involving parents are those that include them in working directly with their children in home-based teaching and learning. When parents are actively involved in their children's education, students achieve higher grades, graduation rates are high, attendance is better, students are more motivated to pursue a self-driven academic orientation, students have a better sense of self-worth, and the use of drugs and alcohol is less prevalent.

The more parents are involved in school as advocates, decision makers, and overseers, as well as fundraisers, boosters, volunteers, and Para-professionals, the better off their children will be academically, this was corroborated by both Hountenvilli and Conway (2008). Parents who have high academic expectations for their children are more likely to monitor their children's extracurricular activities, demonstrate the significance of learning and self-discipline, and communicate high but reasonable achievement goals. They also demonstrate an interest in their children's growth by assisting or reviewing their homework, stressing the importance of a good education and job prospects with their children, and maintaining contact with their children's instructors and schools.. Research work has made evident the positive impact of parental involvement on school activities. This can only be achieved if the school and the environment is conducive for learning and also if parents are committed to involve themselves into academic progress of their children in school.

Research on parental participation and student academic achievement: A meta-analysis was conducted by Castro et al. (2015). The diversity of the magnitudes

classified according to distinct moderator variables has also been studied, as well as the publication bias impacting meta-analytical investigations. According to the findings, parents who supervise their children's teaching and learning activities are the most likely to see their children succeed. When parents set high academic standards for their children, communicate regularly with them about school activities, and encourage the development of good reading habits in their children, the strongest links are formed.

El Nokali, Bachman, and Votruba-Drzal, (2010) conducted a study on parental participation and children's academic and social growth in elementary school. Children's test scores, social abilities, and problem behaviors were examined using hierarchical linear modeling based on mother and teacher reports of parental involvement. Results reveal that boosts in parental involvement within a child are associated with decreases in problem behaviors and increases in social skills, but not with changes in academic performance. Parental involvement has been linked to stronger social skills and less behavioral problems in children, according to research conducted between children. Teachers and parents reported similar levels of parental participation. Policy and practical implications are examined.

Early parental involvement in education and parental expectations in the United States were studied by Froiland, Peterson, and Davison (2013). Home literacy in kindergarten is a predictor of eighth-grade achievement in a roundabout way. Early literacy instruction and a firm belief that a child will succeed in college are two ways parents can positively influence their children's academic performance. Parent involvement therapies for young children that also aim to raise parental expectations

are needed since they have long-lasting effects on children's long-term expectations. This study adds to the growing body of evidence showing the importance of parental involvement in children's scholastic development.

The Parent Resource Person Group's Spanish-speaking parents' views and activities were compared by Brilliant (2016). As argued by the author, parents are unfamiliar with schools and resources, while schools lack research methods that are culturally sensitive and cross-culturally sensitive. Respondents to the study were contacted through phone and mailed surveys and postcards in Spanish. Telephone interviews were conducted with a small group of participants. More school-related activities were undertaken by the group that received parent liaison training, according to the findings. These factors have an impact on the frequency and type of parental participation. In the absence of a response, it does not mean that you are not interested. However, unlike the current study, it did not focus specifically on parental perceptions.

Anastasiades, Vitalaki, and Gertzakis (2018) looked at how parents' perspectives on their children's use of the Internet and web-based technologies at home differed in two developing but traditional European countries, demonstrating a recognition of their importance in their children's everyday social and educational activities. The study evaluated data from two groups to better understand how parents react to their children's "digital collaborative learning" and "interpersonal activities," one from an urban province of Crete (Rethymno) and the other from a rural province of Cyprus (Avgorou). In contrast to the current study, which looks at parents' perspectives on

their children's use of the Internet and web-based technology, this survey looks at parents' perspectives on their children's involvement in school activities.

Day secondary school students in Samia District were studied by Ound, Popoi, and Were (2017) to see if there was a link between their parents' attitudes about educational involvement and their academic achievement. Primary sources were used to get the data for this investigation. Students and parents filled out questionnaires, while instructors and school administrators were interviewed as part of the study. Based on a sample of five secondary schools in the study area, a cross-sectional survey design was used. Data was examined using descriptive and inferential statistical methods. Inferential analysis was performed using SPSS and ANOVA. Analyzing data was done using descriptive statistics (frequency counts, mean values, and percentages). Researchers found that children in Samia district's day secondary schools' academic performance was influenced by their parents' attitudes about education involvement. The study however was done in secondary school unlike the current study which is done in primary schools

2.4 Teachers Attitude Towards Pupils' Participation in School Learning

During the annual or semiannual teacher-parent conferences, teachers rely on parental assistance most frequently and only in the event of a child's poor behavior or accomplishments (Epstein, 2008). However, teachers report both good and negative attitudes about parental involvement (Addi-Racciah & Ainhoren, 2009). (Baum & Swick, 2007; Ferrara & Ferrara, 2005). As a way to avoid confrontation, teachers (especially newcomers to the field) may reduce possibilities for family involvement, according to Baum and Swick (2007). Why don't teachers use the parents' engagement

as a resource? As a starting point, parents and teachers have competing roles in a child's education (Sanders,2009).

When it comes to the education of their students, teachers must focus on the needs of all students, whereas parents must focus on their own child's education first and foremost. In most cases, these confrontations are resolved peacefully, but they can also rise to deep hatred and suspicion between the parties involved. There is also a lack of training and a negative attitude toward parental cooperation within educational teams (Baum &Swick, 2000), which could restrict parental involvement (Baum &Swick, 2007). Additionally, cultural and contextual issues (Ratcliff & Hunt, 2009), and waning parental interest as children grow up, may hinder participation (Berthelsen& Walker, 2008). When children enter middle school, parental involvement in schooling decreases dramatically, according to research (Henderson &Mapp, 2002).

According to other studies (Senese & Violas, 2006), elementary school instructors place a higher value on family participation than middle school teachers. As a result, they give parents more ways to get involved in their children's education and provide support in doing so. At the same time, educators are reluctant to involve parents because they believe that instructors are the only ones qualified to deal with material that refers solely to their field of expertise (Ranson, Martin, & Vincent, 2004). Because parental involvement in schools is not clearly defined, there are a variety of attitudes and levels of involvement. Using a six-dimensional model of family participation, Epstein (2007, 2008) has made an important contribution to this discussion by emphasizing the essential role played by teachers in building

relationships with parents. Parenting, communicating, volunteering, learning at home and collaborating with the community are some of the characteristics of Epstein's family engagement model. Teachers are trained to direct all parents to work together.

Fakolade, Adeniyi and Tella (2017) conducted an investigation of the attitudes of general education teachers about the inclusion of students with special needs in their classrooms. This study employed a descriptive survey approach with 60 teachers from secondary schools in Oyo State, Nigeria, as participants. The test has a general reliability coefficient alpha of .83 and includes questions regarding gender, marital status, professionalism, and teaching experience, among other things. The results revealed that male teachers' attitudes were 39.4 and female teachers' attitudes were 43.3, indicating that the estimated t-test is 2.107, which is greater than the critical t ($t=1.960$). Female teachers, according to one study, were more accepting of students with impairments than male teachers. Moreover, the findings reveal that married and single teachers had differing views toward special needs children. Professionally qualified instructors are more likely than their less trained colleagues to promote the inclusion of students with special needs. The study however focused specifically on special need education unlike the current study.

According to Lewis (2015), one key condition that must be met for an attitude to occur is subjecting the senses to stimulation that is in a constant state of flux both physically and mentally. Perception, which entails humans making judgements about others and attributing meaning based on observed behaviour, is fraught with systematic biases. Cushner, McClelland and Safford (as cited in Lewis, 2015) opine that in many instances certain attributions by perceivers may be incorrect as not all the

information is considered when attributing a cause to a specific behaviour. Therefore, it was important to examine teachers' attitudes towards pupils' participation in school learning in this study in order to ascertain the strategies by which these perceptions may be improved to result in effective teaching and learning.

As Baker (1992) states, attitude is considered both as input and output. This means that, in the educational context, attitude determines how teachers teach and how learners learn. Dor and Rucker-Naidu (2012) compared the opinions of teachers in the United States and Israel towards parental involvement in the classroom. All 11 elementary schools in a medium-sized Israeli town were included in the study, as were their headteachers, parents' committee chairs, and teachers. Teachers' opinions regarding parental engagement were found to be different in schools where parents were empowered compared to schools where parents were not. With professional and bureaucratic types of governance, ambivalent sentiments were discovered; with partnership governance, positive attitudes prevailed in schools. This suggests that the latter form of government is a viable first step toward a community-oriented approach to governance.

A study by Monsen, Ewing, and Kwoka (2014) looked at teachers' views on inclusion, support, and the learning environment in the classroom. A survey of teachers' attitudes about inclusiveness, classroom support, and stress was conducted. Only students were asked to fill out a questionnaire about their classroom learning environment. Teachers' views on the inclusion of students with disabilities in the classroom It was revealed that students in mainstream settings had an impact on their classroom management and perception of available help. In contrast to classrooms with teachers who held

fewer positive attitudes about inclusion, students with those teachers reported higher levels of contentment and cohesion and lower levels of friction, competition, and difficulty. If both internal and external support is seen as adequate, teachers' attitudes toward inclusion will improve. Regardless of attitude toward inclusion, teachers were less ready to include students with behavioral challenges than students who were able/gifted or had physical disabilities.

Teachers' views and experiences with home school cooperation were explored by Bck (2010). Compared to parents, teachers are a more powerful group in the school, and this relationship is viewed as a power relation by Bourdieu's concept of the social field. Surveys and interviews with instructors in Norway are used to conduct the empirical analysis. Despite teachers' good feelings about the contact, the results suggest that teachers aim to restrict the effect of parents by emphasizing their own professionalism, leaving parents to serve as supports instead. In order to keep their students in line, teachers who deal with well-educated parents take extra care to keep a safe distance from the parents at all times.

Teaching and Learning Supervision, Teachers' Attitude Toward Classroom Supervision, and Students' Participation were all investigated by Daud et al. (2018). A 23-item questionnaire was used as the primary study tool. One hundred and twenty Kedah secondary school teachers participated in the survey. No significant correlation was found between the elements of confidence in the classroom teaching and learning supervisor, support from the instructor, and student involvement. However, there is a strong correlation between the teacher's confidence in the supervisor and the supervisor's support for teaching.

2.5 Challenges Parents Face in Involvement of School Teaching and learning activities

In order to have a beneficial effect on their children's lives, parents must be involved in their children's education. Families can express their support for their children's education by volunteering in the classroom, participating in school events, and visiting school festivities. Parental involvement in education is more likely to occur if the parents are actively concerned about the education of their child(ren). It is possible to get involved, but there are a lot of challenges. As the Center for Comprehensive School Reform and Improvement points out, many educators mistakenly assume that parents don't want to be involved in their children's education. In reality, many parents don't know how to get involved (2005). In addition, teachers' opinions of parent engagement are regarded as a hindrance. Parents' lack of time is another hindrance to effective parental participation. Some parents are unable to participate in their children's education because of their busy schedules. Positive parental participation can be hindered if parents are unable to communicate effectively in English. Most schools use English as the medium of communication, and parents who are unable to speak fluent English find it difficult to participate in their children's education since they are unable to interact with the schools or assist their children with schoolwork. Nzala (2006) found a slew of obstacles preventing parents from being actively involved in their intellectually challenged children's schooling in her investigation into parental involvement. Parents' bad attitudes toward their children and ignorance on how to help their children were the most prevalent issues.

The level of involvement of low-income parents was explored in detail by Henderson and Mapp (2002) in their study. Findings from their research revealed the importance of social elements derived from the parents' own experiences and histories. Among these factors were the parents' own schooling and the weight of their new duties. When school staff build trusting and loving connections with parents and see them as partners in their children's education, parents' involvement in their children's education is influenced, according to the study. The study however focused specifically on stability as the main challenge while the current study generally looks unto challenges in general.

According to the National Literacy Trust (2000), a family's socioeconomic condition, the mother's education, mental health, and whether or not she is a single parent, as well as its level of poverty and ethnicity, all have a significant impact on parental engagement. Because of this, parents get more involved when their children have a better degree of achievement. Research has shown that children from poorer and less educated families are less likely to be encouraged to go to school than those from better-off homes (Ashby, 1998). The socioeconomic position of the parents is a major contributor to parental participation. Forrest and Martin's 2003 study found that parents with greater socioeconomic position and education were more likely to be involved in their children's lives.

Then there were the low-income and ethnic minorities. Parental involvement is hindered by a lack of time, particularly for working or single parents, according to a study performed by the Scottish Government (2005) on parents' perspectives on increasing parental involvement in children's education. The researchers also found

that most parents lacked basic information about school subject matter and instructional methods, as well as how to best support their children's academic progress at home. Some parents, on the other hand, felt that they had no obligation to get involved. They viewed it as the school's and instructors' duty to educate their children during school hours, not their own. Some parents are concerned that over-involvement in their children's education would have a negative influence, either by making them appear different from their peers or by making them unduly reliant on them. Parents, on the other hand, said that certain teachers' viewpoints made it difficult for them to engage in their children's education. When it came to parent involvement, some teachers weren't as inviting as they could be. Parents interviewed expressed the opinion that some teachers were overworked and preferred not to have parental involvement. Social class is a major influence in the extent of parental participation, according to Forrest and Martin (2003; Forrest et al., p. 17).

The lack of parental involvement in the education of their visually impaired children can be attributed to a variety of factors, including a lack of trust between parents and teachers, difficulties with reading or writing at home, and self-blame based on the belief that a child's disability is the result of parental sins.

Instructors' and parents' attitudes toward one another also play a role in parents' lack of involvement in their children's education. In the case of a teacher who doesn't feel comfortable talking to his or her family about concerns, some parents don't feel the same way about the staff, either. It becomes difficult for parents to feel that they can make a difference in their children's education if educators don't consider them as partners.

Parents' involvement in their children's education may sometimes be hindered by logistical issues. Some parents are unable to attend meetings because they lack transportation. Meetings may only be held during working hours at some schools, making it difficult for parents who are also working to attend. Other challenges for parents to participate in their children's education were highlighted by Epstein (1995). Studies he did in 1986 showed that the level of parental involvement was influenced by related concerns, such as a lack of proper communication between instructors and parents. Parent-teacher conferences are not attended by 35% of parents, and 60% of parents never speak with their children's teachers on the phone, according to a survey. Also found to be influencing parents' willingness to help their children with their education is the fact that teachers are not very effective. Teachers with higher efficacy were more likely to be involved in parental involvement than teachers with lower efficacy. Parents were also hindered by schools scheduling meetings at inconvenient times, a lack of transportation options for parents to visit schools, and a lack of communication from the school, among other factors.

When it comes to teachers' involvement with CPD (Continuous Professional Development), Fakolade, Adeniyi, and Tella (2017) focused on the South African perspective. Data from primary school teachers was gathered through questionnaires and interviews in this qualitative interpretive study. Instructors' reluctance to participate in CPD activities; issues preventing teachers from participating effectively in CPD events; and inadequate knowledge offered by CPD programs were the four themes that emerged. In order for CPD programs to be truly beneficial to teachers, they need to involve them in the process of design, implementation, and evaluation.

Parents' lack of interest in their children's schooling was investigated by Hornby and Lafaele (2011): As an explanatory model was employed, Parents' views on PI, their existing living settings, their impressions of invitations to participate, as well as class, ethnicity, and gender are all addressed first.

In the Ngaka Modiri Moleme District of South Africa's North West region, Matshe (2014) conducted a research on the issues of parental involvement in rural public schools. Disadvantaged parents who are unable to help out in a meaningful way with their children's schooling in South Africa are depicted in the study, and how their lack of involvement hinders outstanding schooling. It is the responsibility of all those who care about the future of public education to make sure that parents are involved in the process. In addition, the article contends that parents in rural public schools near Ngaka Modiri Moleme need involvement in the form of capacity building. In contrast to the current study, which is being conducted in Kenya, the previous study was conducted in South Africa.

How African American moms from low-income neighborhoods saw their role in their children's math education was explored by Jackson and Remillard in 2015. Low-income parents' involvement in their children's education may go unnoticed under the usual definition of parental involvement. These parents' struggles with their children's math education are also discussed. Some of these difficulties stemmed from practitioners' perceptions about low-income urban households.

A study conducted by Peterson and Ladky (2017) used questionnaire and interview data to explore the practices and issues faced by southern Ontario educators in

encouraging the support of immigrant parents for their children's literacy. The findings showed that teachers take the time to get to know their students' native tongues and cultures in order to adapt their lesson plans and homework assignments accordingly. Teachers need to be more mindful of parents' attitudes of authority and the importance of their first language for their children's performance in English literacy education. The study however southern Ontario unlike the current study which is done in Kenya.

According to LaRocque, Kleiman and Darling (2019), parents are not doing enough to help their children succeed in school. Many people agree that parental involvement can be beneficial, yet promoting and maintaining participation can be difficult. Students in today's schools are increasingly diverse, and instructors face a major challenge in satisfying their needs. Increasing student learning and minimizing the achievement gap necessitates the involvement of a wide range of stakeholders, chief among them parents. Even though families play a critical role in helping to design a school that is tailored to their child's specific requirements, instructors admit that they lack the knowledge and training necessary to effectively interact with a varied range of parents. Several approaches to overcoming obstacles to student involvement and participation are discussed in this study.

2.6 Knowledge Gap

There have been a number of valuable studies of parental involvement in school teaching and learning activities in day primary schools, majority of which majors on preschool studies. Parental support has been shown to improve reading, according to Desforges (2003). Children who were read to by their parents at home were used in this study. Children who received parental guidance significantly improved. In

addition, the study findings did not examine parental involvement in terms of teaching and learning activities and parents' attitudes about participation. The more parents are involved in school as advocates, decision makers, and overseers, as well as fundraisers, boosters, volunteers, and Para-professionals, the better off their children will be academically.

This was also confirmed by Hountenvilli and Conway (2008). The results of the study suggest that parental involvement has a good effect on school activities. This can only be achieved if the school and the environment is conducive for learning and also if parents are committed to involve themselves into academic progress of their children in school. Lewis (2015) opines that in many instances certain attributions by perceivers may be incorrect as not all the information is considered when attributing a cause to a specific behaviour. Therefore, it was important to examine teachers' attitudes towards pupils' participation in school learning in this study in order to ascertain the strategies by which these perceptions may be improved to result in effective teaching and learning. Nzala (2006) found that the parents of intellectually challenged children faced a number of obstacles which made it challenging for them to take part in their children's schooling. Parents' bad attitudes toward their children and a lack of knowledge on how to help their children were the most prevalent issues.

The results of the literature research indicated the benefits and difficulties of involving parents in the educational process. A lack of research has been done from a Kenyan viewpoint on parental involvement in day primary school teaching and learning activities. Research on parental engagement, parental attitudes, teacher attitudes, and obstacles faced by parents has been limited to a few studies. As a result, this study

aims to fill a vacuum in the body of information by providing a Kenyan viewpoint to the research.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter described the research design and methodology in carrying out the study on parental involvement in pupils' tasks on school activities in primary schools in Kesses Sub County. The chapter started by describing the geographical area targeted population sample for the study, data collection instruments and procedures and finally it described how data collected were analyzed in an attempt to answer research questions.

3.2 Location of the Study Area

The study was conducted in selected day public primary schools in Kesses Sub County. The sub county is found in Uasin Gishu County. The number of public primary schools in this sub county is 105 with a population of 32, 400 pupils and 964 teachers (Sub County office, 2020). The area of study is located along the busy Nakuru-Eldoret highway which has plenty of transportation of goods including short and long distances to East African countries. Truck drivers and their assistants who can be drug traffickers along the highway spend nights in most towns along the highway such as Burnt Forest, Cheptiret stretching all the way to Eldoret town. This makes it very prompting for students who are day scholars to indulge in some of these illegal activities like drug abuse which they use and even carry it to school and influence others who are in boarding schools. The schools in Kesses Sub-County were chosen due to many cases of dropout's students in the schools as well.

3.3 Research Design

According to Sileyew (2019) a research design is a well stipulated layout showing how the objectives of the study will be achieved. Research design is showing all the techniques that are used by the researcher in order to meet all the research objectives and solve the research problem (Creswell & Creswell, 2017). A descriptive survey design was used in the investigation. Observing and measuring without changing variables is the goal of descriptive research. Using it, you may discover trends, patterns, and correlations. It is a goal of descriptive study design to precisely and thoroughly describe an individual or group. Research methodologies that can be used to explore one or more variables can be found in a descriptive research design. Due to its advantages in enabling the researcher to establish and characterize already-observed occurrences and consequences related to the subject at hand (Kothari, 2004). Because the design allowed the researcher to acquire original data from a large number of respondents, it is appropriate for the study. Collecting a large amount of data is less expensive and takes less time.

3.4 Target Population

The study targeted public day public primary schools' pupils, teachers and parents. According to Ministry of Education statistics (2020) there are 105-day public primary schools in Kesses Sub County. The study targets 20% of the total schools which gave 20-day public primary schools. According to Kerlinger (1973), 10-30% of the target population forms a representative sample. Therefore 10 schools who had mean grade above average and 10 schools with mean grade below average were selected purposively.

There are 265 teachers in Kesses Sub County from 20 selected schools. The study also targeted 820 parents from selected 20 schools. Further, the study targeted 3435 pupils from the 20 selected schools.

Table 3.1 Target Population

Respondents	Targeted Number
Pupils	3435
Teachers	265
Parents	820
Total	4520

3.5 Sample and Sample Procedure

The research employed the descriptive study design and this approach sought to collect data from 20% of the total population (Neuman, 2000). The population for this case is 105 public primary schools in Kesses Sub County hence 20% is 20-day primary schools sampled from the whole sub county using purposive sampling.

Table 3.1 Sample Size

Respondents	Targeted Number	Procedure	Sample Size
Pupils	3435	$3435 \times 20\%$	687
Teachers	265	$265 \times 20\%$	53
Parents	820	$820 \times 20\%$	164
Total	4520		904

3.6 Data Collection Instruments

A questionnaire is a research tool that asks participants a series of questions in order to obtain data (Krosnick, 2018). Open-ended and closed-ended questions are often used in a questionnaire. A questionnaire is a list of questions used to collect data about research problem as guided by research questions or objectives (Sallis, Gripsrud, Olsson & Silkoset, 2021). Questionnaires are the most convenient instrument especially where large number of subjects are involved within the limited time and are easy to obtain, Kombo et al. (2006). The method is used majorly because of vastness of the population of Kesses Sub County and short time allocated to study. The researcher developed questionnaire items for the various categories of response. This is an advantage because you can give the questionnaire and collect data at a later date. This tool is the most convenient because if the respondent refused to answer then the questionnaire can be given to another person who is ready to assist.

3.7 Reliability and Validity of the Research Instruments

To ascertain for reliability and validity of the research instruments a pilot-test was done in primary schools in Kapseret Sub-County where 90 questionnaires were issued out representing 10% of the population (Zohrabi, 2013). The researcher conducted a pilot test prior to beginning the official data collection procedure. Pre-test samples, according to Hofisi, Hofisi, and Mago (2014), should range from 10% to 30% of the total sample. Preliminary testing helped determine whether the research tools and questionnaires were easy to use and how they were administered. A pilot test was used in this study to identify any potential research process flaws, deficiencies, ambiguities, or issues.

3.7.1 Validity of Research Instrument

The level to which an instrument measures what it claims to measure is a common definition of validity (Cohen, Manion, & Morrison, 2013). According to Frels and Onwuegbuzie (2013) The level to which the test's sample of items accurately echoes the test's intended content is known as its validity. As a measure of how well data obtained using a certain instrument represents a specific topic or concept, content validity was used to determine if the instruments answered the study questions. They argue that an expert or professional in a particular field is typically used to evaluate a measure's validity in the context of its content. The validity of the instrument was determined by the researcher by discussing the items of the instruments with this research thesis supervisors, lecturer from department.

3.7.2 Reliability of Research Instrument

To determine reliability, we must look at how much variability exists between a test's real score and the observed value of the dependent variable. While assessing the instrument's stability and internal consistency, it can also rate the instrument's scores on their dependability (Lewis, 2015). The ability of a measuring equipment to provide precise and consistent results is referred to as its "reliability." Having a pilot test is essential for verifying the reliability of data collection tools, according to Creswell (2013). The reliability of the questionnaires was to verify through examination of internal consistency of the measures. Cronbach's alpha coefficient measures the internal coefficients of the instrument. The researcher computed internal consistency of data after pilot study. The interpretation of coefficients should be 0.7 and above

(Kinoti & Njeru, 2013). The pilot study results had Cronbach's alpha coefficient 0.841 which was above the threshold of 0.7 and above.

3.8 Ethical consideration

Ethical considerations were adhered during the study period. Using a letter from Moi University, the researcher applied for research licenses with the National Commission for Science, Technology, and Innovation (NACOSTI) and County Commissioner's Office and Education Ministry in Kesses Sub County. The confidentiality of participants in the study was strictly adhered to throughout, following the study and finally, the publication of the results. Before beginning the interview, the researcher made sure to get the go-ahead from both the subjects and the participants. Informed consent was obtained from individuals in order to accomplish this. Due to this, the participants did not feel intimidated by the researcher's decision to keep their information private. During data collection, respondents were asked for their permission to take part in the study. Taking part in the study was fully optional, and there were no financial incentives to do so. This was an attempt to win their cooperation. The researcher built trust and rapport with the participants, which made it easier to gather data. He made sure that he acquired permission from the Ministry of Education to carry out the research. It was necessary to conduct surveys and interviews in a secure environment that protected both the information and the confidentiality of the respondents. The findings of the study were made available to the appropriate authorities and participants.

3.9 Data Analysis and Presentation

Data analysis means organizing and putting together the information gathered in such a way that the findings and recommendations derived from that data may be disseminated more effectively (Heeringa, West & Berglund, 2017). The questionnaire generated quantitative data. Collected data were cleaned and checked for completeness. Data were then coded using SPSS version 26. Analyzing data was done using descriptive and inferential statistics approaches.

3.9.1 Descriptive Analysis

Quantitative data collected using the questionnaires for all the objectives. Descriptive analysis was relevance to this study because it described respondent's response in terms of frequency and percentage. Also, it described the mean and standard deviation of their response to understand their agreement/disagreement on asked questions. Statistical Package for the Social Sciences (SPSS) version 26 was used to analyze the data. The descriptive statistics included percentages, the mean, frequencies, and the standard deviation. Background information and perspectives on research objectivity were analyzed using these tools. The analyzed data were presented in form of tables.

3.9.2 Inferential Analysis

Correlation and the chi square test were used for inferential analysis.

i Correlation Analysis;

One way to find out how closely two or more variables are related statistically is to perform a correlation study (Reimann et al., 2017).

Correlation analyses were performed on all of the study's independent and dependent variables to determine how well they were linked. This was done to see if there was a link between the factors under investigation and the dependent variable.

ii Chi Square

A chi-square is a test of association between two or more variables in a study (Tao, Chen, Henao, Feng & Duke, 2018). Association between categorical variables was assessed using chi square and p-value of less than 0.05 was used to define statistical significance. The findings of the study were presented using tables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, DISCUSSION AND INTERPRETATION

4.0 Introduction

The study sought to analyze the effect of parental involvement on socialization activities in day primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

The analysis is based on the specific objectives. This chapter therefore analyze, presents and interpret the analysis of the study findings.

4.1 Response Rate

The study respondents were pupils, teachers and parents from public primary schools in Kesses Sub County. Data collected statistics revealed that out of the anticipated total sample population of 904(100%) participants, 780(86.3%) responded and their responses analyzed. This response comprised of 597(86.9%) pupils out of the anticipated 687, 40(75.5%) teachers out of the 53 anticipated one and 143(87.2%) parents out of the anticipated 164. Having explained the study's goal in person, the researcher was able to get a higher response rate by administering research tools to participants. This response rate was deemed adequate for further investigation as it surpassed 50%, as recommended by Mugenda (2010).

4.2 Background Information of the Participants

Participants' backgrounds were sought out in the study. The study sought to determine the gender, age, class, level of education marital status occupation length of service of teachers. The findings were presented in Table 4.1;

4.2.1 Gender of the Respondents

The study sought to determine the gender of the respondents and the results are presented in Table 4.1.

Table 4.1 Gender of the Respondents

Gender	Pupils		Parents		Teachers	
	F	%	F	%	F	%
Male	450	75.2	100	70	27	67.5
Female	147	24.8	43	30	13	32.5
Total	597	100	143	100	40	100

Source: Field Data (2020)

The study results on the gender of the participants showed that 75.2% of the participants were male pupils while 24.8 % were female pupils. On the gender of parents 70.0% of the participants were male while 30% were female. Also on the gender of teachers 67.5% of the participants were male while 32.5% were female.

4.2.2 Age of the Respondents

The study sought to determine the participants' age bracket and the findings are presented in Table 4.2.

Table 4.2 Age of the Respondents

	Pupils		Parents		Teachers			
	F	%	F	%	F	%	F	%
Below 11	31	5.2	Below 25	7	5	Below 25	8	20
12_14	147	24.8	26_30	22	15	26_30	5	12.5
14_16	186	31	31_35	36	25	31_35	7	17.5
16_18	210	35.2	36_40	29	20	36_40	10	25
Over 18	23	3.8	Over 40	50	35	Over 40	10	25
Total	597	100		143	100		40	100

Source: Field Data (2020)

The study findings on the age bracket of pupils revealed that 5.2% were below 11 years, 24.8% were between 12-14 years, 31.0% of the respondents were between 14-16 years, 35.2% of the respondents were between 16-18 years while 3.8% of the participants were Over 18 years. The study results on the age bracket of parents indicate that 5.0% were below 25 years, 15.0 % were between 26-30 years, 25.0% of the participants were between 31-35 years, 20.0% of the participants were between 36-40 years while 35.0% of the participants were Over 40 years. The study results on the age bracket of teachers indicate that 20.0% were below 25 years, 12.5 % were between 26-30 years, 17.5% of the respondents were between 31-35 years, 25.0% of the participants were between 36-40 years while 25.0% of the participants were over 40 years.

4.2.3 Class of the Pupils

The study sought to determine class of the pupils and results are presented in Table 4.3

Table 4.3 Class of the Pupils

Class of the Pupils	F	%
Six	288	48.2
Seven	200	33.5
Eight	109	18.3
Total	597	100

Source: Field Data (2020)

The study results on the class of pupils indicate that 48.2% were in class six 33.5% of pupils were in class seven while 18.3% of pupils were in class eight.

4.2.4 Parents Demographic Information

The study determined parents' demographic information and findings are presented in Table 4.4.

Table 4.4 Parents Demographic Information

Marital Status	F	%
Married	86	60
Divorced	14	10
Single	25	17.5
Widowed	18	12.5
Total	143	100
Occupation	F	%
Employed	93	65
Self Employed	29	20
Not Employed	21	15
Total	143	100

Source: Field Data (2020)

The study results on the marital status of parents indicate that 40.0% of the parents were married, 5.0% of the parents were divorce, 17.5% of the parents were single while 7.5% of the parents were widowed. The results on occupation indicate that 65.0% of the parents were employed, 20.0% of the parents were self-employed 15.0% of the parents were not employed.

4.2.5 Teachers Demographic Information

The study determined teachers demographic information and findings are presented in Table 4.5.

Table 4.5 Teachers Demographic Information

Level of Education	F	%
Post graduate	3	7.5
Undergraduate	11	27.5
Tertiary	20	50
Secondary	6	15
Total	40	100
Length of Service	F	%
Less than One Year	13	65
1_2 Years	4	20
2_4 Years	3	15
Over 4 Years	20	50
Total	40	100

Source: Field Data (2020)

The study results on the level of education of teachers indicate that 7.5% of the teachers had post graduate 27.5% of the teachers had graduate level education 50.0% of the teachers had tertiary level education while 15.0% of the teachers had secondary level education. On the length of service, the results indicate that 65.0% of the teachers had served for less than one year 20.0% of the teachers had served for 1-2 years 15.0% of the teachers had served for 2-4 years and 50.0% of the teachers had served for over 4 years.

4.3 Analysis of the Specific Objectives

The study sought to determine the effect of parental involvement on socialization activities in day primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

The study sought to assess how parents are engaged in children work in school; to find out parents' attitude towards participation in school teaching and learning activities; to find out the attitude of teachers towards parents and to find out challenges parents face in involvement of school teaching and learning activities. The study findings were as indicated below;

4.3.1 Parental Engagement on Teaching and Learning Activities

The first objective of the study was to identify activities that parents are engaged in teaching and learning activities of their children in school in a day primary school level. The study findings on the parents' engagement on the pupils work according to the pupils were as shown in Table 4.6;

Table 4.6 Parental Engagement on Teaching and Learning Activities

Statements		SD	D	U	A	SA	TOT AL	ME AN	%M EAN	SD
1. Parents review what is done and correct	F	0	2	1	101	29	40	4.14	82.8	0.566
	%	0	2.9	1.1	74.6	21.4	100			
2. Parents work together on the tasks given	F	0	2	1	87	41	40	4.26	85.2	0.577
	%	0	2.2	1.4	65.3	31.2	100			
3. Parents assign tasks to be reviewed	F	0	2	1	90	35	40	4.22	84.4	0.564
	%	0	2.2	1.7	68.9	27.2	100			
4. Parents facilitate for an external tutor to review work	F	0	2	1	91	35	40	4.21	84.2	0.578
	%	0	2.2	1.8	68.8	27.2	100			
5. Parents demand tasks assigned be done by pupils	F	0	0	1	87	44	40	4.3	86	0.526
	%	0	0	1.1	66.7	32.2	100			

Source: Field Data (2020)

The study results showed that 82.8 % of the participants stated that parents review and correct their children's work, 85.2 % of them specified that parents work together on the tasks given, 84.4 percent of the participants stated that parents assign tasks to be reviewed, 84.2 % of the participants detailed that parent facilitate an external tutor to review work, and 86.0 % of them stated that parents facilitate for an external tutor to review work. The results of this study are in line with those of Desforges (2003), who found that parental encouragement of reading had a good effect on children. Children who were read to by their parents at home were used in this study. In another set of students, there was no assistance from their parents when they were reading. According to the findings, children who received parental advice improved significantly. Parents were asked about their involvement with their children's schoolwork as part of the research, and the results are given in the table below;

Table 4.7 Parentantal Engagement on Teaching and Learning Activities

Statements	F	%
1. I review what is done by the pupils and correct	64	45
2. I work together with the pupils on the tasks given	21	15
3. I assign their children work to do	36	25
4. I facilitate for an external tutor to review the tasks	14	10
5. I demand task assigned to be done by pupils	7	5
Total	143	100

Source: Field Data (2020)

The study findings on the parents' engagement on pupil's work indicate, 45.0 % were of the opinion that they review work done by the student and corrected, 15.0 % of the respondents were of the view that they worked together with their pupils on the tasks given, 25.0 % of the respondents agreed that they assign work to pupils to do, 10.0 % agreed that they facilitated an external tutor to review tasks while 5.0% were of the opinion they demand task assigned to be done by pupils. The study findings agree with the study done by Kimani's (2007) who identified need for good home parental involvement but failed to give the involvement with tasks or homework given by teachers.

Table 4.8 Pupils Responses on Parents Engagement on their work

Pupils Responses on Parents Engagement on their work		Yes	No	Total
1. Do parents review your work and correct	F	365	232	597
	%	61.2	38.8	100
2. Do you work together with your parents on the tasks given	F	200	397	597
	%	33.5	66.5	100
3. Do parents are assign you work to do	F	198	399	597
	%	33.2	66.8	100
4. Do parents facilitate you with an external tutor to review your tasks	F	103	494	597
	%	17.2	82.8	100
5. Do parents demand to see the task assigned	F	393	204	597
	%	65.8	34.2	100

Source: Field Data (2020)

The study findings on the parents' engagement on pupils work, 61.2% were of the opinion that parents review their work and correct as compared to 38.8% who were of the contrary opinion, 33.5% of the pupils were of the view that they worked together with their parents on the tasks given while 66.5% did not agree with the fact that they

worked together with their parents on the tasks given, 33.2% of the pupils agreed that parents assign them work to do while 66.8% disagreed that parents assign them work to do, 65.8% agreed that parents facilitated them with an external tutor to review your tasks while 34.2% disagreed that parents facilitated them with an external tutor to review your tasks.

According to the results of the study, parents should make it easier for an outside tutor to examine students' work. In this context, parents are the primary instructors, and they continue to exert a significant effect on their children's education even after they leave the classroom. They both have a critical role to perform, tutors and parents. When it comes to the definition of "parental participation," there is never any general agreement. It can take numerous forms, from involvement at the school to connecting with students directly to giving tutors. Studies by Castro et al. (2015) indicated that in terms of their children's academic progress, parents who supervised their children's teaching and learning activities had the biggest impact. When parents set high academic standards for their children, communicate often with them about their schoolwork, and encourage their children to read, the strongest bonds are formed.

Study findings by Shiundu (1990) agree with these findings that Parents facilitate for an external tutor to review work. He conducted a study whose aim was to investigate the role of parents in the child's education with a view of establishing to what extent parents in Kenya plays their role in education with an aim of getting skills to help them in future. The study had 300 pupils of Std 5, 6, 7 in Kakamega district. Based on the findings, study concluded that the role of parents could be looked at in seven perspectives namely an overview of the child's hearing, the parent/guardian, the child,

the child's involvement in education, parental involvement in education in school parental involvement at home. In his study there is need to emphasize on parental involvement in child tasks both at home and in school to improve the academics performance of the children. The goal of the research was to establish a link between the different variables; the research findings were as revealed below;

Table 4.9 Relationship between Gender and Parental Engagement

	Parental engagement	Review	work	Facilitate	Demand
Gender	Pearson Correlation	1	-0.03	0.293	0.151
	Sig. (2-tailed)	0.029	0.27	0.030	0.000
	N	40	40	40	40

***. Correlation is significant at the 0.05 level (2-tailed).**

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2020)

The study results from the correlation indicate that there was significant relation between parent reviewing children's work and gender of the parents ($p=0.029$), between parent facilitating children's work and gender of the parents ($p=0.030$), between Parents demand tasks assigned be done by pupils and gender of the parents ($p=0.000$) but there was no significant between parent working together with children and gender of the parents ($p=0.270$). According to Reynolds et al. (2015), the necessity of inviting parents to events at school and understanding their family's culture is critical when involving them in their children's education. In addition, the authors examine how parents and instructors perceive different methods of involving their children in the learning process.

4.3.2 Parents' Attitude Towards Participation in School Teaching and Learning Activities

The second objective of the study was to establish parents' attitude towards participation in school teaching and learning activities in day primary school level.

The study results are presented in Table 4.10.

Table 4.10 Parents Attitude towards Participation in School Teaching and learning activities

Statements	SD	D	U	A	SA	Total	Mean	%Mean	Sd
1. Parents are forced by the school to engage in child's work	F 0 % 0	0 0	1 1.1	23 60.1	16 38.8	40 100	4.38	87.6	0.507
2. It can vary depending on the parents	F 0 % 0	0 0	6 15.4	16 40.4	18 44.2	40 100	4.44	88.8	0.504
3. Parents freely engage in the child work	F 0 % 0	0 0	1 0.4	17 48.2	22 51.4	40 100	4.51	90.2	0.508
4. Parents demand the school to involve them	F 0 % 0	0 0	1 1.1	19 48.9	20 50	40 100	4.49	89.8	0.522
5. Parents never involve themselves regularly on child's work	F 0 % 0	0 0	1 0.4	22 51.8	17 47.8	40 100	4.47	89.4	0.507

Source: Field Data (2020)

The study results showed that 87.6% (mean=4.38) of the respondents were of the view that parents are forced by the school to engage in child's work, 88.8% (mean =4.44) of the respondents were of the opinion that it can vary depending on the parents, 90.2% (mean =4.51) of the participants were of the belief that parents freely engage in the child work, 89.8% (mean =4.49) of the participants were of the view that parents demand the school to involve them while 89.4% (mean =4.94) of the respondents were of the opinion that parents never involve themselves regularly on child's work. The

study findings agree with the study that students' improved academic accomplishment in the United States was attributed to parents spending dinner time conversations with childrens to better understand their concerns and anxieties, according to a study conducted by Hountenvilli and Conway (2008) at the University of New Hampshire.

Table 4.11 Parents Attitude towards Participation in School Teaching and learning activities

Statements	F	%
1. You are forced by school to engage in their children's work	14	10
2. You freely engage in their children work	79	55
3. It can vary depending on the parents	29	20
4. You demand the school to involve you	14	10
5. You never involve yourselves regularly on the child's work	7	5
Total	143	100

Source: Field Data (2020)

The study findings on the Parents Attitude towards Participation in School Teaching and learning activities reveal that 20.0% were of the opinion that they are forced by school to engage in child's work, 65.0% of the parents were of the view that they freely engaged in child's work, 25.0% of the parents were of the view that It can vary depending on the parents, 10.0% of the parents were of the view that they demand the school to involve them while 5.0% of the parents were of the view that they never involve themselves regularly on the child's work. This agrees with the study done by Hountenvilli and Conway (2008) who found that the more parents participate in their

children's education on a long-term basis in a variety of roles (advocacy, decision-making, and oversight), the better their children perform academically.

Table 4.12 Parents Attitude towards Participation in School Teaching and learning activities

Statements		Yes	No	Total
1. They are forced by school to engage in your work	F	210	387	597
	%	35.2	64.8	100
2. They are freely engaged in your work	F	395	202	597
	%	66.2	33.8	100
3. It can vary depending on the parents	F	399	198	597
	%	66.8	33.2	100
4. They demand the school to involve them	F	375	222	597
	%	62.8	37.2	100
5. They never involve themselves regularly on your work	F	393	204	597
	%	65.8	34.2	100

Source: Field Data (2020)

The study findings on the parents attitude towards participation in school teaching and learning activities indicate 35.2% were of the opinion that they are forced by school to engage in your work while 64.8% disagreed, 66.2% of the parents were of the view that they are freely engaged in your work while 33.8 disagreed, 66.8% of the parents were of the view that it can vary depending on the parents while 33.2% disagreed, 62.8% of the parents were of the view that they demand the school to involve them while 37.2% disagreed 65.8% of the parents were of the view that they never involve themselves regularly on the your while 34.2% disagreed that parents were of the view that they never involve themselves regularly on the your work.

When parents get involved in their children's schooling, their children are more likely to succeed in life, according to the findings of the study. When parents are fully

engaged in the education process their children receive better grades; students are more motivated and self-confident, and they have a better sense of self-worth, all of which contribute to their success in school. According to a study by Hountenvilli and Conway (2008), parents who take an active role in their children's academic endeavors are in line with this study. Every student benefits greatly from the involvement of a parent since school and home work together to help them learn and grow socially and academically. Over the years, efforts by P.T.A.s and staff meetings to improve academic performance have been fruitless. Parents appear to be unconcerned about their children's education, and the school's administration appears to be putting less effort into changing their attitudes.

The poor academic achievement of day secondary students may, in fact, be due to their parents' attitudes. It has been found that the more parents are involved in their children's education on a long-term basis as advocates, decision-makers, and overseers, the better their children's grades will be. It is more probable that parents who have high expectations for their children's academic success will keep an eye on their children's leisure activities, demonstrate the importance of learning, and express high but reasonable expectations of achievement. In addition to helping or looking at their children's homework, they discuss the importance of a solid education and possible job prospects with their children, and they stay in contact with their children's instructors and schools. Research work has made evident the positive impact of parental involvement on school activities. This can only be achieved if the school and the environment is conducive for learning and also if parents are committed to involve themselves into academic progress of their children school.

Table 4.13 Relationship between Parents Attitude and Teachers Attitude

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.619a	6	0.001
Likelihood Ratio	21.009	6	0.002
Linear-by-Linear Association	8.251	1	0.004
N of Valid Cases	55		

7 cells (58.3%) have expected count less than 5. The minimum expected count is .25.

Source: Field Data (2020)

The study results revealed that there was a significant relationship between Parents Attitude towards participation in school teaching and learning activities and attitude of teachers towards parents' participation in school teaching and learning activities ($p=0.001$). This implies that parent's attitude towards participation in school teaching and learning activities was influenced by attitude of teachers towards their participation in school teaching and learning activities. The way teachers perceive parents could determine the level of participation in school teaching and learning activities in that having a feeling of being looked upon could limit their participation in school teaching and learning activities. The study findings agree with the study that parents who focus on general supervision of their children's teaching and learning activities were shown to have the highest levels of academic accomplishment, according to a previous study by Castro et al. (2015). When parents set high academic standards for their children, communicate often with them about their schoolwork, and encourage their children to read, the strongest bonds are formed.

4.3.3 Effect of Teacher's Attitude Towards Parent's Participation in School Teaching and Learning

The third objective of the study was effect of teacher's attitude towards parent's participation in school teaching and learning in day primary school level. The study findings are as presented below.

Table 4.14 Attitude of Teachers towards Parents

Statements		S	D	U	A	SA	Total	Mea n	%M ean	SD
1. Parents are misleading the pupils	F	0	3	2	27	8	40	4.14	82.8	0.566
	%	0	2.9	1.1	74.6	21.4	100			
2. Parents are an additional resource to the pupils learning	F	0	2	1	24	13	40	4.26	85.2	0.577
	%	0	2.2	0.4	66.3	31.2	100			
3. Parent's participation is not guaranteed	F	0	2	1	22	15	40	4.22	84.4	0.564
	%	0	2.2	0.7	69.9	27.2	100			
4. Parents will not ensure work is done	F	0	1	1	28	11	40	4.21	84.2	0.578
	%	0	2.2	1.8	68.8	27.2	100			
5. Parents are will provide an enabling environment work to be done	F	0	0	1	22	17	40	4.3	86	0.526
	%	0	0	1.1	66.7	32.2	100			

Source: Field Data (2020)

The research findings revealed that 82.8% (mean=0.566) of the replies were of the view that Parents are misleading the pupils, 85.2% (mean=0.577) of the participants were of the opinion that Parents are an additional resource to the pupils learning, 84.4% (mean=0.564) were of the opinion that Parent's participation is not guaranteed, 84.2% (mean=0.578) of the answers were of the opinion that parents will not ensure

work is done while 86.0% (mean=0.526) were of the view that parents are will provide an enabling environments work to be done. The study results agree with the study findings of Baum and Swick (2007) who concluded that when it comes to making judgments that affect the education of all children, instructors must rely on their expertise, whereas parents must focus on what is best for their own children. In most cases, these confrontations are resolved peacefully, but they can also rise to deep hatred and suspicion between the parties involved. As a result, educational personnel are not well prepared to deal with parents.

Table 4.15 Attitude of Teachers towards Parents

Statements	F	%
1. Parents are misleading the pupils	14	10
2. Parents are an additional resource to the pupils learning	86	60
3. Parent's participation is not guaranteed	29	20
4. Parents will not ensure work is done	7	5
5. Parents are will provide an enabling environment work to be done	7	5
Total	143	100

Source: Field Data (2020)

The study findings on the attitude of teachers towards parents show that, 10.0 % were of the opinion that parents are misleading the pupils , 60.0 % of the teachers were of the view that parents are an additional resource to the your learning , 20.0% of the teachers were of the view parent's participation is not guaranteed, 5.0 %of the teachers were of the view parents will not ensure work is done tasks, while 5.0 % of the teachers were of the view parents provide an environment for work to be done.

Table 4.16 Attitude of Teachers towards Parents

		Yes	No	Total
1. Parents are misleading you	F	112	485	597
	%	18.8	81.2	100
2. Parents are an additional resource to your learning	F	475	122	597
	%	79.5	20.5	100
3. Parent's participation is not guaranteed	F	211	386	597
	%	35.3	64.7	100
4. Parents will not ensure work is done tasks	F	266	242	597
	%	44.5	40.5	100
5. Parents provide an environment for work to be done	F	409	188	597
	%	68.5	31.5	100

Source: Field Data (2020)

The study findings on the attitude of teachers towards parents show that, 18.8 % were of the opinion that parents are misleading while 18.8% disagreed that parents are misleading, 79.5% of the learners were of the view that parents are an additional resource to the your learning while 20.5% disagreed that parents are an additional resource to the your learning, 35.3% of the teachers were of the view parent's participation is not guaranteed while 64.7% disagreed that parent's participation is guaranteed, 44.5 % of the teachers were of the view parents will not ensure work is done tasks while 40.5% disagreed that parents will ensure work is done tasks and 68.5 % of the teachers were of the view Parents provide an environment for work to be done while 31.5% disagreed that Parents don't provide an environment for work to be done.

The research findings showed that most parents believe their children will be able to succeed if they have a supportive atmosphere at home. This suggests that teachers place a higher value on parental involvement in the education of their students and

that they go out of their way to make it easier for parents to get involved. Even though instructors think they are experts in their industry and should handle subject that pertains solely to their area of expertise, parental involvement in school is expressed because teachers believe that such involvement creates surroundings favorable to work being done.

Study findings by Baum and Swick (2007) agree with this finding that parents are will provide an enabling environment work to be done. When it comes to the education of their students, teachers must focus on the needs of all students, whereas parents must focus on their own child's education first and foremost. In most cases, these confrontations are resolved peacefully, but they can also rise to deep hatred and suspicion between the parties involved. Because educational teams aren't well prepared to interact with parents, parental involvement may be hindered by their negative attitudes regarding working together with parents Contextual and societal factors, as well as parents' declining interest in involvement as their children grow up, may also impede such involvement in fact, studies show that parental involvement in children's education declines over time and plummets completely by the time they reach middle school. Other researchers suggest that parental participation is more crucial for elementary-school students than middle-school students. As a result, parents have more options and assistance to be active in their children's education.

Table 4.17 Relationship between Teachers Attitude and Challenges Parents Faced

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.427a	9	0.005
Likelihood Ratio	25.924	9	0.002
Linear-by-Linear Association	3.695	1	0.055
N of Valid Cases	55		

a. 11 cells (68.8%) have expected count less than 5. The minimum expected count is .04.

Source: Field Data (2020)

The study results revealed that there was a significant relationship between challenges parents face in involvement of school teaching and learning activities and attitude of teachers towards parents' participation in school teaching and learning activities ($p=0.005$). This implies that challenges faced by the parents in their effort to participate in school teaching and learning activities were impacted by the teachers' attitude towards their participation in school teaching and learning activities. The finding agrees with the study findings of study done by Bæck (2010) who found that the contact between parents and teachers is beneficial, although teachers try to restrict the power of the parents' influence by focusing on their own professionalism. In order to keep the parents in their place, teachers who have a close relationship with well-educated parents are especially careful to maintain a distance from them.

4.3.4 Challenges Parents, Face in Involvement of School Teaching and Learning Activities in Day Primary School Level

The fourth objective was to identify challenges parents, face in involvement of school teaching and learning activities in day primary school level. The study results are presented as follows;

Table 4.18 Challenges Parents Face in Involvement of School Teaching and learning activities

Statements		SD	D	U	A	SA	Total	Mean	%Mean	Sd
1. Parents are illiterate and are not participating in child learning	F	0	1	1	26	12	40	4.26	85.2	0.57
	%	0	2.1	1.4	65.3	31.2	100			
2. Parents do not live with their children	F	0	1	1	28	11	40	4.22	84.4	0.56
	%	0	2.2	1.7	68.9	27.2	100			
3. Parents have a poor parent–child relationship	F	0	1	1	28	11	40	4.21	84.2	0.57
	%	0	2.2	1.8	68.8	27.2	100			
4. Parents do not have enough time for the child learning	F	0	0	1	26	13	40	4.3	86	0.52
	%	0	0	1.1	66.7	32.2	100			
5. Schools do not give home works to pupils	F	1	7	12	7	14	40	3.89	77.8	0.81
	%	1.4	17	30.7	16.4	34.5	100			

Source: Field Data (2020)

The study findings revealed that 85.2% of the respondents were of the opinion that parents are illiterate and are not participating in child learning, 84.4% of the participants were of the belief that parents do not live with their children, 84.2% of the respondents were of the view that parents have a poor parent–child relationship,

86.0% of the participants were of the opinion that parents do not have enough time for the child learning while 77.8% of the participants were of the view that schools do not give home works to pupils. The findings agree with the study done by Fakolade, Adeniyi and Tella (2017) who found out that lack of school administration support for teachers' CPD activities; teachers' unwillingness to engage; and issues preventing teachers from properly participating in CPD events and the lack of information provided by CPD programs are the main obstacles.

Table 4.19 Challenges Parents Face in Involvement of School Teaching and learning activities

Statements	F	%
1. Parents do not have enough time for the child learning	72	50
2. Parents are illiterate and are not participating in child learning	21	15
3. Parents have a poor parent–child relationship	29	20
4. Parents do not live with their children	7	5
5. Schools do not give home works to pupils	14	10
Total	143	100

Source: Field Data (2020)

The study findings on the challenges parents face in involvement of school teaching and learning activities, 70.0% were of the opinion parents do not have enough time for the children learning 15 % of the respondents were of the view that parents are illiterate and are not participative in child learning participative, 20.0 % of the respondents agreed that parents have a poor parent –child relationship 5.0% of the respondents were of the opinion parents do not live with children and 10.0% were of the opinion Schools do not give home works to pupils. The findings agree with the study findings of Ndhlovu (2005) who found that parental non-involvement was

largely due to a breakdown in trust between parents and teachers, a lack of illness in reading and writing, and the belief that the education of children with visual impairment was not their responsibility but the responsibility of the government and teachers, rather than their own.

Table 4.20 Challenges Parents Face in Involvement of School Teaching and learning activities

Statements		Yes	No	Total
1. Parents do not have enough time for you to learn	F	365	232	597
	%	61.2	38.8	100
2. Parents are illiterate and are not participative	F	200	397	597
	%	33.5	66.5	100
3. Parents have a poor parent –child relationship	F	198	399	597
	%	33.2	66.8	100
4. Parents do not live with you	F	103	494	597
	%	17.2	82.8	100
5. Schools do not give home works to you	F	393	204	597
	%	65.8	34.2	100

Source: Field Data (2020)

The study findings on the challenges parents face in involvement of school teaching and learning activities, 61.2% were of the opinion parents do not have enough time for you to 38.8% who were of the contrary opinion, 33.5% of the participants were of the view that parents are illiterate and are not participative while 66.5% did not agree that parents are illiterate and are not participative, 33.2% of the respondents agreed that parents have a poor parent –child relationship while 66.8% disagreed, 17.2% of the respondents were of the opinion parents do not live with children while 82.8% were of the view that parents do not lived with their children and 65.8% agreed that Schools

do not give home works to you while 34.2% disagreed. The findings agree with the study done by Fakolade, Adeniyi, and Tella (2017) who conducted a similar study, focusing on the difficulties that impact instructors' participation. Who came up with the four main problems that teachers face in their CPD: the lack of support from school management, teachers' unwillingness to participate in CPD activities, and circumstances that make it difficult for instructors to participate effectively in CPD events? In order for CPD programs to be truly beneficial to teachers, they need to involve them in the process of design, implementation, and evaluation.

Since most people in the survey felt that parents don't have enough time to support their children's education, it follows that parents can show their support by reading to them, assisting them with their homework, and discussing about school activities. There are, however, a number of obstacles to this kind of involvement. Parental involvement can be hindered by a number of issues, including these very ones. Insufficient time limits them severely, making it nearly impossible to keep tabs on their child's progress.

A study by Henderson and Mapp (2002) agrees with this finding that Parents do not have enough time for the child learning. Parental engagement in children's education was explored as a component in the study, and parents indicated a shortage of time, particularly for working and single parents. The researchers also found that most parents lacked basic information about school subject matter and instructional methods, as well as how to best support their children's academic progress at home. Over-involvement as a parent is a concern for some parents, who worry that it may cause their children to stand out from the crowd and become too dependent on them.

Parents, on the other hand, have complained that their capacity to engage in their children's education has been hampered by the attitudes of some teachers. Not every instructor was hospitable enough to the parents, who were eager to get more involved in the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to investigate parental involvement in pupil's tasks on school activities in primary schools. The study sought to assess how parents are engaged in children work in school; to find out parents' attitude towards participation in school teaching and learning activities; to find out the attitude of teachers towards parents and to find out challenge's parents face in involvement of school teaching and learning activities. This chapter discusses the summary, conclusion and recommendation of the study.

5.1 Summary of the Major Findings

This section summarizes the major findings per objectives as follows;

5.1.1 Parental Engagement on Teaching and Learning Activities

The study findings on the parents' engagement on pupils work, 61.2% were of the view that parents review their work and correct as compared to 38.8% who were of the contrary view, 33.5% of the pupils were of the view that they worked together with their parents on the tasks given while 66.5% did not agree with the fact that they worked together with their parents on the tasks given, 33.2% of the pupils agreed that parents assign them work to do while 66.8% disagreed that parents assign them work to do, 65.8% agreed that parents facilitated them with an external tutor to review your tasks while 34.2% disagreed that parents facilitated them with an external tutor to review your tasks.

The study findings on the parents' engagement and pupils work indicate, 45.0 % were of the belief that they review work done by the student and corrected, 15.0 % of the respondents were of the view that they worked together with their pupils on the tasks given, 25.0 % of the respondents agreed that they assign work to pupils to do, 10.0 % agreed that they facilitated an external tutor to review tasks while 5.0% were of the belief they demand task assigned to be done by pupils.

The study findings revealed that 82.8% of the participants were of the view that parents review what is done and correct, 85.2% of the respondents were of the opinion that parents work together on the tasks given, 84.4% of the respondents were of the view that parents assign tasks to be reviewed, 84.2% of the respondents were of the belief that parents facilitate for an external tutor to review work, 86.0% of the respondents were of the view that parents facilitate for an external tutor to review work.

There was a significant correlation between parent review of children's work and parental gender ($p=0.029$), parental facilitation of children's work and parental gender ($p=0.030$), parental demand for students to complete tasks and parental gender ($p=0.000$), but no significant correlation between parent collaboration with children and parental gender ($p=0.270$).

5.1.2 Parents' Attitude Towards Participation in School Teaching and Learning Activities

The study findings on the parents attitude towards participation in school teaching and learning activities indicated 35.2% were of the opinion that they are forced by school

to engage in your work while 64.8% disagreed, 66.2% of the parents were of the view that they are freely engaged in your work while 33.8% disagreed, 66.8% of the parents were of the view that it can vary depending on the parents while 33.2% disagreed and 62.8% of the parents were of the view that they demand the school to involve them while 37.2% disagreed 65.8% of the parents were of the view that they never involve themselves regularly while 34.2% disagreed that parents were of the view that they never involve themselves regularly on your work.

The study results on the parents' attitude towards participation in school teaching and learning activities reveal that 20.0% were of the opinion that they are forced by school to engage in child's work, 65.0% of the parents were of the view that they freely engaged in child's work, 25.0% of the parents were of the view that it can vary depending on the parents, 10.0% of the parents were of the view that they demand the school to involve them while 5.0% of the parents were of the view that they never involve themselves regularly on the child's work.

The research findings showed that 87.6% (mean = 4.38) of the participants were of the view that parents are forced by the school to engage in child's work, 88.8% (mean = 4.44) of the respondents were of the opinion that it can vary depending on the parents, 90.2% (mean = 4.51) of the respondents were of the opinion that parents freely engage in the child's work, 89.8% (mean = 4.49) of the participants were of the view that parents demand the school to involve them while 89.4% (mean = 4.94) of the respondents were of the opinion that parents never involve themselves regularly on child's work. The study results revealed that there was a significant relationship

between parents' attitude towards participation in school teaching and learning activities ($p=0.001$).

5.1.3 Effect of Teacher's Attitude Towards Parent's Participation in School Teaching and Learning

The study findings on the attitude of teachers towards parents show that, 18.8 % were of the opinion that parents are misleading while 18.8% disagreed that parents are misleading, 79.5% of the teachers were of the view that parents are an additional resource to the your learning while 20.5% disagreed that parents are an additional resource to the your learning, 35.3% of the teachers were of the view parent's participation is not guaranteed while 64.7% disagreed that parent's participation is guaranteed, 44.5 % of the teachers were of the view parents will not ensure work is done tasks while 40.5% disagreed that parents will ensure work is done tasks and 68.5 % of the teachers were of the view parents provide an environment for work to be done while 31.5% disagreed that parents don't provide an environment for work to be done

The research findings revealed that 82.8% (mean=0.566) of the replies were of the view that parents are misleading the pupils, 85.2% (mean=0.577) of the participants were of the view parents are an additional resource to the pupils teaching and learning, 84.4% (mean=0.564) were of the belief that Parent's participation is not guaranteed, 84.2% (mean=0.578) of the responses were of the view that parents will not ensure work is done while 86.0% (mean=0.526) were of the view that parents are will provide an enabling environments work to be done. The study results showed that

there was a significant relationship between teacher's attitude towards parent's participation in school teaching and learning activities ($p=0.001$).

5.1.4 Challenges Parents, Face in Involvement of School Teaching and Learning Activities

The study findings on the challenges parents face in involvement of school teaching and learning activities revealed that 61.2% of participants were of the view that parents do not have enough time for you to 38.8% who were of the contrary opinion, 33.5% of the participants were of the view that parents are illiterate and are not participative while 66.5% did not agree that parents are illiterate and are not participative, 33.2% of the respondents agreed that parents have a poor parent –child relationship while 66.8% disagreed, 17.2% of the respondents were of the opinion parents do not live with children while 82.8% were of the view that parents do not lived with their children and 65.8% agreed that Schools do not give home works to you while 34.2% disagreed. The study findings on the challenges parents face in involvement of school teaching and learning activities, 70.0% were of the opinion parents do not have enough time for the children learning 15 % of the respondents were of the view that Parents are illiterate and are not participative in child learning participative, 20.0 % of the respondents agreed that Parents have a poor parent –child relationship 5.0% of the respondents were of the opinion parents do not live with children and 10.0% were of the opinion schools do not give home works to pupils

The research findings showed that 85.2% of the participants were of the opinion that parents are illiterate and are not participating in child teaching and learning, 84.4% of the participants were of the belief that parents do not live with their children, 84.2% of

the participants were of the view that parents have a poor parent–child relationship, 86.0% of the participants were of the belief that parents do not have enough time for the child learning while 77.8% of the participants were of the opinion that Schools do not give home works to pupils. Further, the study revealed that there was a significant relationship between challenges parents face in involvement of school teaching and learning activities and attitude of teachers towards parents' participation in school teaching and learning activities ($p=0.005$).

5.2 Conclusions

The study concluded that there was an association between activities that parents are engaged in teaching and learning activities of their children in school in a day primary school level. Parental involvement in a child's education is crucial, as evidenced by the fact that parents are the primary educators and continue to exert significant impact on the development of their children long after they have graduated from high school. The tutors and parents both have a critical role to perform, tutors and parents. When it comes to parental engagement, there is no one-size-fits-all definition. It can take numerous forms, including involvement at school, interacting with students, and providing tutors for them.

The study concluded that parents' attitudes regarding involvement in school-related teaching and learning activities were positively and significantly associated. Parental involvement in education has been shown to improve student achievement because parents place a high value on their children's academic success. As a result of parents' active participation in the educational process, their children achieve better grades,

develop greater motivation to pursue their academic goals independently, and enjoy higher levels of self-esteem.

The study concluded that there was a positive and significant association between teacher's attitude towards parent's participation in school teaching and learning activities. Teachers' belief in the importance of parental involvement in students' education and their efforts to give parents additional chances and assistance in this regard reflect this. Even though instructors think they are experts in their industry and should handle subject that pertains solely to their area of expertise, parental involvement in school is expressed because teachers believe that such involvement creates surroundings favorable to work being done.

The study further concluded that that there was a significant association between challenges parents face in involvement of school teaching and learning activities and attitude of teachers towards parents' participation in school teaching and learning activities. This is shown by parents not having enough time for the child learning this implies that when parents read to their children, assist with homework, and discuss school events, they show their children that they care about them and their education. Parents can be involved in their children's education in a variety of ways, but they face several obstacles, including lack of time, which makes it difficult for them to monitor their child's progress.

In general, the study concluded that the most contributing factor significant to school teaching and learning activities followed by parent engagement and parents' attitude and lastly teacher's attitude. These findings could be interpreted to mean school

teaching and learning activities depend on certain factors which could be among these factors highlighted in the model.

5.3 Recommendations

From the study findings the study recommended that;

- (i) Since the parents are the prime educators and remain major influence on their children's learning throughout school and beyond therefore their bid, the study recommends that the parent's activities towards teaching and learning activities of their children in school need to be emphasis and encouraging. Parents need to review work done by the pupils and corrected with the present of their pupils.
- (ii) Since the study findings revealed that parent's attitude towards participation in school teaching influence learning activities, parents should not be forced by the school to engage in child's work but rather the school to sensitized all the parents on the need to involve themselves in the children's work. This will enhance willingness which may translate to academic performances of their children.
- (iii)The study recommends that teachers should have a positive attitude towards parents' participation in school teaching which can influence learning activities. Teachers believing that parental involvement is important for pupils can motivate parents to provide more opportunities their children's education. Teachers should always involve parents to create environments favorable for learning activities.

- (iv) The study recommends that parents need to overcome challenges they face in involvement of school teaching and learning activities by creating enough time for their children learning activities.
- (v) The study recommends that adoption of Ecologies of Parent Engagement (EPE) theory, which argue that parental involvement is the educational setting's mediation of space and capital. As an example, a parent could observe the types of homework her child brings home and use these tasks to ask questions of the teacher or to recommend changes to the curriculum or other parts of school life that could potentially increase learning for all students.

5.4 Suggestions for Further Research

- (i) More research is needed to determine how parents might be better prepared to be present in their children's education.
- (ii) A study to establish why children would not like to be taught by their parents.
- (iii) A study further to be carried out on the parental involvement strategy on curriculum implementation.
- (iv) Future researchers to focus on communication strategies as a parental involvement strategy on learning activities.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Dear Participant,

I am a teacher in the process of earning a master's degree in educational sociology. Am undertaking study research on, effect of parental involvement in socialization activities in day primary school: in Uasin Gishu County, Kenya. Would you be nice enough to participate in this experiment? Please answer these questions as truthfully and accurately as possible in the form. Your comments were greatly appreciated and will only be used for the purposes of this research. When filling out a survey for research purposes, avoid writing down your name. You have complete discretion over when and if you wish to leave this research.

This study would not have been possible without you,

Yours faithfully,

Birgen Daniel Kiplagat.

APPENDIX II : QUESTIONNAIRE FOR TEACHERS

The purpose of this study is to collect data on the parental involvement in home school related activities in Wareng district. Confidentiality is guaranteed for any information you share with us. Please be as truthful as possible when answering the questions. Your contribution to the study's success will be greatly valued. Please tick (fill) all the items that apply to you.

SECTION A: BACKGROUND INFORMATION FOR TEACHERS

1. Indicate your Gender
 - Male []
 - Female []

2. Indicate your Age Bracket
 - Below 25 years []
 - 26_30 years []
 - 31_35 years []
 - 36_40 years []
 - Over 40 years []

3. Indicate your highest Level of Education
 - Postgraduate []
 - Undergraduate []
 - Tertiary []
 - Secondary []

4. Indicate your Length of Service
 - Less than One Year []
 - 1_2 Years []
 - 2_4 Years []
 - Over 4 Years []

Section B: Activities That Parents Are Engaged In Teaching And Learning Activities

	STATEMENT	SA	A	U	D	SD
1.	Parents review what is done and correct					
2.	Parents work together on the tasks given					
3.	Parents assign tasks to be reviewed					
4.	Parents facilitate for an external tutor to review work					
5.	Parents demand tasks assigned be done by pupils					

Section C: Parents' Attitude Towards Participation in School Teaching and Learning Activities

	STATEMENT	SA	A	U	D	SD
1.	Parents are forced by the school to engage in child's work					
2.	It can vary depending on the parents					
3.	Parents freely engage in the child work					
4.	Parents demand the school to involve them					
5.	Parents never involve themselves regularly on child's work					

Section D: Effect of Teacher's Attitude Towards Parent's Participation in School

Teaching and Learning

	STATEMENT	SA	A	U	D	SD
1.	Parents are misleading the pupils					
2.	Parents are an additional resource to the pupils learning					
3.	Parent's participation is not guaranteed					
4.	Parents will not ensure work is done					
5.	Parents are will provide an enabling environment work to be done					

Section D: Challenges Parents, Face in Involvement of School Teaching and

Learning Activities

	STATEMENT	SA	A	U	D	SD
1.	Parents are illiterate and are not participating in child learning					
2.	Parents do not live with their children					
3.	Parents have a poor parent-child relationship					
4.	Parents do not have enough time for the child learning					
5.	Schools do not give home works to pupils					

APPENDIX III : QUESTIONNAIRE FOR PUPILS**SECTION A: BACKGROUND INFORMATION FOR PUPILS**

1. Indicate your Gender

Male []

Female []

2. Indicate your Age Bracket

Below 11 years []

12_14 years []

14_16 years []

16_18 years []

Over 18 years

3. Indicate your Class

Six []

Seven []

Eight []

Section B: Activities That Parents Are Engaged In Teaching And Learning Activities

1. Do parents review your work and correct?

Yes [] No []

2. Do you work together with your parents on the tasks given?

Yes [] No []

3. Do parents assign you work to do?

Yes [] No []

4. Do parents facilitate you with an external tutor to review your tasks?

Yes [] No []

5. Do parents demand to see the task assigned?

Yes [] No []

Section C: Parents' Attitude Towards Participation in School Teaching and Learning Activities

1. Are forced by school to engage in your work?

Yes [] No []

2. Are parents freely engaged in your work?

Yes [] No []

3. Are parents participation vary depending on the parents attitude?

Yes [] No []

4. Are parents demanding the school to involve them?

Yes [] No []

5. Are parents never involving themselves regularly on your work?

Yes [] No []

Section D: Effect of Teacher's Attitude Towards Parent's Participation in School Teaching and Learning Activities

1. Parents are misleading you?

Yes [] No []

1. Parents are an additional resource to your learning?

Yes [] No []

2. Parent's participation is not guaranteed?

Yes [] No []

3. Parents will not ensure work is done tasks?

Yes [] No []

4. Parents provide an environment for work to be done?

Yes [] No []

Section E: Challenges Parents, Face in Involvement of School Teaching and Learning Activities

1. Parents do not have enough time for you to learn?

Yes [] No []

2. Parents are illiterate and are not participative?

Yes [] No []

3. Parents have a poor parent –child relationship?

Yes [] No []

4. Parents do not live with you?

Yes [] No []

5. Schools do not give home works to you?

Yes [] No []

APPENDIX IV: QUESTIONNAIRE FOR PARENTS**SECTION A: DEMOGRAPHIC DATA**

1. Indicate your Gender:

Male [] Female []

2. Indicate your Age bracket Gender:

Below 25 years []

26_30 years []

31_35 years []

36_40 years []

Over 40 years []

3. Indicate Your Marital Status

Married []

Divorced []

Single []

Widowed []

4. Indicate your Occupation

Employed []

Self Employed []

Not Employed []

Section B: Activities That Parents Are Engaged in Teaching and Learning Activities

1. Do you review what is done by the pupils and correct?

Yes [] No []

2. Do you work together with the pupils on the tasks given?

Yes [] No []

3. Do you assign your child work to do?

Yes [] No []

4. Do you facilitate for an external tutor to review the tasks?

Yes [] No []

5. Do you demand task assigned to be done by pupils?

Yes [] No []

Section C: Parents' Attitude Towards Participation in School Teaching and Learning Activities

1. Are you forced by school to engage in their children's work?

Yes [] No []

2. Are you freely engaging in their children work?

Yes [] No []

3. Are participations vary depending on the parents?

Yes [] No []

4. Do you demand the school to involve you?

Yes [] No []

5. Have you never involve yourselves regularly on the child's work?

Yes [] No []

Section D: Effect of Teacher's Attitude Towards Parent's Participation in School**Teaching and Learning Activities**

1. Parents are misleading the pupils?

Yes [] No []

2. Parents are an additional resource to the pupils learning?

Yes [] No []

3. Parent's participation is not guaranteed?

Yes [] No []

4. Parents will not ensure work is done?

Yes [] No []

5. Parents are will provide an enabling environment work to be done?

Yes [] No []

Section E: Challenges Parents, Face in Involvement of School Teaching and**Learning Activities**

1. Parents do not have enough time for the child learning?

Yes [] No []

2. Parents are illiterate and are not participating in child learning?

Yes [] No []

3. Parents have a poor parent-child relationship?

Yes [] No []

4. Parents do not live with their children?

Yes [] No []

5. Schools do not give home works to pupils?

Yes [] No []


APPENDIX V RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. DANIEL KIPLAGAT BIRGEN
of **MDI UNIVERSITY, 4900-30100**
Eldoret, has been permitted to conduct
research in Uasin-Gishu County

Permit No : NACOSTEP/17/07010/13838
Date Of Issue : 2016 June,30/17
Fee Received (Ksh) 1000

on the topic: **AN INVESTIGATION INTO PARENTAL INVOLVEMENT IN SCHOOL LEARNING ACTIVITIES IN DAY PRIMARY SCHOOLS IN WARENG DISTRICT**

for the period ending:
19th June,2018



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & innovation

APPENDIX VI RESEARCH AUTHORIZATION LETTERS



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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2241349,3310571,2219420
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Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No. **NACOSTI/P/17/07036/17638**

Date: **20th June, 2017**

Daniel Kiplagat Birgen
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“An investigation into parental involvement in school learning activities in Day Primary Schools in Wareng District,”* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **19th June, 2018.**

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


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County