

**SELECTED SOCIAL FACTORS INFLUENCING PARENTAL INVOLVEMENT
IN CLASS SEVEN PUPILS' HOMEWORK IN PUBLIC DAY PRIMARY
SCHOOLS OF KAPTUMO DIVISION, NANDI COUNTY, KENYA**

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**A Thesis Submitted to the Graduate School in Fulfillment for the Requirements of
the Award of Masters Degree of Education in Sociology of Education of Egerton
University**

EGERTON UNIVERSITY

October, 2014

DECLARATION AND RECOMMENDATIONS

Declaration by Student

This thesis is my original work and has not been presented for the award of a degree in this or any other University.

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Recommendation

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DEDICATION

This work is dedicated to beloved wife Sally, my Mum Helen, my Brother Michael and my children: Victor, Cleopatra and Fanice for their inspiration, moral support and perseverance.

ACKNOWLEDGEMENT

I am sincerely and specifically grateful to my Supervisors Professor Fred Simiyu Barasa and Dr. Thomas K. Ronoh for their guidance and selfless efforts to keep me on track while writing this thesis.

I also express my heartfelt gratitude to my friend Leonard for his tireless efforts in proof reading to make sure that my work is free from errors throughout to the completion of my thesis.

ABSTRACT

Parental involvement has been found to positively impact student achievement. Researchers suggest that parent involvement with their children's homework is associated with improved academic performance. It has therefore been considered a possible solution to underachievement. In Kenya, most low socioeconomic status parents show little or no interest in their children's homework. This practice denies children from such families the benefits that come with parental involvement in pupils' homework. This study therefore sought to investigate selected social factors influencing parental involvement in class seven pupils' homework. Specifically, the study sought to find out whether parental perception, parental education and parental occupation influence parental involvement in pupils' homework in public day primary schools of Kaptumo Division. This study was informed by Epstein's Theory of School, Family, and Community Partnerships. The study was conducted using concurrent nested design. The design was important when looking at the nature of existing conditions in Kaptumo Division by combining qualitative and quantitative methods. The study population was class seven pupils from public day primary schools in Kaptumo Division. Stratified random sampling technique was used to select the schools that participated in the study. Simple random sampling was used to select 127 pupils, 12 teachers and 12 parents in the selected schools. This research employed two research instruments in soliciting information from the respondents, namely use of questionnaires and interview schedules. Descriptive statistics techniques were used to analyze the quantitative data and these included frequencies, means and percentages. The data was presented in form of tables and graphical presentations such as pie charts and bar graphs. Qualitative data was analyzed using selective coding of common themes and use of narratives. The study found a positive relationship between parental perception and parental involvement ($r=.458$) at a significance level of 0.01. Secondly, parental level of education was also found to positively influence parental involvement in homework ($r=.586$) at a significance level of 0.01. Finally, the study established no significant relationship between occupation and parental involvement ($r=.180$). . The study recommends that there is need for educating stakeholders including teachers, school management, ministry of education and others to sensitize parents on the importance of participating in their children's education especially during homework.

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LIST OF ABBREVIATIONS

APHRC	: African Population and Health Research Center
PTA	: Parents Teachers' Association
SES	: Social Economic Status
UNESCO	: United Nations Education Scientific and Cultural Organizations
UNICEF	: United Nations Children's Education Fund

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

It is well known that parental effort makes a difference in educational outcomes and general child well-being. Indeed, greater academic achievement is predicted when parents are actively involved in their children's educational process (Houtenville & Conway, 2008). Empirical evidence of this relationship is mounting thanks to the fact that the further allocation of public funds for education seems unable to eradicate educational failure. Schools, teachers and peers constitute complementary agents with parental effort often being crowded out by school resources and school size (Walsh, 2010). Yet, households and students' own efforts play a key role in accounting for academic achievement (De Fraja, Oliveira & Zanchi, 2010). In the specific case of household impact, a vast empirical literature has been accumulated on parental time use, especially in the United States, indicating that the age of the parents' youngest child, gender, family structure and mother's educational attainment levels are all relevant driving factors (Bonesronning, 2010). Additionally, parental involvement programs have been shown to be notably effective (Avvisati, Gurgand, Guyon & Maurin, 2010).

However, little is known about the linkages between schools' social and academic performance in sub-Saharan Africa; and specifically in the context of Kenya. In Kenya, studies have examined effects on primary school academic performance of school inputs such as textbooks, incentives (Glewwe, Kremer & Moulin, 2007; Kremer, Miguel & Thornton, 2007), neighborhood violence (Mudege, Zulu & Izugbara, 2008) and socioeconomic status (Onsomu, Kosimbei & Ngware, 2006; Hungi & Thuku, 2010). Duflo and colleagues (2009) examined the impact of peer academic performance on the peers of first graders in a randomized evaluation of a tracking system and found that high achieving students maintained their higher performance while low-achieving students benefited indirectly from tracking through their teachers teaching at a level more appropriate to the students. Muola's (2010) study of eighth grade students in Machakos district in Kenya found that students' motivation for academic achievement was

associated with home background predictors, essentially parental socioeconomic status (SES). Further evidence for the SES gap in achievement is observed in earlier studies. Onsomu *et al.*, (2006) document that most low SES parents in Kenya show little or no interest in their children's school work, let alone their schools. In settings like Kenya, where there is limited financial and human capital, it is important to further examine how social elements in schools may serve to promote or undermine human capital formation.

Home-based parental involvement has been widely advocated because it affirms the knowledge and instruction received at school (Comer, 1995), provides assistance and clarification with homework (Cooper, 1989), provides structure for free time and homework time (Fan & Chen, 2001), includes visiting museums and other educational venues (Reynolds & Gill, 1994), and enhances and encourages motivations (Hoover-Dempsey & Sandler, 1995). In addition, as part of home-based involvement, parents can supplement instruction through educationally based, cognitively stimulating activities (Chao, 2000). However, McDermott, Goldman, & Varenne (1984) summarized the contradictory literature on parent involvement with homework. According to one view, homework fosters learning through practice and reinforcement and parent involvement with homework enhances relationships between the educational system and families. A contrasting view is that homework is often composed of meaningless tasks not geared to the individual needs of students and that parents who help may confuse the child.

It is on this background that the study sought to investigate selected social factors influencing parental involvement in pupils' homework in public day primary schools. The study findings are very important in filling the gap of knowledge that currently exists concerning factors influencing parental involvement in homework.

1.2 Statement of the Problem

Parental involvement has been found to positively impact student achievement. Researchers suggest that parent involvement with their children's homework is associated with improved academic performance. It has therefore been considered a possible solution to under achievement; it is a remedy to the achievement problems in education.

However, it is not clear whether the same findings can be applied in public day primary schools in Kaptumo Division, Nandi County as there is no study known to the researcher has been done on the same. This study therefore sought to find out whether parental perception, parental level of education and parental occupation influencing parental involvement in pupils' homework.

1.3 Purpose of the Study

This study aimed at assessing selected social factors influencing parental involvement in pupils' homework in public day primary schools of Kaptumo Division, Nandi County.

1.4 Objectives of the study

Specifically the study sought:

- i. To find out whether parental perception influences involvement in pupils' homework in public day primary schools of Kaptumo Division
- ii. To investigate whether parental education influences involvement in pupils' homework in public day primary schools of Kaptumo Division
- iii. To determine whether parental occupation influences involvement in pupils' homework in public day primary schools of Kaptumo Division

1.5 Research Questions

The study was guided by the following questions;

- i. Does parental perception on involvement influence pupils' homework in public day primary schools of Kaptumo Division?
- ii. Does parental education influence involvement in pupils' homework in public day primary schools of Kaptumo Division?
- iii. Does parental occupation influence involvement in pupils' homework in public day primary schools of Kaptumo Division?

1.6 Significance of the Study

The study is significant because of the various benefits that several groups of people may derive from it. The policy makers in the Ministry of Education may benefit since the findings forms a basis of addressing the critical issues that may be affecting primary education especially with respect to learner achievement. Moreover, the findings of this study is critical to donors in guiding decisions on and justification for further funding since the study has revealed social challenges schools are coping up with in the funded area. Further, the education sector management bodies may use the findings as a source of information in gathering data on areas for improved performance in primary schools. To scholars and future researchers, this forms an important source of secondary data for further research in related studies. It is hoped that, the findings of the study may help in enhancing collective responsibilities for learning from all stakeholders of education.

1.7 Assumptions of the Study

The study was based on the following assumptions.

- i. Homework was normally given to pupils.
- ii. The subject/respondents would be co-operative and truthful in answering the questions presented in the questionnaire.
- iii. The study also assumed that there was a relationship between parental perception; parental education; parental occupation and parental involvement in pupils' homework in public day primary schools of Kaptumo Division

1.8 Scope of the Study

The study was conducted in Kaptumo Division where it covered only public day primary schools. Social factors that may influence parental involvement in pupils' homework are numerous and wide including; age, marital status, income, religion, social class among other factors. However, the current study investigated on the selected social factors specifically whether parental perception influence involvement, parental education influence involvement and occupation influence involvement. This is because there is scanty information linking these factors to parental involvement in pupils' homework and

thus, the study sought to provide more elaborate and clear information on their relationships.

1.9 Limitations of the Study

First literature review on the study topic was a limiting factor. No studies have been done in Nandi County on social factors influencing parental involvement in homework, thus the study relied on studies mainly done outside the country. Furthermore, the study used a sample size of 12 out of 40 public day primary schools with a sample of 127 pupils, 12 teachers and 12 parents. This influenced generalization since the findings cannot be used to represent other counties in Kenya, findings are only limited to Nandi county.

1.10 Definition of Terms

Perception: in this study it is contextualized to mean an opinion or general view about parental involvement in homework which is either positive or negative

Homework: in this study it refers to tasks assigned by school teachers intended for pupils to carry out in their homes where parents can be able to assist.

Occupation: in this study it means the daily activities that parents are inclined towards earning a living.

Parental involvement: in this study it refers to the active engagement of a parent with their child outside of the school day in an activity which centers on enhancing academic performance.

Parental education: in this study it refers to the level of formal education obtained by parents which includes primary education, secondary education, tertiary/college education and university education.

Language Barrier: in this study it refers to anything that can hinder the interaction of the parent and the pupil during homework regarding language used by teachers when writing homework that parents get difficulty in interpreting.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of what various researchers have documented about parental involvement in education in general and what has been studied about parental involvement in homework in particular. Emphasis is put on the Kenyan experience with a view to identifying the gaps that exist and which justify this particular study.

2.2 Parental Involvement in Education

Explanations of academic achievement, like other explanations of dimensions on human well-being are naturally multi-faceted. Theories formulated to explain academic achievement encompass various dimensions of students' interactions including school, family, community and social factors (Pena, 2007). The impact of parent involvement in a child's growth and development is generally accepted (Sheldon, 2003). However, educators, parent groups, and policy makers continue to debate the issue of whether or not parent involvement has a beneficial effect on the academic achievement of children (Epstein, 2001). A key element in these debates is how parent involvement is defined (Epstein, *et al* 2002).

In promoting achievement across elementary and secondary school levels, theories, research, and policies have identified the significant role of families, family-school relations, and parental involvement in education (Hill & Chao, 2009; Seginer, 2006). Indeed, family-school relations and parental involvement in education have been identified as a way to close demographic gaps in achievement and maximize students' potential (Dearing, Kreider, Simpkins & Weiss, 2006). Whereas some aspects of parental involvement in education may decline in amount or in effectiveness during middle school, like involvement at school (Singh, Bickley, Trivette, Keith, Keith, & Anderson, 1995), other aspects of involvement that are not accounted for in existing frameworks may increase in significance (Chao, Kanatsu, Stanoff, Padmawidjaja, & Aque, 2009).

2.3 Benefits of Parental Involvement in Education

The role that parents play in the academic achievement of their children has long been thought to be a centrally important one. Even so, quantitative evidence on the effect of parent involvement on student achievement has been mixed. Some of these discrepancies across studies can be explained by the nature of the data collection and research design. In addition, researchers have defined parent involvement differently or so broadly that it is difficult to understand how to measure it consistently. For example, one group of researchers defined parent involvement as parent involvement in educational activities at both school and home (Christenson, Rounds, & Gorney, 1992). Epstein (1987) suggested that parent involvement is multi-dimensional and included: parents providing a home environment that supports learning, communication between parents and teachers on classroom performance, parent's active attendance at school activities such as PTA, parent's engagement and monitoring of home learning activities, and parent's involvement in school-based decision making organs such as school committees.

In a synthesis, Mattingly, Prislun, Mckenzie, Rodriguez & Kayzar, (2002) reviewed a total of 41 studies described as 'evaluations' of parent involvement programs. While this review did not provide a summary of these studies, the authors concluded that there was little evidence to support the efficacy of parent involvement programs to improve student achievement. Mattingly, *et al.* (2002) indicate that their results do not suggest that parent involvement programs are not effective but that the quality of the evidence is compromised due to methodological weaknesses.

On the other hand Rosenzweig (2000) assessed the association between parent practices and school success across 34 studies representing seven classes of outcome variables. She concluded that the 20 specific parent practices could account for 23% of the explained variance in children's academic performance. No attempt was made to address the causal impact of parent involvement on student achievement. Similarly, Fan & Chen (2001) reviewed 25 studies that focused on the relationship between parent involvement and academic performance. They found that the overall strength of relationship was modest. Jeynes, (2005) examined the effect of various types of parent involvement on academic

outcomes for minority students. Parent involvement was broadly defined as ranging from parent expectations of academic success to parents attending or participating in school functions. Jeynes found substantial positive effects of parent involvement for African Americans, Latinos, and Asians. In analyzing data from the 2006 Longitudinal Study of Australian Children, Berthelsen (2008) found a significant correlation between child outcomes and parental involvement. There was nothing to indicate the relationship was causal. Berthelsen states, “. . . researchers cannot necessarily assume that parental involvement is always positively associated with children’s learning. Increased parental involvement may also occur in response to learning difficulties (p. 40). Generally a child benefits when parents show a great involvement in his or her education; and when the parents have every confidence in helping their child to be successful in school (Eliason & Jenkins, 2003).

Other researchers have also documented the importance of parental involvement in education (Kroeger, 2005; Floyd & Vernon-Dotson, 2009; Turney & Kao, 2009). Many educators, as well as a portion of society, believe because parental involvement positively impacts student achievement it is the remedy for all the problems in education (Fan & Chen, 2001). Ediger (2008) identified partnership with parents as a tool for increasing student achievement. Berthelsen & Walker (2008) indicated that schools and families working together produce a higher achievement rate in school. Hill & Tyson (2009) conducted a meta-analysis using middle school research an equivalent of upper primary school in Kenya to determine which involvements most significantly affected student achievement. Their analysis of 50 studies showed parental involvement was positively related to student achievement. However, parental assistance with homework was not consistently associated with achievement. Parental involvement is considered a possible solution to the achievement gap (Lee, 2006). As one of fifteen suggested actions that would help to close the achievement gap, Marshall (2009) identified keeping parents informed of how they can help the child learn. Reising (2008) also identified family as being a part of the solution in closing the achievement gap. He referred to a review of test scores from students whose parents were involved in a Family and Child Education program and indicated that achievement scores rose among students whose parents were

trained in reading strategies while involved in this program. Gonzalez-De Hass, Willems, and Holbein (2005) uncovered a correlation between parental involvement and student motivation. They further contended that involved parents were more likely to foster intrinsic motivation within their children than parents who were not involved.

A policy brief prepared by the African Population and Health Research Center based upon a classroom observation study in 72 schools from six districts in Kenya, indicate that students whose parents were involved in their academic lives and created a good home environment tended to perform better than those whose parents were detached. The analyses consistently showed that student delinquency, often a function of the home environment and community status, negatively affected grades. Lack of parental involvement in the classroom also had negative effects on grades (APHR 2010). The six districts sampled for the study were Baringo, Embu, Garissa, Gucha, Murang'a and Nairobi representing Western, Central, Eastern, Rift-Valley and Nairobi provinces. The sample included public, private, urban, peri-urban, and rural schools. In Nandi County, Kaptumo Division little has been done concerning the benefits of parental involvement. This study therefore intends to introduce new knowledge in this area.

2.4 Parental involvement in Pupils Homework

Parental involvement is multi-faceted. Home-based involvement includes strategies like communication between parents' and children about school, engagement with school work (e.g., homework help), taking children to events and places that foster academic success (i.e., museums ,libraries, among others.), and creating a learning environment at home (e.g., making educational materials accessible, such as books, newspapers, educational toys), (Epstein, 1987).

Hoover-Dempsey, Battiato, Walker, Reed, Dejong & Jones, (2001) reviewed research on parental involvement in children's homework. The review focused on understanding why parents become involved in their children's homework, what strategies they employ, and how involvement contributes to student learning. The review supported theoretical

arguments that parents choose to become involved in homework because they believe they should be involved, believe their involvement will make a positive difference in their children's learning, and perceive that their involvement is invited, expected, and valued by school personnel (Hoover-Dempsey & Sandler, 1997). The review also suggested that parents engage in a wide range of activities in this effort; from establishment of basic structures for homework performance to more complex efforts focused on teaching for understanding and helping students develop effective learning strategies

McDermott, Goldman, and Varenne (1984) summarized the contradictory literature on parent involvement with homework. According to one view, homework fosters learning through practice and reinforcement and parent involvement with homework enhances relationships between the educational system and families. A contrasting view is that homework is often composed of meaningless tasks not geared to the individual needs of students and that parents who help may confuse the child. McDermott *et al.* (1984) indicated that these opposing views were opinions not adequately substantiated by research. Hoover-Dempsey (2001) suggested the likelihood that parental involvement in homework had a larger impact on the outcome of that assignment than any significant difference on the child's level of achievement. Supporting this theory, Hill's (2009) meta-analysis found homework assistance was the only type of parental involvement included in their analysis that was not consistently correlated with student achievement. Keith (as cited in Petty, 2008) studied high school seniors (form three and four in Kenya) in 1,000 public high schools; parental involvement in homework did not have a meaningful direct effect on student achievement.

Likewise, in a synthesis of homework research Cooper (1989) suggested that parent involvement with homework can have both positive effects (e.g., a mechanism for praising student achievement) and negative effects (e.g., confusing children with methods that differ from those of the teacher). Cooper asserted that well-designed research on homework is needed. In particular, research on family involvement with middle-grades homework is scarce (Epstein, 1994). Other researchers suggest that parent involvement

with their children's homework is associated with improved academic performance (Clark, 1993; Epstein, 1992; Keith, 1992; Leone & Richards, 1989). It is on this conflicting background that the study seeks to investigate the relationship between parental involvement in pupils' homework and the performance of pupils in public day primary schools.

McDermott *et al.* (1984) examined videotapes of 12 families and found that patterns of family involvement with homework vary. For some families, there seemed to be a pattern of start/divert, start/divert, with the homework task being subordinate to procedural concerns (e.g., choosing a pen or pencil, getting an eraser, cleaning the table). Other families engaged in homework simultaneously with other activities (e.g., preparing supper, watching television). Rarely did families engage in formally organized teaching and learning activities. However, in interviews with 69 parents of elementary school children, Hoover-Dempsey *et al.* (1995) found that most parents felt responsible for structuring homework sessions and wanted specific help from teachers. Collectively, the research on homework indicates that families are interested in helping their children, those patterns of family involvement vary, and that some families perceive they lack adequate skills for helping. Further, although parents receive opportunities and invitations to be involved, they would like more information from teachers about structuring homework sessions. The study will be determining if this findings hold in Kaptumo Division, Kenya and in this current times of free primary education.

2.4.1 Levels of Parental Involvement in homework

In general, parents should not become directly involved in their children's homework. Parents can facilitate successful homework practices without becoming directly involved in the completion of assignments by providing a quiet, well-lit study space and ensuring that all required materials (books, paper, pencils, etc.) are available. Parents can help with time management to ensure that children set aside time for homework and that the work is not put off until the last minute. Parents can also help with workload management by encouraging their children to start with more difficult homework tasks, leaving easier tasks for the end of homework sessions when children are more fatigued. Parents can also

model attitudes and behaviors by expressing positive attitudes toward homework and doing homework at the same time as their children (for example, reading, paying bills, doing other paper work),(Cooper & Gersten, 2002).

For many parents, the most difficult lesson is to learn how to avoid interfering with their children's independent completion of assignments and how to provide guidance without giving answers. Too much interference from parents can eliminate the beneficial effects of homework: learning how to work independently is an important lifelong learning skill that all children need to develop. However, most children encounter difficulties and will often ask for parental assistance. When children ask for help, parents can be most effective by helping children find answers for themselves rather than actually providing the answers. When parents notice their children experiencing undue difficulty, parents should communicate with the child's teacher: teachers can provide the best advice on how parents can help and on what other sources of help (e.g., tutoring) are available. Even when children are not struggling, it is important for parents to engage in effective and regular communication with their children's schools in order to remain informed about the contributions they can make to their children's homework activities, (Deslandes & Bertrand, 2005). While parental involvement in homework activities is important, parents need to ensure that their level of involvement is appropriate. To alleviate some of the stressful aspects of homework, parents can play a supportive role that does not require content expertise and does not place excessive demands on parents' scarce time resources.

Hoover-Dempsey *et al.* (2001) gives a summary of what parents should do when involved in homework as follows: Interact with the student's school or teacher about homework; Establish physical and psychological structures for the child's homework performance; Provide general oversight of the homework process; Respond to the student's homework performance; Engage in homework processes and tasks with the student; Engage in meta-strategies designed to create a fit between the task and student knowledge, skills, and abilities; Engage in interactive processes supporting student's understanding of homework and; Engage in meta-strategies helping the student learn

processes conducive to achievement. This summary informed the study on the operationalization of parental involvement which later informed the formulation of research instruments.

2.5 Selected social factors influencing Parental Involvement in Homework

Involvement in student homework can be influenced by several members of the school community: teachers, professionals who work with students and families in before and after school programs, and parent leaders. After school providers are often ideally positioned to act as a bridge of communication between home and school on issues related to student learning and homework (Cosden, *et al*, 2001).

Parents' communication with schools and parental involvement are influenced by school characteristics (Feuerstein, 2001). Schools play a strong role in determining the level and nature of parental involvement. Critical factors include teachers' beliefs about parents' role in the classroom and their responsibility to provide involvement opportunities to parents. Schools can help parents become involved by offering a range of options for engagement. Supporting parental involvement requires knowledge by teachers on how to involve parents, as well as leadership and support from the school administration. Kerbow & Bernhardt (1993) noted that some schools seem to have more ability than others to promote parent involvement. Schools can help parents decide to be involved by offering a range of options for interactions that take parental needs into account. Invitations to parents to be involved convey to parents that their involvement is welcome and valued and provide motivation to be involved. Important invitations come from three sources: the school, teachers, and children themselves (Hoover-Dempsey *et al.*, 2005).

A school climate that conveys to parents that they are welcome in the school is essential. Parents can also be kept well-informed about their children's learning. The school staff can show respect for parental concerns and suggestions. Such a school climate sets a strong foundation for involvement. Invitations from the teacher build personal trust that is the basis for creating a partnership around children's learning at home and at school. Invitations from children for help with their learning can also prompt involvement. This

is consistent with developmental research which shows that children's behaviors can influence parents' socialization practices, (Hoover-Dempsey *et al.*, 2005). However little is known about how attitude and parental education influences involvement in Kaptumo Division.

2.6 Parental involvement in Pupils' Homework and academic outcomes

According to Richardson (2009), parental involvement is the most powerful influence in a child's education. It can have various effects on students, both academically and behaviorally. Initially, research on family involvement generally did not aim at differentiating between the effects of specific types of involvement on definite student outcomes (Sheldon, 2009). But rather, the connections between general measures of parental involvement with students' test scores and grades were analyzed. However, recently, researchers started studying how different types of involvement connect to specific student outcomes.

According to the Center for Comprehensive School Reform and Improvement (Obeidat and Al-Hassan, 2009; 124-125), successful parental involvement may be defined as "the active, ongoing participation of a parent or primary caregiver in the education of his or her child". At home, parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their child. In addition, it is important for parents to convey their expectations to their child's education.

Research has provided ample evidence that parental involvement affects achievement in core subjects such as reading, mathematics and science, and the behaviour of students, their school attendance and their attitude and adjustment to school (Sheldon, 2009; Sanders and Sheldon, 2009). According to Jerry Trusty (in Henderson and Mapp, 2002), student perception of their parents' involvement and expectations are also highly effective and influential in their education. Moreover, students who feel their parents' support for their education and have good communication are more likely to continue their studies past high school.

2.6.1 Parental involvement in Pupils' Homework and reading

Research findings have demonstrated that there is an overwhelming connection between literary resources in the homes and children's reading skills (Sheldon, 2009; Sanders and Sheldon, 2009; Glasgow and Whitney, 2009). Children who come from reading oriented homes, where books are readily available to them and their parents are avid readers, have a tendency to score higher on reading achievement tests than children from less reading oriented homes. It also affects their literacy skills to have their parents read to them. Thus, parents can have positive effects on their children's reading skills and boost their reading comprehension by reading to them and making sure there are always books available.

Most of the research on the effects of parental involvement on students' literacy skills and reading has been done with families of preschool children and children in the first grades of primary school (Sheldon, 2009; Sanders & Sheldon, 2009). However, studies have been conducted with families of older students and it is evident that, although teachers and schools have significant influences on children's learning to read in the first grades, parents still remain very influential (Sheldon, 2009).

Furthermore, studies have reported that parental involvement does not cease to affect reading achievements of students in the early years of schooling. Instead, it appears to continue to positively affect the reading achievement and academic development of students well into primary school, secondary school and even high school (Sanders & Sheldon, 2009). Research among students showed that those students whose parents have high educational expectations for their children, discuss with their children their school and future plans and monitor their homework, have a tendency to earn a higher grade in English and to score higher in reading achievement tests (Sanders & Sheldon, 2009). According to Sheldon (2009), findings, such as these, confirm that parents' support and interest for reading continues to be an important factor in young people's academic development through high school.

These findings emphasize the importance for both parents and schools to establish and maintain a good strong relationship throughout our children's school years. Especially in secondary schools where, as parents, often lack confidence in our ability to assist our children with their school work. To read for our children in the early years and to continue to be involved with their schoolwork are all things that each of us as parents can do, in spite of our socio-economic status or level of education. Furthermore, it is worth considering that good reading skills and reading comprehension affects student achievements in other subjects as well, since reading is fundamental in almost all subjects.

2.6.2 Parental Involvement in Pupils' Homework and Mathematics

Studies have shown that parental involvement directly affects their children's math achievement (Sanders & Sheldon, 2009; Yan & Lin, 2005). Students whose parents are involved in their education are more likely to perform better in math and achieve more than other students. Sirvani (2007) agrees with this and claims that parental involvement contributes significantly to achievement of both primary and secondary school students in math. In addition, these students are more likely to continue further in mathematics (Sheldon, 2009). Yan & Lin (2005) also claim that the higher the expectations parents have for their children's mathematics achievement the more the children achieve.

In addition, there appears to be a large body of evidence that suggests the home environment not only affects students' achievement, but also their abilities and attitudes towards math (Sheldon, 2009). Sanders & Sheldon (2009) claim that partnership and cooperation between homes and schools are important when it comes to mathematics because how the parents socialize their children can greatly affect their children's self-perception of their own ability and achievement. According to studies, children's self-concept of their math ability is more closely related to how their parents perceive their ability rather than the actual grades obtained (Sanders & Sheldon, 2009; Glasgow & Whitney, 2009; Sheldon, 2009; Bleeker & Jacobs, 2004). Bleeker & Jacobs (2004) claim these psychological effects to be important, since other evidence suggests that children's self-perceptions influence their later career decisions.

Gal & Stoudt (in Sanders & Sheldon, 2009) & Sheldon (2009) argue the importance for schools to bring about strong partnership with families when it comes to math and to reach out to parents. Studies suggest that many families need help and assistance with their interactions with their child with math (Sheldon, 2009). This is a result of parents feeling a lack of confidence regarding their own ability to assist their children with math. In addition, it seems that the approach to teaching math has changed since many of the parents were in school (Glasgow & Whitney, 2009). Therefore, it is essential for schools to implement activities and partnership programs with parents. Unfortunately, this is seldom done. Baker, Gersten & Lee (in Sanders & Sheldon, 2009) found by reviewing research that few math programs actually try to connect with parents. They claim that this failure to get parents involved is contradicting to study findings that suggest that efforts to get parents involved in students' math learning can indeed improve the students' performances.

2.6.3 Parental Involvement in Pupils' Homework and Science

Far less research has been done on the effects of parental involvement on students' science achievement than on reading and mathematics. However, Sanders and Sheldon (2009) claim that because of the increased interest in science achievement today, it is important to recognize the findings of those few studies that actually have been conducted.

According to Sanders & Sheldon (2009) it is evident that parental involvement does affect children's science achievement, and particularly those children that are at risk in the subject. A study by Senler & Sungur (2009) revealed that parental involvement is connected to how students perceive the subject, and thus their attitude towards it. In addition, parental involvement contributed positively to student achievement in science. They concluded that students, whose parents make time to talk with them about science, who have confidence in their children's ability in science, and who have higher expectations, are inclined to be more interested in the subject. In addition, when it comes to higher levels in science, these students are more likely to succeed. George and Kaplan

(in Sanders & Sheldon, 2009) concur and claim that parents play a considerable role in the development of their children's attitude towards science. By engaging in science activities at home and by taking their children to visit museums and libraries they help their children to develop a positive attitude towards the subject.

According to research, parental involvement does not only affect academic outcomes, but also non-academic outcomes, such as students' school attendance and their behaviour and attitude towards school (Henderson & Berla, 1994). Furthermore, studies suggest that parents, who are involved, can assist their children with transition from one school level to another school level, or from one school to another (Sheldon, 2009).

2.7 Parent – School Communication

In spite of much research on what affects parental involvement in pupils' homework has on academic achievement, Epstein and Sanders (2006) claim that many teachers and administrators still see themselves as individual leaders of their classrooms and schools. Thus, little attention is paid to partnerships and collaborations with parents. In order to enhance educational achievement of students, educators need to scrutinize possibilities to develop and form partnerships with parents (Richardson, 2009). Such a partnership is, especially, essential in secondary schools, where parents often lack the confidence in their ability to assist their children with the curriculum (Sheldon, 2009).

It depends largely on the school whether parents decide to participate in their child's education or not (Hoover-Dempsey & Sandler, 1997; Christenson & Sheridan, 2001). Whether parents perceive themselves to be invited to become active participants in the educational process has a major influence on their decisions. Sanders & Sheldon (2009) agree with the notion that the school is the major influencing factor of parental involvement. However, they mention that students and parents are also part of the factors influencing the quality of such a partnership. Factors such as parental role construction, time, energy and skills rest with families, while other factors, such as age, academic needs and temperament rest with students. Still other factors rest with schools, such as

experience, professional knowledge and resources. In spite of their acknowledgement of multiplicity of factors affecting school, family and community partnership, they claim that studies have shown that when schools develop culture that supports partnership activities and programs, other factors can be minimized.

Research has suggested that the extent of parental involvement depends, among other things, on how frequently the school approaches parents (Glasgow & Whitney, 2009). The more frequently the school reaches out, the more involved parents become. An American study from 2001 carried out by Westat & Policy Studies Associates (in Henderson & Mapp, 2002) looked at the effect of family involvement on student achievement, by examining student achievement in 71 elementary schools. One of the factors they studied was outreach to parents. This they measured by how much teachers communicated with parents of low-achieving students through meeting with them face to face, sending materials home with the students to better equip parents to help their children at home, and telephoning routinely. The study findings suggest that there was a positive relationship between teacher outreach to parents of low-achieving students and improved student achievement in both reading and math. Test scores grew at a rate of 40% higher in schools where teachers reported high levels of outreach to parents, compared to schools where teachers reported low levels of outreach.

School leadership is instrumental in establishing and developing a partnership between homes and the school, for instance, by creating opportunities for joint activities for all concerned and thus leads the efforts of the grassroots towards a partnership (Price-Mitchell, 2009). Graham-Clay (2005) claims that establishing and fostering a teacher-parent relationship has been recognized as essential to the development of schools as learning communities. School climate is closely connected with how involved parents are with their child's education (Glasgow & Whitney, 2009; Christenson & Sheridan, 2001). The more welcome parents feel at school and the easier the school makes it for them to be involved, the more likely the parents are to be actively involved with their children's education. Thus, it is vital that the school should be instrumental in establishing a connection with families and in forming such a partnership. Studies suggest that whether

connections are formed, and sustained among schools, families and communities, is influenced by the quality of the relationship (Henderson & Mapp, 2002). Trust is a major factor of the relationships that are formed. Christenson & Sheridan (2001) claim that trust is prerequisite to any effort to involve parents in educational partnerships.

One way to increase parental involvement is for the school to recruit volunteers (Sanders & Sheldon, 2009; Epstein, 2009). By volunteering, parents and the community can observe children in a school environment and that way learn how they can better assist them to achieve in school. Also, by volunteering, they express their value of education. There are a number of benefits that are gained by volunteerism, such as increasing family participation, increasing families' awareness of school rules and processes, and creating opportunities for impromptu informal interactions between homes and schools. Among many of the different volunteer activities parents can participate in are language translations, monitoring attendance of students and phoning parents of absent students, conducting parent patrols, supporting extracurricular clubs, and enriching students' subject classes (Epstein, 2009). In addition, schools can organize volunteers to become homeroom parents, neighbourhood representatives and contacts for other parents at school.

Epstein (2009) also claims that in order to get parents involved, it is very important to include parents in developing, reviewing and improving school policies that affect students at the school. This will allow families to have some input in decisions that affect their children's education. Finally, it is quite valuable in order to strengthen school programs, family practices and student learning, to include the cooperation of community businesses, cultural and religious organizations, senior citizen groups and colleges and universities. Some community activities are after school recreation, tutorial programs, health services, cultural events, summer programs and part-time jobs. Epstein claims that if this is well implemented, students, families and schools will increase their knowledge of community resources, and that will help students reach important goals for learning.

According to Epstein (1995) studies have shown that most teachers would like to have

the families of their students involved. The problem is that few of them know how to go about getting the parents to participate and be involved. Baker *et al.* (in Ferrara & Ferrara, 2005), and Lawrence-Lightfoot (1999) say that teachers themselves freely admit their lack of training in working with parents, especially in the skills they need in order to have effective communication with parents. Since the practices of communication are so fundamental for schools in order to involve parents in their child's education, Caspe (2003) suggests that professional development and preparation programs for teachers should advocate the development of communication skills for teachers.

Lindle (1989) reports that, according to surveyed parents, they want teachers to treat them as equals and with respect. Parents do not appreciate professional and cold approach from teachers. On the other hand, teachers who cultivate a personal touch in their communication style improve school/home relationships. Likewise, Lawrence-Lightfoot (1999) maintains that teachers need to express a value for parents' wisdom and authority about their children. Furthermore, it may cause tension between the teacher and parents if the only contact from school is when the child is not behaving. According to Obeidat & Al-Hassan (2009) it is, therefore, essential for teachers to contact the homes to notify parents of a job well done or their child's progress, not only when they are lacking in their performances, or when their behaviour is causing problems. This, in turn, will promote positive relationships with parents.

Obeidat & Al-Hassan (2009) & Christenson & Sheridan (2001) claim that many researches have shown that there are numerous challenges facing the formation of school-home-community partnership. For instance, Glasgow & Whitney (2009) mention that parents and teachers have a misconception about each other's true desire and support for parental involvement. Such as, since parents do not always respond to communication from school, teachers may feel that parents are not interested in becoming involved. In the same manner, parents often believe that, in reality, teachers do not really want the parents to be involved. To add to this misconception, both parents and teachers often believe that some students may not necessarily appreciate or support parental

involvement. This misconception needs to be overcome in order for parents to be actively involved with their children's education.

However, there are other hurdles that prevent good communication between teachers and parents. For instance, Brandt (1998) claims that the public in general is increasingly becoming alienated from public institutions, such as schools, and the schools themselves are commonly the target of negative reports. In addition, Graham-Clay (2005) professes that parents today feel, because of increasing demands that are placed on them, misunderstood, unsupported and overwhelmed. Colombo (2004) claims that cultural differences can bring about considerable communication problems if teachers use their own cultural lenses when interacting and communicating with heterogeneous group of parents. Parents' own negative school experiences may also affect the building of a positive relationship with their child's teacher (Graham-Clay, 2005; Richardson, 2009; Christenson & Sheridan, 2001). Indeed, parents may also lack the understanding of how to interact with the educational system effectively. Finally, the educational jargon schools frequently use with parents is another all too familiar communication problem (Graham-Clay, 2005). Christenson & Sheridan (2001) mention financial and time constraints as other obstacles to effective communication between teachers and parents. Parents' work schedule may also conflict with school events, and thus make parents unable to attend (Lindle, 1989). Finally, Nichols & Read (2002) claim that a compelling barrier to meaningful communication is the traditional parent-teacher conference that only lasts five to fifteen minutes. This short time does not offer any satisfactory communication with regards to the child's academic and social progress.

Then there are teachers who feel that parents of adolescents should not really be all that involved with their education to begin with (Richardson, 2009). They find it to be both too difficult and troublesome to involve the parents at secondary level. As a result, they actively discourage parents to get too involved. Nevertheless, effective teachers recognize the importance of maintaining a strong, positive relationship with their student's parents (Obeidat & Al-Hassan, 2009). Fullan (2007) makes a valid point, where

he asserts that teachers today cannot educate our children on their own. They need the cooperation of the parents. Schools can benefit enormously by parents and their assistance (Clarke, 2007). Thus, it is important for school staff to encourage parental involvement and develop partnership. In order to maintain a successful partnership, however, mutual collaboration is required. It may also be effective for schools to conduct regular orientation sessions with parents (Lumpkin, 2010), where teachers assist parents in how they can give their children more effective support with their education. These sessions may bridge the gap between school personnel and parents and improve communications.

2.8 Level of Parental Involvement

Some researchers have pointed out that many parents wish to be more involved with their children's schoolwork and want to receive more information and assistance from schools in order for them to reach this goal (Richardson, 2009; Epstein 1995; Keith and Keith, 1993). However, it is unfortunate that many of our schools have a problem with establishing connections with families. According to Dauber and Epstein (in Sanders & Sheldon, 2009), parents report less involvement in their children's education after the third grade. Similarly, educators report putting less effort into including parents in their children's schooling. The findings in Sirvani, (2007) are quite interesting. According to that study, 90% of parents and 80% of students in secondary schools consider parental involvement to be important for students' academic achievement. In spite of these statistics, studies suggest that parental involvement declines with each passing year that the child stays in school.

Various studies have shown that active parental involvement in their children's education declines the older the children become (Sirvani, 2007; Richardson, 2009). For instance, according to Shaver and Walls (in Henderson & Mapp, 2002), parents of elementary school students are more likely to be involved with their children's education than parents of students in middle school or junior high school. Senler & Sungur (2009) concur and their study findings suggest a significant difference between self-concept, task value and parental involvement for students in primary school and secondary school.

With the growing age of the students, parental involvement declined.

Other studies and reports show the same pattern. For instance, according to statistics of the National Center for Education in the United States (Sirvani, 2007) parental activity and involvement decreases the older their children grow. As an example, in the years 1996 and 1999, 86% of parents with children in primary schools in America had at least one meeting with their children's teacher, while only 50% of parents with children in secondary school had at least one meeting with the teacher.

In 2002-2003, the Department of Educational National Center released another report on parental involvement in schools in the United States, for Education Statistics in America (in Sirvani, 2007). According to that report, more than 90% of parents with children from kindergarten through grade five participated in their children's education, compared with 75% of parents in middle school, but when it came to grade nine and ten, 59% of parents were involved. However, only 53% of parents with students in grade eleven and grade twelve were involved with their child's education.

Findings such as these appear to contrast with the importance of parental involvement, and how important both parents and students believe parental involvement to be. Therefore, in my view, it is crucial for schools to establish and maintain a good and positive relationship with parents. But not only that, it is also essential that the schools clarify for parents the importance for them to stay involved and participate in their children's education.

2.8 Challenges of Parental Involvement

Parental involvement in their children's homework activities is beneficial to children: proper parental involvement can increase the value of homework for children and it contributes significantly to better student outcomes, including higher achievement, fewer discipline problems, more positive attitudes toward school, and more regular homework habits (Christenson & Christenson, 1998). However, parental involvement becomes

stressful when parents feel they lack the knowledge, time, and guidance to support their children's homework efforts, (Ibid).

2.8.1 Challenges of Parental Education and Involvement in Homework

The 2006 Survey of Canadian Attitudes toward Learning revealed that 64% of Canadian parents feel they do not have enough knowledge to help with their children's homework. This is consistent with the results from a 2005 Ipsos-Reid survey conducted on behalf of High Road Communications and Microsoft Canada: lack of knowledge was the most frequently cited barrier parents reported facing during their involvement with their children's homework, (Microsoft Canada Parents Survey, 2006). In the United Kingdom, the BBC surveyed 1,200 parents with children aged 10 to 16 and found that 54% of the parents could not understand their children's homework, particularly in math and science. Lack of knowledge becomes of source of stress when parents feel thwarted in their efforts to help with their children's homework. Research in Kenya indicates that parents with higher levels of educational attainment are more involved at school, more likely to discuss educational issues at home, and have higher educational expectations for their children than parents with lower levels of educational attainment (James, 2008). Dauber & Epstein (as cited in Raffaele, 1999) found more involvement at both home and school among parents with high levels of educational attainment compared with parents of lower educational attainment.

In the Ipsos-Reid survey described above, lack of time was the second most frequently cited barrier for parents trying to help with their children's homework. In the 2007 Survey of Canadian Attitudes toward Learning, 46% of parents indicated they do not spend enough time helping with high-school age children's homework. Parents who report they do not spend enough time helping with their children's homework are more likely to report that homework is a frequent source of household stress, compared with parents who report that they spend enough time helping with homework. For parents trying to balance the various demands of jobs and families, homework duties can pose a burden on leisure time and become a source of stress, (Duxbury, & Higgins, 2001).

In the United States middle school context presents a number of challenges that may undermine parents' ability to be effectively involved in their adolescents' education and work productively with schools (Hill & Chao, 2009). First, middle schools are large and complex, often making it difficult for parents to figure out how to become effectively involved. Second, middle school teachers instruct a large number of students, making it difficult for teachers to develop and maintain productive relations with the parents of each student. Further, the departmentalization or specialization of instruction by academic subject results in teachers having fewer interactions with individual students (Eccles & Harold, 1996). Third, and in conjunction with the previous point, the increase in the number of teachers each student has across subjects makes it difficult for parents to know whom to contact to obtain information about their adolescents' progress. Fourth, the complexity of curricular choices and the often obscured nature of course tracking in middle school further complicate parental involvement (Hill & Taylor, 2004). Not only does the middle school context impact the types of involvement that matter, adolescents' development itself impacts how parents can maintain involvement and its effectiveness (Hill & Chao, 2009). In Kenya little is known of the challenges that may arise as the students' progress from pre-school to lower and upper primary school. The study therefore intends to investigate any challenges if there are in existent.

2.8.2 Challenges of Parental Occupation on Involvement

Research on parental background has identified the challenges of mothers' occupation status and mothers' educational attainment levels. It is well known that mothers play a leading role in the educational process since they dedicate more time than fathers do, although this gap is narrowing (Sayer, Bianchi & Robinson, 2004). Additionally, higher educated women, who are more likely to be employed and to have fewer children, spend more time on child care than their not so highly educated counterparts (Gutiérrez-Domènech, 2010; Ronning, 2011). Other studies argue that the amount of time is not important and that what counts is the quality of the mothers' activities with their children (Bianchi, 2000). Similarly, Ruhm (2008) concludes that maternal employment has dissimilar effects on adolescent development depending on the children's cognitive

abilities. The studies however looked at parental involvement in its broad perspective. This study will specifically be finding out if parental background is a challenge as far as involvement in homework is concerned.

Researchers in all fields agree that the father's absence harms children because of the household's shortage of monetary resources. In fact, research that neglects the impact of family structure finds that lone parenthood may be correlated with other socioeconomic disadvantages, usually unobservable in the causality relationship (Francesconi, Jenkins & Siedler, 2010). The study's line of argument is that although non intact families clearly have an impact, at least through the monetary channel, it is the household atmosphere that alters children's behavior through day-to-day interactions. In essence, ethical values or personal example induce children to study or not (Canova and Vaglio, 2010). Independent of family structure, a harmful home environment affects children's behavior and their attitude to learn since this factor has been shown to be a determinant of the production of cognitive achievement (Todd & Wolpin, 2007). However, to the best of the researchers knowledge, little evidence has been presented in the literature as regards the impact of the household environment on parental effort and, more specifically, as regards parental involvement in homework assistance.

2.9 Theoretical Framework

This study was informed by Epstein's Theory of School, Family, and Community Partnerships (2001). The theory postulates that for pupils to be successful in their academic endeavors there is need for cooperation among the school, family and the entire community. This theory is commonly used to analyze parent involvement in school settings. Epstein (2001) offers a model of family-school-community partnerships based on the theory of overlapping spheres of home, school and community influences that shape children's learning and development. Although Epstein's typology has been criticized for being school-based and Euro-centric, she recognizes that parents participate in their children's education along numerous dimensions – including at school and at home and proposes a six-part typology of parent involvement, namely: basic obligations of families; basic obligations of schools; involvement at school; involvement at home;

involvement in decision-making; and collaborating with community organizations. This theory will be critical because the study seeks to investigate selected social factors influencing parents' involvement in pupils' homework. This therefore implies that parental involvement in homework of their children among others is determined by their basic obligation in the families for instance providing for their members which may influence their involvement level. Also involvement at school for instance, attending school or parental meetings, providing school essential requirements among others may influence their level of involvement. A parent who is regularly involved in school activities may be in a better position to understand his/her children's weakness and therefore involve more in their homework. Furthermore, involvement at home as well as collaborating with the community may also influence the level of parental involvement.

2.10 Conceptual Framework

Below is an illustration of how the independent variables and dependent variables are related in the study.

Independent variables

- **Parental perception towards involvement**
- **Parental Education**
- **Parental Occupation**

Dependent variables

- **Parental Involvement in Pupils' Homework**
- **Assisting children with assignments**
- **Providing conducive learning environment at home**

Intervening variables

- **Age of parent**
- **Gender of parent**
- **School factors**
- **Language barrier**

Figure 1: Conceptual Framework

Figure 1 presents the conceptual framework that the study adopted. Dependent and independent variables have been represented diagrammatically where it can be deduced that parental perception influences parental involvement in homework. It was assumed that if parents have positive perception, then it will be easier for them to be involved in assisting their children with homework and vice versa. In addition, the study also assumed that parental level of education influences their involvement in homework of

their children. For instance, parents with high level of education may have skills and knowledge of handling certain assignments for their children and therefore confidently participate while parents with little or no formal education may rubbish away their children when they call them for assistance since they cannot be able to handle them effectively. Finally, the study also assumed that parental occupation influences their involvement in homework. For instance, parents who have good occupation like lawyers or doctors may have little time to interact with their children and therefore may not have time as well to be involved in their children's homework. As a result, parental perception, parental education and parental occupation have been anticipated to influence parental involvement in pupils' homework. However age of parent, gender of parent, language barrier as well as school factors such as teachers' beliefs could also influence involvement of parents in pupils' homework and therefore they are built in the study as intervening variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design and research methodology that were employed in the study, this is set out in sections under sub-headings containing research design, the study area, population of the study, sample and sampling procedures, instrumentation, data collection procedures and data analysis.

3.2 Research Design

The study adopted concurrent nested design. This design was chosen due to its ability to collect both qualitative and quantitative information at the same time. According to Tashakkori & Teddlie, (2003), concurrent nested is a research design in which qualitative and quantitative data are collected concurrently and analyzed together during the analysis phase. Greater weight is given to one kind of data, in the sense that one kind of data is typically embedded in the other. It adopted a method of collecting information by interviewing or administering a questionnaire to a sample of individuals to obtain data useful in evaluating present practices and improving basis for decisions. This type of design was appropriate for gathering information in this study on selected social factors influencing parental involvement in pupils' homework in public day primary schools. This is because it enabled a researcher to gather qualitative and quantitative data from a relatively large number of cases at a shorter time; is an important tool of looking at the nature of existing conditions, (Orodho, 2005). The method was also appropriate because it involved collecting data in order to answer questions concerning the current status of the subject of the study.

3.3 Location of the Study

The study, which was on selected social factors influencing parental involvement in pupils' homework in public day primary schools, was carried out in Kaptumo Division. The area was selected purposively because parents in the division are increasingly becoming reluctant to participate in their pupils learning, this was evident during Kass FM radio program by Sigei (2012). The programme was welcoming views by listeners to state their stand about parental involvement in pupils learning. The Division is in Nandi County. The Division is subdivided into two zones, namely, Kaptumo South and Kaptumo North. The Division has a total of 40 public day primary schools, 40 head teachers, 367 teachers and 11,160 pupils. Kaptumo North has 17 schools and Kaptumo South has 23 schools.

3.4 Target Population

According to Mugenda & Mugenda (2003) target population is the population marked for the study. It refers to all the units of whatever nature that a researcher intends to study. A population element is therefore the subject on which the measurement is being taken. The study target population was the class seven pupils of primary schools in Kaptumo Division who are approximately 1,400 in the division (County Education Office (2013). Class seven was preferred because they are academically mature enough to understand their environment, both at home and school, and also to respond to questionnaires. Class eight would have been the most appropriate but because it is a candidate class, most pupils were busy preparing for their examinations

3.5 Sampling Procedure and Sample Size

3.5.1 Sampling Procedure

In the process of sampling, the study used a sample size of 30% of the total number of public day primary schools in Kaptumo Division. The percentage (30%) was used because it forms a representative sample of the target population (Mugenda & Mugenda, 2003). A total of 12 schools were therefore selected to participate in the study. Kaptumo Division has two established education zones; Kaptumo South and Kaptumo North with a

total of 40 primary schools. Stratified random sampling technique was used to select where schools were grouped into two zones. From each strata, 30% of the schools were selected. From the selected schools a class teacher master/mistress for class seven was purposively selected to be involved in the study as key informants. In addition, one class seven representative parent, from the selected school, was also purposively chosen to participate in the study to provide key information about selected social factors influencing parental involvement in pupils' homework. A total of 12 parents and 12 teachers were selected. Simple random sampling was used to select 30% of class seven pupils in the selected schools where a total of 127 pupils were selected to participate in the study.

3.5.2 Sample Size

The study used a total of 151 participants including 127 class seven pupils, 12 teachers and 12 parents as shown in Table 1.

Table 1: Sampling Procedure and Size for Pupils

Zone	Schools in the zone	in Sampled schools	Total No. of Class Seven Pupils	Sample d pupils	Sampled Teachers	Sampled parents
Kaptumo South	23	7	247	74	7	75
Kaptumo North	17	5	177	53	5	
Total	40	12	424	127	12	12

3.6 Instrumentation

This research employed two research instruments in soliciting information from the respondents, namely use of questionnaires and interview schedules. These tools were

generally complementary hence provided a complete picture when used together. Document analysis was also used to track and rate the performance of the selected pupils.

3.6.1 Questionnaires

Pupils' questionnaire was used to obtain the necessary information on selected social factors influencing parental involvement in pupils' homework in public day primary schools from the sampled pupils. They were both open and close ended. Close-ended questions in the questionnaire were suitable as they limit unnecessary responses, are easier to administer and analyze since each item is followed by alternative answers. However, they may have limitations such as the respondents being compelled to answer the questions according to the researcher's choices and the tendency to choose the easiest alternatives. To minimize this problem, the questionnaire had open-ended items in selected areas to permit greater depth for response and provide the opportunity for self-expression. The questionnaire yielded quantitative data especially for objectives one to three where Likert scale was used for answering.

3.6.2 Key Informants Interview Schedules

According to Nyamongo (2001), key informants constitute the oral sources of information; they are repositories of knowledge from which researchers retrieve information. They are a very special group of people, because they possess specific knowledge, are articulate and insightful on many areas of interest to social sciences. There was an interview with 24 key informants to get information about selected social factors (perception, level of education and occupation) influencing parental involvement in pupils' homework in public day primary schools. People interviewed here were purposively selected teachers and parents. An interview guide was used when interviewing these key informants.

3.7 Piloting

The research instruments were piloted in two schools in Kaptumo Division; the two schools were not part of the selected schools for research. Piloting was done so that it

could be established if: there was any item that was ambiguous; the developed instruments could collect the required information; there was any problem and complexity that could be encountered during data collection and analysis and if the research instruments were reliable and valid. Validation was done after piloting when ambiguous and irrelevant questions were removed with the assistance of the supervisors. Validity and reliability of the instrument has been discussed in details in the subsequent sections.

3.7.1 Validity

The developed instruments were assessed for both content and construct validity. Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Fraenkel & Warren, 2000). Construct validity is a measure of the degree to which data obtained from an instrument meaningfully and accurately reflects or represents a theoretical concept, (Fraenkel & Warren, 2000). The instruments were given to lecturers, who were known experts in the subject under study, to assess these validities.

3.7.2 Reliability

The developed questionnaire was further assessed for reliability. The split half method was used in assessing reliability. The method was used because of its main advantage of eliminating chance errors due to differing test conditions that other methods suffer from. The researcher administered questionnaires to subjects in two schools of Kaptumo division that were not included in the final study. The procedure involved scoring two halves (odd items versus even items) of the instruments separately for each person and then calculating a correlation coefficient for the two sets of scores. The Spearman Brown prophecy formula was used to determine reliability scores of the total instruments with the assistance of an SPSS version 19. A correlation coefficient of 0.78 was obtained which according to Fraenkel & Warren, (2000), the questionnaire was reliable.

3.8 Data Collection Procedures

Before the data collection was conducted, a permit was obtained from the National Council for Science and Technology. After obtaining the necessary authorization to conduct the study, the researcher introduced himself to the District Education Officer and the District Commissioner to verify and confirm the permit before the study began. After the confirmation, the management of the public day primary schools that were involved in the study were notified before the data was initiated. Consultations with the administrators of each of the schools were made prior to the initiation of the study in order to agree on the appropriate time to collect data. A questionnaire was used to collect primary data from pupils where the questionnaires were distributed to the selected pupils by the researcher himself and immediately collected after they were duly filled. This ensured 100% return rate for questionnaires. The process was repeated to all the selected schools. The researcher also concurrently conducted interviews to the class teachers and parent representatives.

3.9 Data Analysis

The nature of data collected was both quantitative and qualitative. Once the data was collected, it was examined for completeness. Descriptive statistics techniques were used to analyze the quantitative data and these included frequencies, means and percentages. The data was presented in form of tables and graphical presentations such as pie charts and bar graphs. Statistical Package for Social Sciences (SPSS) program was used in analyzing the data. Qualitative data was analyzed using selective coding of common themes and use of narratives.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter analyses, presents and interprets data. Further, it provides discussion of the study findings according to the study objectives.

4.2 Background Information

4.2.1 Gender of Pupils

In a study to establish gender of the pupils, it was found that majority were males. Figure 2 has a summary of the findings.

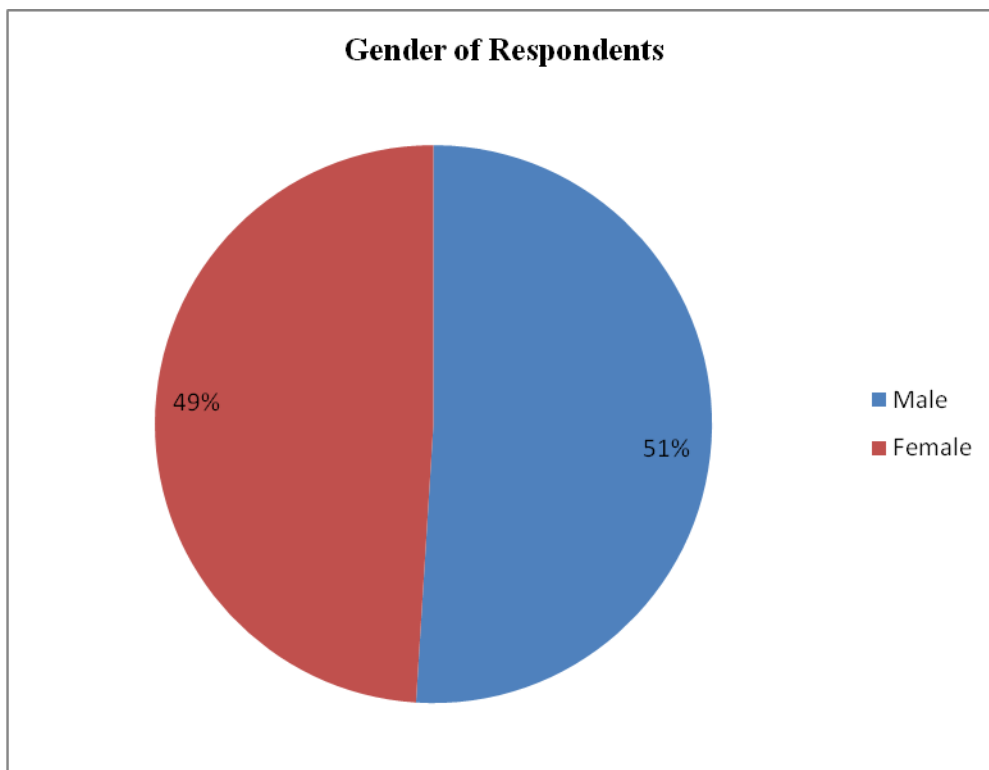


Figure 2: Gender of the Respondent

Findings indicate that 51% who were majority were male pupils while 49% were female pupils. This implied that there were slightly more male pupils than female.

4.2.2 The Person the Respondents Stay With

As part of our background analysis, the study sought to establish whether pupils stayed at home with both parents, single parent or guardian. In relation to this, it was established that majority of the pupils stated that they stayed with both parents as shown in Figure 3. It is therefore clear that 61% of the respondents stay with both parents, 9% with fathers, 16% with mothers and 14% with guardians.

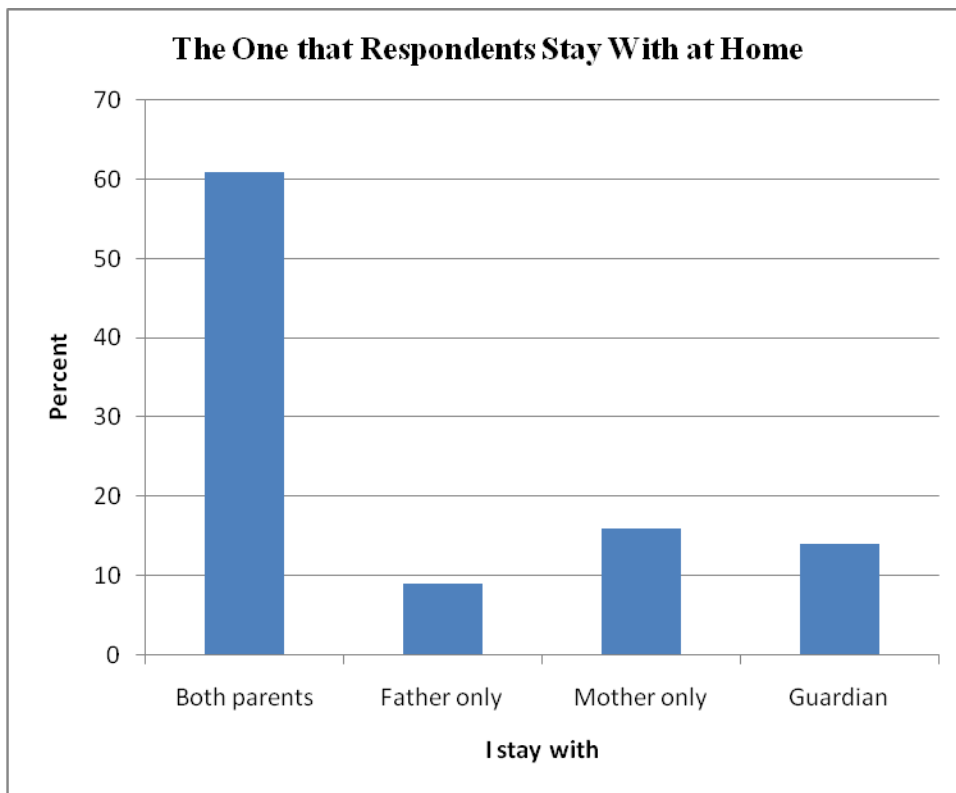


Figure 3: The One that Respondents Stay With at Home

When teachers were asked to state whether their schools had policies or if they create awareness on parental involvement in homework, it was established that most schools have no policies for parental involvement in homework but they normally create awareness especially when they have school meetings involving parents. *‘Creating policies is not easy because it requires all the stakeholders to agree. However, creating awareness is very easy because parents need to be told that involving in homework of their children is very important’* said one teacher. This finding implies that there are no

clear policies guiding parental involvement and therefore apart from creating awareness, there is need for the government and other stakeholders to ensure that parents are guided and directed on how best to be involved in school activities.

4.3 Parental Perception towards Involvement in Pupils' Homework

The first research question was: does parental perception influence parental involvement in pupils' homework in public day primary schools of Kaptumo Division? Parental perception towards school involvement was measured by looking at four variables: whether respondents' parents are happy when teachers talk to their children about their homework; whether respondents' parents are happy when their children talk to them about their homework; whether parents are happy when checking their children's homework; and whether parents are happy when they guide their children through homework. Likert scale was used for answering (1 = strongly disagree, 2 = Disagree, 3 = No Opinion, 4 = Agree, 5 = strongly agree). Thus, this question was analyzed by using the mean to identify the rank of each attribute as shown in Table 2.

As a result, the study established that respondents agreed that their parents are happy when teachers talk to them about homework. This is attested by the statement being ranked first with a mean of 4.67. A good loving and caring parent is the one who is concerned with the well being and all that affects, makes and breaks his/her child. This implies that a parent should be concerned to what their children are doing at school in order to influence their performance. It is clear from the study findings that respondents agreed that their parents feel happy when they are updated about their children's homework. As a matter of fact, parents need to utilize that opportunity by assisting their children with homework not only by participating but by providing an enabling environment for the kids to do their homework.

Furthermore, findings revealed that majority of parents are happy too when their children talk to them about their homework (3.53). Being happy is an indicator that parents are appreciating what their children are doing. It should be noted that some parents cannot participate directly in the homework of their children but can better their children's

performance by providing supplementary books, lighting, and other resources which can necessitate home work to be easier.

Respondents however, were not sure whether parents are happy when checking their homework and whether parents are happy when they guide them through homework. This is proved by the statements having means of 3.29 and 3.23 respectively from the Likert scale which stands for ‘not sure’. It should be noted that some parents may not be happy to check or guide their children through the homework because of lack of education. Some parents are illiterate and therefore cannot afford to effectively guide their children in doing their homework. However, parents who are unable to read and write should be encouraged to give their kids quality education but not intimidated by the fact that they did not attend schools. In summary, findings indicate that parents are happy when teachers talk to them about homework, and parents are happy when children talk to them about homework.

Table 2: Parental Perception towards Involvement in Pupils’ Homework

Parental Perception towards Involvement	Mean	Std. Deviation
My parents are happy when my teachers talk to them about my homework	4.67	0.69
My parents are happy when I talk to them about my homework	3.53	0.61
My parents are happy when checking my homework	3.29	0.83
My parents are happy when they guide me through homework	3.23	0.42

4.4 Parental Education on Involvement in Pupils’ Homework

The second objective of the study was to investigate whether parental education influences parental involvement in pupils’ homework in public day primary schools of Kaptumo Division.

4.4.1 Father's Highest Level of Education

In relation to the highest level of education for respondents' father, it was established that most fathers have primary and secondary education as shown in the figure 4. From the figure it is clear that few (9%) had no formal education, 19% have University education, 22% have secondary education, 23% have college training while 27% have primary education. From the findings, it is clear that most parents (fathers) have secondary education and below. However, 42% of the respondents' fathers have trainings either from college or universities and therefore are in a position to appreciate the relevancy and importance of involving and participating in their children's homework.

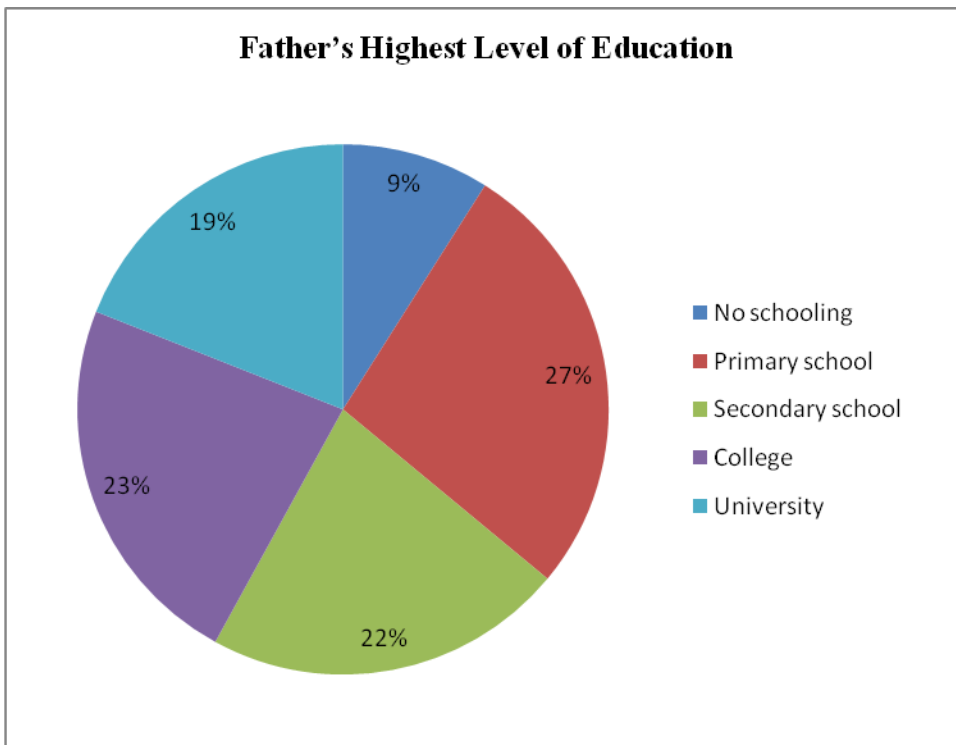


Figure 4: Father's Highest Level of Education

4.4.2 Mother's Highest Level of Education

When respondents were asked to state about their mothers' highest level of education, it was established that majority (36%) have primary education, 30% have secondary education, 20% have no formal education, 11% have college training while few (3%)

have university education. Compared to the fathers, it is clear that mothers are less educated than fathers.

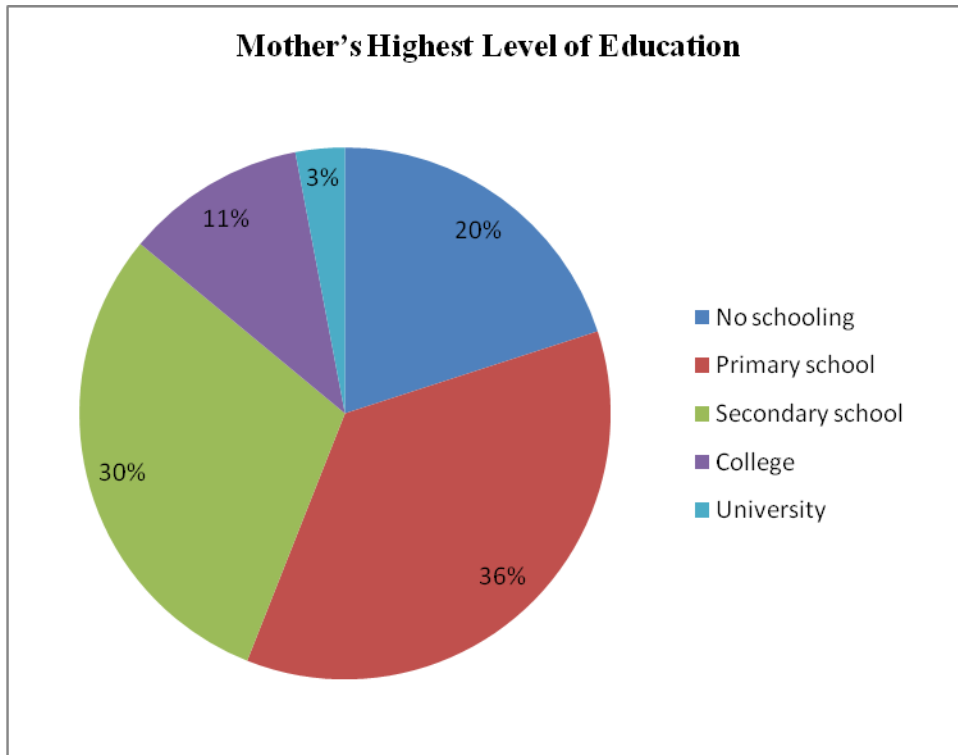


Figure 5: Mother's Highest Level of Education

4.4.3 Guardian's Highest Level of Education

For those pupils who do not stay with their parents but stay instead with their guardians asked to state the education level of their guardians, it was established that 28% have primary education, 42% have secondary education, 21% have college training while 9% have university education as shown in the figure below.

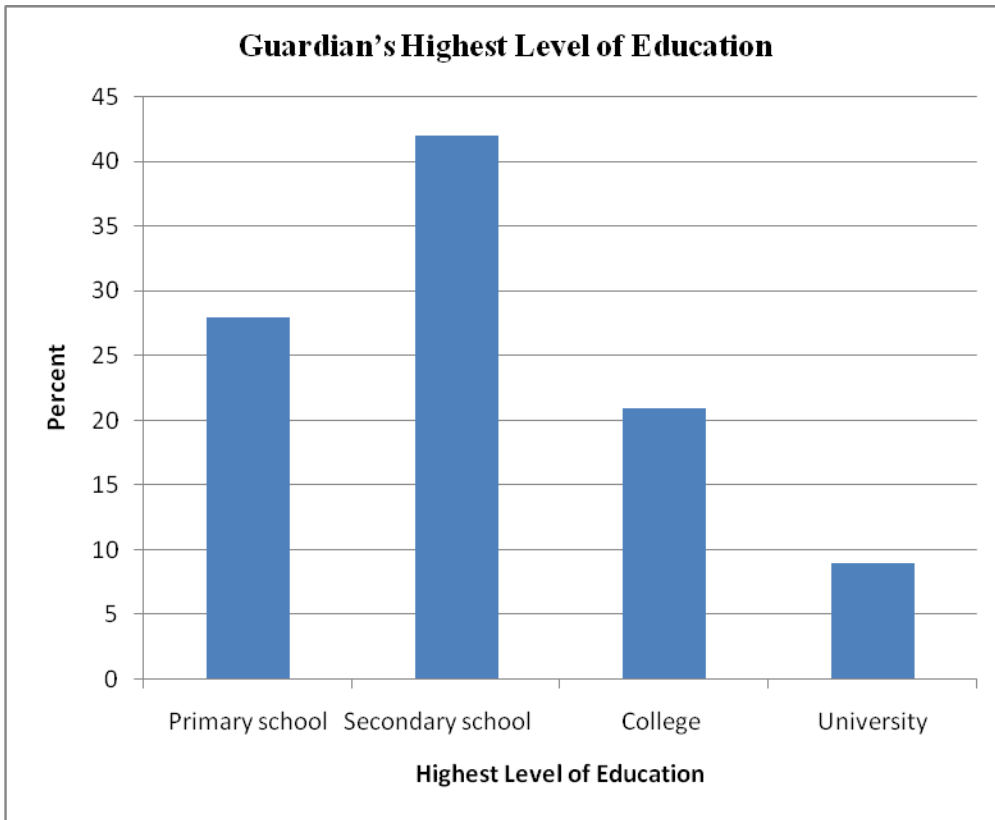


Figure 6: Guardian's Highest Level of Education

4.4.4 Parental Education on Involvement in Pupils' Homework

Parental education on involvement in their pupils' homework was measured by looking at six variables. They include; whether parents encourage their children to work on their homework by working on their reading/writing duties alongside them, whether parents help their children in homework because they want them to excel in their education, whether parents help their children in homework so that they can be self reliant in their lives, whether parents give their children guidelines to tackle their homework, whether mothers are schooled to the level that they can participate in their homework and whether parents understand well their children's homework. Likert scale was used for answering (1 = strongly disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = strongly agree). Thus, this question was analyzed by using the mean to identify the rank of each attribute.

As a result, the study established that most respondents agreed that their parents encourage them to work on their homework. This is attested by the statement having a mean of 4.43 (Table 3). Reading and writing alongside the child is encouraging because the child will be motivated to work hard by emulating his/her parent's deeds. Furthermore, the child also gets an opportunity to ask the parents something he/she did not understand well in class for more clarification. Thus parental participation in children's homework is very critical.

In addition, it was also established that parents help their kids in homework because they want them to excel in their education. Parents who are aware of the importance of education will feel proud and happy if their children excel in school. For this reason and others, most parents will find time to assist their kids in homework. Furthermore, parents also help their kids with homework because they want them to be self reliant in life. This is evidenced by the statement having a mean of 3.58 (Table 3) from the Likert scale which stands for 'agree'. Most parents will want to educate their children in the best way possible so that these children can be employed or be self employed and thus, be able to sustain themselves in future.

However, respondents were undecided as to whether their parents participate to their homework by providing guidelines. Some parents are illiterate and therefore participation by providing guidelines may be hard. Furthermore, some parents may be working away and therefore making participation impossible. The study findings also revealed that respondents denied that their mothers are schooled to a level which can allow them participate in their children's homework. This is attested by the statement having a mean of 2.24 (Table 3) from the Likert scale.

When teachers and parents were further asked to give their opinions on whether parents' perception influence involvement in pupils' homework, they agreed. According to them, they said that when parents have positive perceptions they appreciate the importance of educating their children and therefore involvement in homework will be very high unlike

when they have negative perception because they will not care about being involved in their children's homework.

From the interview conducted on teachers and parents about the level of education of parents and their involvement in pupils' homework, it was established that the education level of parents influence involvement. This is because educated parents understand easily the homework and therefore are able to offer guidelines. In addition, educated parents understand the importance of education and therefore enhances conducive environment for children to handle their homework.

Table 3: Parental Education on Involvement in Pupils' Homework

	Mean	Std. Deviation
My parents encourage me to work on my homework by working on my reading/writing duties alongside me	4.43	0.73
My parents help me in homework because they want me to excel in my education	3.76	0.34
My parents help me in homework so that I can be self reliant in my life	3.58	0.62
My parents gives me guidelines to tackle my homework	3.28	0.53
My mother is schooled to a level that she can participate in my homework	2.24	0.41
My parents understand well my homework	2.01	0.09

4.5 Parental Occupation on Involvement in Pupils' Homework

The third objective of the study was to determine whether parental occupation influences parental involvement in pupils' homework in public day primary schools of Kaptumo Division. This objective was achieved by looking at the occupation of respondents' parents and guardians for those who did not have parents.

4.5.1 Fathers' Occupation

In relation to the father's occupation, it was established that 31% of the fathers are employed, 28% are self employed, 23% are farmers while 18% are not employed. Figure 7 has a summary of the findings.

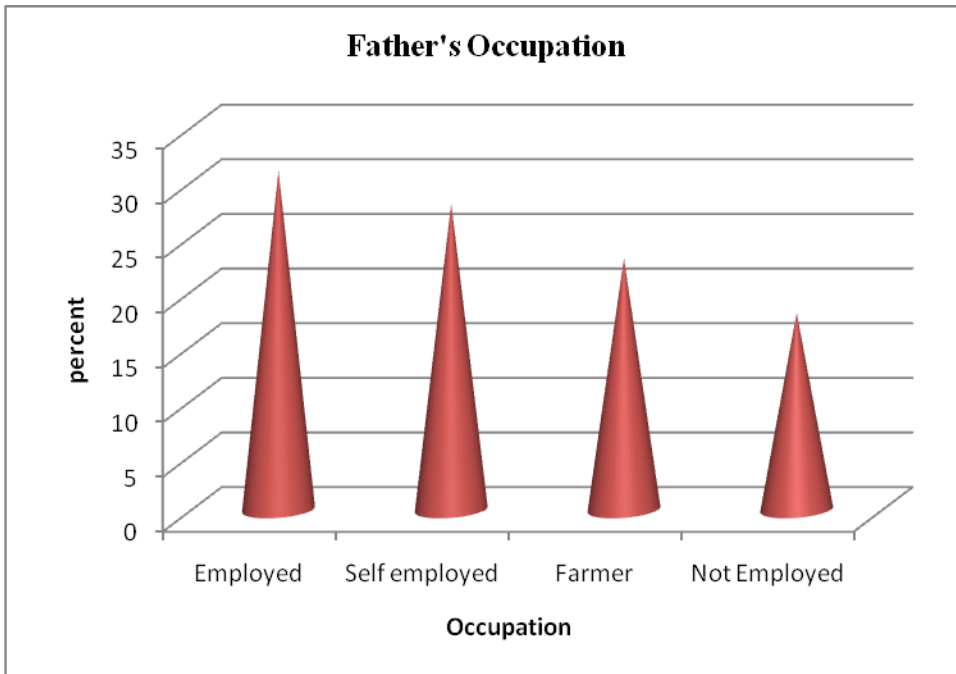


Figure 7: Fathers' Occupation

4.5.2 Mothers' Occupation

In relation to mother's occupation, it was established that 12% are employed, 30% are self employed, 13% are farmers while 45% are housewives as shown in figure 8 below.

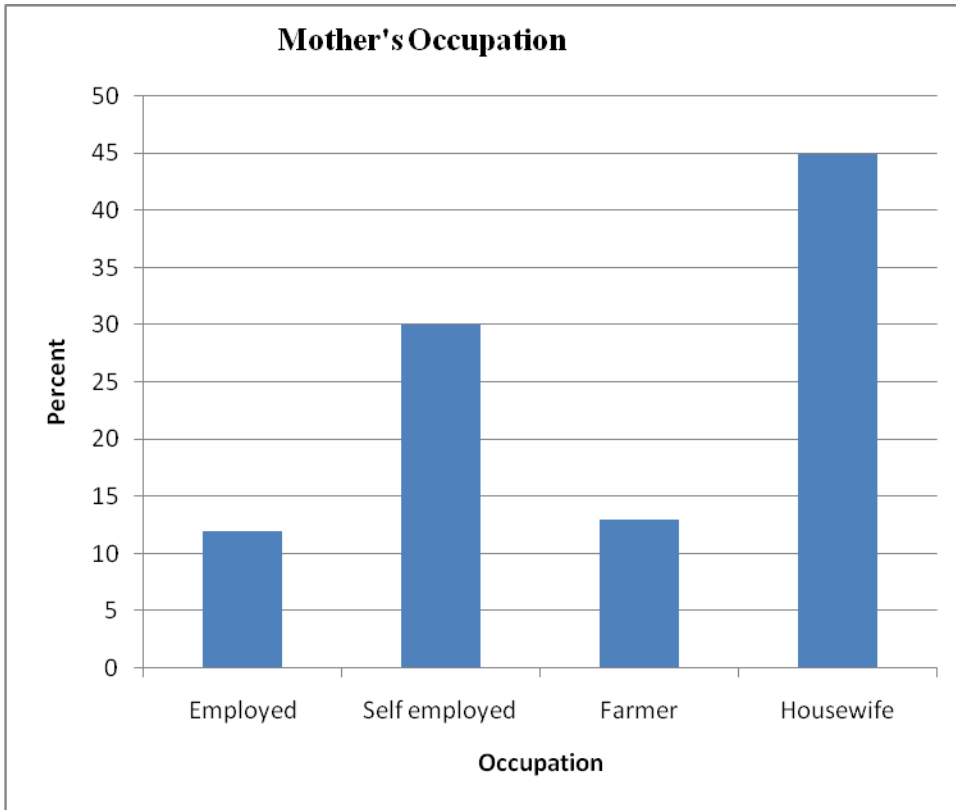


Figure 8: Mothers' Occupation

Research on parental background has identified the challenges of mothers' occupation status and mothers' educational attainment levels. It is well known that mothers play a leading role in the educational process since they dedicate more time than fathers do, although this gap is narrowing (Sayer, Bianchi & Robinson, 2004). Additionally, higher educated women, who are more likely to be employed and to have fewer children, spend more time on child care than their not so highly educated counterparts (Gutiérrez-Domènech, 2010; Ronning, 2011). Other studies argue that the amount of time is not important and that what counts is the quality of the mothers' activities with their children (Bianchi, 2000). Similarly, Ruhm (2008) concludes that maternal employment has dissimilar effects on adolescent development depending on the children's cognitive abilities. The studies however looked at parental involvement in its broad perspective. This study was specifically to find out if parental occupation is a challenge as far as involvement in homework is concerned.

4.5.4 Parental Occupation on Involvement

Parental involvement was measured by looking at three variables: whether parents stay away because of work; whether parents have no time in assisting their children with homework and whether parents are more committed to their jobs. Likert scale was used for answering (1 = strongly disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = strongly agree). Thus, this question was analyzed by using the mean to identify the rank of each attribute.

As a result, the study established that respondents agreed that their parents stay away due to jobs. This is attested by the statement having a mean of 3.71 from the Likert scale. This implies that parents who are either employed or self employed take much time tending to their work while neglecting about their children. Some parents are employed as civil servants or in private firms where they have to stay at their work place for a week, a month or even a year. This creates a gap in terms of participation in children's homework because parents are not around to assist.

Additionally, the study found that respondents also agreed that their parents have no time in assisting them with their homework (3.53). The main reason for parents' lack of time may be due to dedication to their work/jobs/employment. Since most parents are working hard to provide for their families, they may end up having no time left for their kids and therefore participation in their children's homework becomes problematic.

Respondents were however not sure to the statement that parents are more committed to their jobs. This is evidenced by the statement having a mean of 3.06 from the Likert scale which stands for 'not sure'. However, it should be noted that through one's commitment to a certain job may lead to lack of time to attend to his/her children's homework.

In an interview with one class teacher master to establish whether occupation of parents influence their participation in homework, it was established that occupation takes much of parents time and therefore when they are home they are tired which makes it impossible to assist their children in homework.

Table 4: Parental Occupation on Involvement

Parental Occupation on Involvement	Mean	Std. Deviation
My parents stay away because of work	3.71	0.58
My parents have no time in assisting me with my homework	3.53	0.69
My parents are more committed to their job	3.06	0.85

When teachers and parents were asked to state the ways which parents can use in participating in their children's homework, the following responses were obtained; providing an enabling environment for children to have private studies as well as doing their homework, encouraging their children to complete their homework every day, providing necessary requirements like lighting and extra text books to make homework more interesting, actual participation by providing guidelines on how to handle and tackle homework, supervision of children especially in homework and general school work and appreciating their children through rewards in order to motivate and encourage them to work hard.

4.6 Correlation between Parental Involvement and Other Variables

The study further sought to establish whether there is an association between involvement and parental perception; parental involvement and level of education as well as parental involvement and occupation. The results have been summarized in Table 5.

Table 5: Correlations

	Parental Involvement in Homework	Parental Perception	Parental Education	Occupation
Parental Involvement in Homework	1			
Parental Perception	.458**	1		
Parental Education	.586**	.675**	1	
Occupation	.180	-.104	-.156	1

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

Findings from table 5 indicates a positive relationship between parental perception and parental involvement ($r=.458$, $p=0.01$). This therefore implies that parental perception has a significant impact on the parental involvement in pupils' homework. These findings concur with those of Hoover-Dempsey *et al.*, (2001) who also in their study found a positive relationship between parental perception and involvement.

Parental level of education was also found to positively influence parental involvement in homework ($r=.586$, $p=0.01$). In addition, it was also established to have a positive correlation with parental perception ($r=.675$, $p=0.01$). This therefore implies that education level of parents is very pertinent as far as involvement in homework is concerned. The results concur with Hill & Chao's, (2009) study conducted in the USA which found a positive correlation between parental educational level and their involvement in homework at the middle level.

On the other hand, the study established no significant relationship between occupation and parental involvement ($r=.180$, $p=0.01$). Thus, these results imply that occupation of parents is not vital in determining the level of parental involvement in homework. In addition, the results contradict those of Ronning, (2011) who found a positive correlation

between occupation of both fathers and mothers and their involvement in homework while considering time factor. The discrepancy might be due to the fact that occupation in the context of Ronning's study is different from the current study because most of the respondents in this study were either housewives or are in formal employment and thus, do not have enough time to spend with their families (and homework too).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study aimed at assessing selected social factors influencing parental involvement in pupils' homework in public day primary schools of Kaptumo Division, Nandi County. This chapter presents the salient findings in form of a summary and conclusion. It also gives the relevant recommendations to be considered for improved academic performance.

5.2 Summary

The first objective of the study was to find out whether parental perception influences parental involvement in pupils' homework in public day primary schools of Kaptumo Division. As a result, it was established that parents are happy when teachers talk to them about homework, and parents are happy when children talk to them about homework. However, it was undecided whether parents are happy when checking homework and whether parents are happy when they guide their children through homework. In ascertaining whether there is an association between parental perceptions and parental involvement, the study found a positive relationship between parental perception and parental involvement ($r=.458$) at a significance level of 0.01.

The second objective of the study was to investigate whether parental education influences parental involvement in pupils' homework in public day primary schools of Kaptumo Division. As a result, it was established that parents encourage their children to work on their homework by working on their reading/writing duties alongside them; parents help their children in homework because they want them to excel in education and parents help their children in homework so that they can be self reliant in life. The study further found that parental level of education positively influences parental involvement in homework ($r=.586$) at a significance level of 0.01. In addition, it was also established to have a positive correlation with parental perception ($r=.675$) at the same level of significance.

The third objective of the study was to determine whether parental occupation influences parental involvement in pupils' homework in public day primary schools of Kaptumo Division. As a result, it was established that parents stay away because of their work and parents have no time in assisting their children with their homework. On the other hand, it was undecided whether parents are more committed to their job. On the other hand, the study established no significant relationship between occupation and parental involvement ($r=.180$).

5.3 Conclusion

In sum, the study has indicated that the parental perception is very vital in influencing their involvement in homework. Consequently, parental level of education is very important as far as parental involvement in homework is concerned. When parents are educated, they not only appreciate the importance of education, but also understand and participate in their children homework.

5.4 Recommendations

The study makes the following recommendations;

- The study established that parental perception influences their involvement in homework. Parents therefore need to be made aware of their important contributions through homework involvement and thus, encouraged to have positive perception towards involvement in the homework of their children.
- There is need for formulation of sound policies at both school and national level on parental involvement. This will enable parents to be able to participate in their children's academic matters both at home and in school as well
- From the study findings, it was established that parents have little or no time especially during homework. As a result, there is need for education stakeholders including teachers, school management, ministry of education and others to

sensitize parents on the importance of participating in their children's education especially during homework.

- There is need for the county governments through the Ministry of Education to implement capacity building programmes for parents to enable them participate or ensuring child support during homework activities

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APPENDIX A: INTRODUCTION LETTER

RE: INTRODUCTION

I am a student at Egerton University undertaking a Masters Degree. I am currently undertaking a research study entitled “*selected social factors influencing parental involvement in class seven pupils’ homework of public day primary schools in Kaptumo Division, Nandi County*” You have been identified as one of the respondents to provide information for the study. This is therefore to request you to complete the questionnaire as honestly as possible. All information that you provide shall be treated with utmost confidentiality and will be used for the purpose of this study only.

Yours Faithfully,

Boen Wilfred

APPENDIX B: PUPILS' QUESTIONNAIRE

Section I. Background Information

1. What is your sex Male ()
 Female ()

2. Whom do you stay with at home Both parents ()
 Father only ()
 Mother only ()
 Others (please specify)

Section II A: Parental attitude towards parental involvement in homework

3. Read carefully the following questions and rate/rank them as: -

S.A- Strongly Agree

A - Agree

N.O. - No Opinion

D - Disagree

S.D. - Strongly Disagree

The following questions investigate the attitude of parents towards parental involvement in homework of pupils. There is no right or wrong answer, just give your opinion.

Parental Attitude Towards Involvement	S.A	A	N.O	D	S.D
My parents are happy when I talk to them about my homework					
My parents are happy when they guide me through homework					
My parents are happy when my teachers talk to them about my homework					
My parents are happy when checking my homework					

Section II B: Parental education on parental involvement in homework

4. What is your father's highest level of education?

No schooling ()

Primary school ()

Secondary school ()

College ()

University ()

5. What is your mother's highest level of education?

No schooling ()

Primary school ()

Secondary school ()

College ()

University ()

6. If you are not staying with your parents, what is the highest level of education of your guardian?

No schooling ()

Primary school ()

Secondary school ()

College ()

University ()

7. Read carefully the following questions and rate/rank them as: -

S.A- Strongly Agree

A - Agree

N.O. - No Opinion

D - Disagree

S.D. - Strongly Disagree

Effect of Parental education on involvement	S.A.	A	N.O	D	S.D.
My parents understand well my homework					
My mother is schooled to a level that she can participate in my homework					
My parents gives me guidelines to tackle my homework					
My parents encourage me to work on my homework by working on my reading/writing duties alongside me					
My parents help me in homework because they want me to excel in my education					
My parents help me in homework so that I can be self reliant in my life					

Section II C: Occupation of parent on involvement in homework

8. What is your father’s occupation?

- Teacher ()
- Civil Servant ()
- Farmer ()
- Business man ()
- Others (specify) ()

9. What is your mother’s Occupation?

- Teacher ()
- Civil Servant ()
- Farmer ()
- Business woman ()
- Others (specify) ()

10. If you are not staying with your parents, what is the occupation of your guardian?

- Teacher ()
- Civil Servant ()
- Farmer ()
- Business man/lady ()
- Others (specify) ()

11. Read carefully the following questions and rate/rank them as: -

S.A- Strongly Agree

A - Agree

N.O. - No Opinion

D - Disagree

S.D. - Strongly Disagree

Effect of Parental occupation on involvement	S.A.	A	N.O	D	S.D.
My parents stay away because of work					
My parents have no time in assisting me with my homework					
My parents are more committed to their job					

APPENDIX C: TEACHERS INTERVIEW GUIDE

1. Does your school create awareness on parental involvement in homework?
2. In which ways can parents participate in pupils' homework?
3. Do you think parent's attitude influences involvement in pupils' homework? Give reason for your answer.
4. How can parents' education influence involvement in pupils' homework?
5. How can parents' occupation influence involvement in pupils' homework?

APPENDIX D: PARENTS' INTERVIEW GUIDE


1. Should parents participate in pupils' homework?
2. In which ways should parents participate in pupils' homework?
3. In which ways does parental education influence parental participation in pupils' homework?
4. In which ways does parental occupation influence parental participation in pupils' homework?
5. What are some of the challenges you encounter when you get involved in children's' homework?
6. What do you think should be done to enable you fully involved in your children's homework?


APPENDIX E: RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. **NCST/PCD/14/013/356**
 Date of issue **27th March, 2013**
 Fee received **KSH 1,000**

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Boen Wilfred Kipkorir
 of (Address) **Egerton University**
P.O.Box 536, Egerton
has been permitted to conduct research in
Location
District
Nandi **County**
on the topic: Selected social factors influencing
parental involvement in pupils homework in
public day primary schools in Kaptumo Division
Nandi County, Kenya
for a period ending 31 July 2013


Applicant's Signature
National Council for Science & Technology


Secretary
National Council for Science & Technology

APPENDIX F: RESEARCH AUTHORISATION

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/ four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

GPK6055t3mt10/2011 (CONDITIONS—see back page)

OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION & INTERNAL SECURITY

Telegrams "DISTRICTER: Nandi South
Telephone
Fax
Email: dcnandisouth@yahoo.com
When replying please quote



DISTRICT COMMISSIONER
NANDI SOUTH DISTRICT
P.O BOX 6 -30305
KOBUJOI

3RD APRIL, 2013

Ref No: NSD/EDU/10/9/VOL I/82


All DOS
Nandi South District (with sufficient copies to all chiefs)

RE: RESEARCH AUTHORIZATION
BOEN WILFRED KIPKORIR

This is to inform you that the above reference person is a masters student at Egerton University and has been authorized to carry out a research on "*Selected Social factors influencing parental involvement in pupils' homework in public day primary schools in Kaptumo Division, Nandi County, Kenya.*"

The research is scheduled to take place for a period ending 31st July, 2013.

Kindly accord him any necessary assistance.


G. M. AYONGA
DISTRICT COMMISSIONER
NANDI SOUTH

- CC
1. County Commissioner
Nandi County
 2. DEO
Nandi South District

APPENDIX G: RESEARCH AUTHORISATION

MINISTRY OF EDUCATION

Telegrams "EDUCATION",
Telephone: 0208011883
Fax: 053-643340
When replying please quote

Ref: NSD/ADM/1/VOL 1/34



DISTRICT EDUCATION OFFICE
NANDI SOUTH
P.O BOX 43,
KOBUJOI-30305

Date 3RD APRIL 2013

**TO ALL HEAD TEACHERS
(PUBLIC PRIMARY)
KAPTUMO DIVISION
NANDI SOUTH DISTRICT**

RE: RESEARCH AUTHORIZATION- BOEN WILFRED KIPKORIR ID NO.20946737

The above named person has been authorized to carry out a research on "selected social factors influencing parental involvement in pupils" homework in public primary schools in Kaptumo Division, Nandi County, Kenya".

This office has allowed the researcher to visit any Public Day Primary Schools in Kaptumo Division for the exercise. The exercise is expected to be concluded by **31st July, 2013**.

Kindly accord him the necessary support and assistance to enable him support compile his research.

Thank you.

A handwritten signature in blue ink, appearing to be 'D. Chirchir'.

DISTRICT EDUCATION OFFICER
NANDI SOUTH
P.O. BOX 43
K08030

**KIMUTAI CHIRCHIR
DEPUTY DISTRICT EDUCATION OFFICER
NANDI SOUTH DISTRICT.**

APPENDIX H: LETTER OF AUTHORISATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/356

Date:

27th March, 2013

Boen Wilfred Kipkorir
Egerton University
P.O.Box 536
Egerton.

RE: RESEARCH AUTHORIZATION

Following your application dated 27th March, 2013 for authority to carry out research on "*Selected Social factors influencing parental involvement in pupils' homework in public day primary schools in Kapumu Division, Nandi County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for a period ending 31st July, 2013.

You are advised to report to **the District Commissioners and the District Education Officers, Nandi 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.

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

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners
The District Education Officers
Nandi County.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".