

**INFLUENCE OF THE DETERMINANTS OF PARENTAL INVOLVEMENT IN
LOWER PRIMARY SCHOOL PUPILS' HOMEWORK IN LAIKIPIA
COUNTY KENYA**

BY

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DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my husband Mwenda my children Faith, James, Victor and my niece Emily for all the support and inspiration they have accorded me throughout the years of my studies.

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TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION	iii
ACKNOWLEDGMENT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS ANDACRONYMS.....	xi
ABSTRACT.....	xii
CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY..1	
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement Problem	8
1.3 Purpose the Study	9
1.4 Objectives of the Study	9
1.5 Research Questions.....	10
1.6 Significance of the Study	10
1.7 Limitations and Delimitations of the Study	11
1.7.1 Limitations	11
1.7.2 Delimitation	11
1.8 Assumptions of the Study	12
1.9 Theoretical and Conceptual Framework.....	12
1.9.1 Theoretical Framework.....	13
1.9.2 Conceptual Framework.....	14

1.10 Operational Definition of Terms	17
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	19
2.0 Introduction.....	19
2.1 Significance of Parental Involvement in Homework.....	19
2.2 Forms of Parental Involvement.....	22
2.3 Possible Factors Determining Parental Involvement in Homework.....	25
2.3.1 Parental Occupation	26
2.3.2 Parental Education Level	26
2.3.3 Parental Gender.....	29
2.4 Summary of the Literature Review	30
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....	32
3.0 Introduction.....	32
3.1 Research Design.....	32
3.2 Variables.....	32
3.3 Location of the Study	33
3.4 Target Population	34
3.5 Sampling Techniques and Sample Size	34
3.5.1 Sampling Techniques	34
3.5.2 Sample Size.....	35
3.6 Research Instruments	37
3.6.1 Interview Schedules	37
3.6.2 Questionnaires.....	37
3.7 Pilot Study.....	38
3.7.1 Validity	38
3.7.2 Reliability.....	38

3.8 Data Collection Techniques	39
3.9 Data Analysis	39
3.10 Logistical and Ethical Considerations	40
3.10.1 Logistical Considerations.....	40
3.10.2 Ethical Considerations	40
CHAPTER FOUR: FINDINGS, INTERPRETATION AND DISCUSSION	42
4.0 Introduction.....	42
4.1 General Information.....	42
4.1.1 Demographic Information of Parents.....	43
4.1.2 Teacher’ demographic information	44
4.2 Parents Involvement in Lower Primary School children’s Homework	44
4.3 Influence of Parent’s Education level on their Involvement in Lower Primary School children’s Homework.....	50
4.4 Influence of Parent’s Occupation on their Involvement in Lower Primary School children’s Homework.....	53
4.5 Influence of Parents’ Gender in Lower Primary School children’s Homework.....	56
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	61
5.0 Introduction.....	61
5.1 Summary.....	61
5.1.1 Parents Involvement in Lower Primary School children’s Homework	62
5.1.2 Influence of Parental Education level in Lower Primary Schoolchildren’s Homework.....	63
5.1.3 Influence of Parental Occupation in Lower Primary Schoolchildren’s Homework.....	63
5.1.4 Influence of Parents’ Gender in Lower Primary Schoolchildren’s Homework.....	64

5.2 Recommendation	65
5.3 Recommendations for Further Research.....	66
REFERENCES.....	67
APPENDICES	74
Appendix I: Parents' Interview Schedule.....	74
Appendix III: Research Authorization	83
Appendix IV: Research Permit	84

LIST OF TABLES

Table 3.1: Summary of Categories of Respondents	36
Table 3.2: Samples for Teachers	36
Table 4.1: Demographic information of Parents	43
Table 4.2: Gender and age of the Teachers	44
Table 4.3: Parents. Involvement in their Children’s Homework	45
Table 4.4: Time in which parents encouraged Children to Start Homework.....	47
Table 4.5: Options for Children not provided with Materials.....	48
Table 4.6: Other factors may hinder Parental Involvement	59

LIST OF FIGURES

Figure 1.1: Conceptual Framework	16
Figure 4.1: Frequency of Involvement of Parents in checking their Children's books.....	46

ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
ECDE	Early Childhood Development and Education
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examination Council
MoEST	Ministry of Education, Science and Technology
NACOSTI	National Council for Science and Technology and Innovation
PTA	Parents Teachers Association
RTI	Research Triangle Institute
USA	United States of America

ABSTRACT

While research indicates that parental involvement in children's homework has many benefits, there is evidence that parental involvement in homework is low internationally. Locally, studies have not given much attention to the ways in which parents get involved in children's homework and the possible determinants to their involvement, mainly at the lower primary school level which forms part of Early Childhood Development and Education. This study therefore sought to identify the ways in which parents get involved in their lower primary pupils' homework. It also explored the factors that might determine this involvement including, parental occupation, educational level and parental gender although there exists other factors that influence parental involvement in homework. The study targeted parents, standard two teachers' and children from public schools in the Laikipia East sub county. Three schools out of 43 schools were sampled and twenty parents purposively selected to form the study sample. The study was guided by Joyce Epstein's model of overlapping spheres of influence which argues that most effective families and schools work have common characteristics. The study adapted an exploratory approach using a descriptive survey design. The aim of this research was to make recommendations for the formation of effective programs on parental involvement in homework of their ECDE children suited to Kenyan public primary schools so that pupils, teachers and parents can derive the greatest benefits from the study. The study adapted qualitative approach methodology and used interview schedules and questionnaires as data collecting instruments. Data was analyzed using descriptive statistics and the findings were presented by use of graphs, tables and charts. The study established that most parents are involved in assisting their lower primary children with homework in various ways. It also found out that illiterate parents are less involved in assisting their children with homework. The study also established that there is significance association between parents' occupation and their involvement in children's homework. In addition mothers were more involved in their lower primary school children homework than fathers. The study recommended that parental participation in their children's homework should be enhanced in order to support children's academic performance.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter provides an overview of the study. The background to the problem, statement of the problem, purpose of the study, objectives of the study, research questions, significance of study, limitations and delimitations of the study, assumptions, theoretical framework conceptual framework and operational definition of key terms.

1.1 Background to the Study

Parents are the core educators of their children before and during schooling. Parental involvement in their children's schooling from an early age is therefore of great importance since it has been known to impact positively in children's lives. Educators have often pointed out that the critical role played by the home and family environment determines the academic success of a child and also observed that the earlier parental involvement begins, the more effective it becomes (Giansero, 2001, Olatoye & Ogunkola, 2008). Parents and families, therefore, play a critical role at this point of holistic child growth and development.

According to Association for Childhood Education International/World Organization for Early Childhood (1999), there has been global efforts to prioritize early childhood education has a foundation for later learning, has evidenced by the global strategy for early childhood and care in the 21century. WHO Technical Report Series, (1995) has also revealed that early childhood

education is very important during the early years of growth and development, while UNESCO monitoring report for EFA goals (2015) emphasized early childhood education in ensuring that children acquire foundation skills like reading, basic mathematics, numeracy and literacy which enable them to succeed in school.

Research has established that parental involvement has far reaching results such as, boosting children's morale, improving academic achievement across all subjects, boosting child's self-esteem as well as promoting positive child behavior, emotional well-being and confidence Epstein (2005). Consequently, parents should be encouraged to take an active role in their children's schooling from an early age. In his study, Orodho (1992) also recommended that school administrators should encourage parents to take an active role in their children's education. Studies have further established that parents, pupils and teachers benefit positively from increased parental involvement Henderson & Mapp (2002), Huang, (2009) Hoover-Dempsey (2004). It has further been established through research that improved parent-child relationship is of great advantage to parents since it has been proved to lead to increased parental contact with the child's school, improved perception of the child's development and proper knowledge of what the child learns at school. This understanding therefore facilitates parents in dealing with the child's educational needs at home through positive forms of reinforcement Waterman, (1998), Henderson & Map (2002). The above noted benefits could put the parents in a better position to support their children through education and therefore this study sought to establish

parents' areas of involvement in their children's homework to improve their acquisition of literacy and numeracy skills.

Parental involvement takes different forms which may be home based or school based roles. These include participating in school policy making, being member of Parent Teacher Association (PTA), communicating to the school about the child's progress, reading in the presence of the child, providing children with the required resources, attending teacher parent conferences and assisting in homework (Finn, 1972, Murithi, 2003). Parental involvement in children's homework during the early childhood years has been found to be very essential. Research has established that, parents normally get involved in pupils' homework for they expect them to perform better academically at all levels of their education (Clark, 1993; Levin, 1997). So, parental desire for their children's to better their performance in classroom and national examinations could push them to be more involved in assisting them with homework.

Studies carried out in Norway by Creswell and Ainly (2006), Epstein (2001) and Huang (2009), found that, when parents are actively involved in their children's homework, the involvement has significance influence on learners' academic achievement such as improved learners numeracy and literacy skills. So the current study sought to establish the influence of the determinants of their involvement in their lower primary pupils' homework.

Hoover-Dempsey (2004), in his study reported that homework enhances learning feedback process between home and school, by allowing parents and other caregivers to be familiar with what the child is learning as well as giving teachers an opportunity

to hear from parents about their children's education. Therefore, it is evident that parental involvement in children's homework developed and fostered learners' initiative and cultivated parental responsibility. The current study therefore, sought to establish ways in which parents get involved in their children's homework and the influence of the determinants of their involvement.

In some African countries policies that support parental involvement are in place. A study by Dubbeldan (2000), noted that South Africa for instance, has the Schools Act (Act 84 of 1996), which requires all parents, together with other stakeholders to be involved in the governing of public schools. In Kenya, consecutive governments all along also have acknowledged the need to improve learning environment by involving parents. According to (Basic Education Act of Kenya, 2013) policy makers involved in the education of young children in Kenya have advocated highly the role of parents in child's activities. However, there is no clear policy on parental participation in their children's homework. Therefore, making it hard for teachers to clearly identify the extent to which they should involve parents in their children's homework.

Despite research findings proving the significance of parental involvement in their children's learning, studies have also established that the involvement is low internationally and nationally, (Finney, 1993; Ndegwa, Mengich & Abidha, 2007; Ndani, 2008; Majula, 2009; Kibet, 2010; Brand, 2011; Masila, 2012; Kimathi, 2014). These studies found that, parents are not effectively and adequately involved in their children's schooling especially homework. Studies have also found that, parents show

considerable willingness to support their children's education but lack the knowledge on how to assist and also some of them are not aware of the need to help their children (Hoover Dempsey, Basslerr, and Burrow, 1995, Epstein & Van VoorHees, 2001, Ndani, 2008). Hence despite the development of possible ways of addressing the low levels of involvement, there still persist lack of involvement and ignorance on the need to get involved. More knowledge on the factors that influence parental involvement in their children's homework is therefore of great importance.

The situation of children's performance in Kenya also has over the years raised concern to the ministry of education, parents, educationists and other stakeholders. There has been an outcry nationally over poor examination outcome the in Kenya Certificate of primary Education(KCPE);such that according to the data released by the Ministry of Education Science and Technology, (MoEST, 2013), out of the 839759 class eight pupils who sat for KCPE that year,467353 scored below the average mark of 250, while performance at lower primary level which forms the foundation to education also remains relatively low, even though the government has implemented measures that seek to improve performance in ECDE level by establishing guidelines and standards for management, supervision and curriculum development, training of teachers and mobilizing communities and parents.

Poor performance at lower primary level has been established by Uwezo (2011) which found out that children are not getting equipped with competences in literacy and numeracy at the right time or grade. For instance, the studies found that, 3 out of 10 children in standard three could not do standard two works, while 11% of children

in class eight could not tackle standard two class mathematics. In addition, 7% of standard eight children could not read a simple English or Kiswahili story book, while some of them could not write simple English or Kiswahili words. (Uwezo, 2010, 2011), Gichohi, (2013). Another report established that nationally, 3 out of 10 children in class eight could not tackle simple class two divisions. While the report further revealed that 1 in 5 children in standard 6-8 are not aware of the meaning of the colors on the national flag (Uwezo, 2013). These findings clearly show that children's literacy and numeracy skills are way below the expected standards. A need for a study that sought to establish the contribution of parental involvement in their lower primary children's homework, which forms the education foundation to the acquisition of literacy and numeracy skills and overall academic performance therefore was of great importance.

Another study conducted in Meru, which sought to find out the factors contributing to poor performance in KCPE found out that 69.2% of the children did not get assistance with homework, while 30.8% were supported by their parents, Mbugua, (2012). This study noted that those children who received parental support in homework performed better in national exam. The study however concentrated on class eight pupils and therefore cannot be generalized to the lower primary level which forms the foundation of education. Hence this study sought to establish parental participation in their lower primary pupil's homework to enhance children competences in education.

Further, most of the local studies have focused on other factors affecting academic performance from lower primary (ECD) level to highest primary school level. Some

of the factors that have been studied include teacher availability and qualifications, pupil teacher ratios, learners' attendance availability of teaching learning resources and physical facilities (Kenya National Examination Council, 2010; Uwezo, 2010; 2011; Research Triangle Institute, 2010; and Kimathi, 2014). These studies however have not explored the possible contribution of parental involvement in children's homework and the impact of parental education, parental occupation, and gender on this involvement. Locally, studies that have sought to discover the influence of social economic status and time factors focused on children's reading in infancy and preschool levels but not on the lower primary school (Wambiri, (2007); Maina (2010); Atieno & Ayondo (2011).

The other factors that have not received much attention includes parental level of education, parental occupation, role definition, parental gender, lack of awareness, unwillingness to interfere with the teachers, and lack of clear policies have also been found to influence parental involvement (Murithi,2003; Christnson, 2004; Ndani, 2008 & Mwoma, 2009). Research findings have further established that homework practices in Kenya are affected by lack of clear homework policies at school, local and national levels. While studies by Cooper, (1989), Roderique et. al., (1994), asserts that Kenya is among most African countries which lack a clear written homework policy which may guide homework practices.

Therefore despite research findings that parental involvement in homework improves children academic performance, research in Kenya does not tell us much on how parents are involved in their children's homework although children's academic

performance has been low nationally over the years. The failure for parents to be involved in homework practice may have negative impacts on children's literacy and numeracy skills as well as academic performance at lower primary to upper primary standard eight levels whereby the pupils take their KCPE national exams. Consequently, there was need for such a study that focused on the various ways of parental involvement in their lower primary pupils' homework.

1.2 Statement Problem

Early childhood development and education need the support of all stakeholders including parents. Educators have also pointed out that the critical role played by the home and family environment determines children's academic success, pointing out that, the earlier parental involvement begins, the more effective it becomes. Research studies indicates that parental participation in children's education and especially homework improves children's educational attainment at classroom and national examinations levels, enhances learning initiatives, provides school-home learning feedback and cultivates parent responsibility as well as improving children's study skills. However, there is evidence that parental participation in children's homework is low internationally. Research on the ways parents get involved in children's homework mainly at the lower primary school level has not received much attention locally despite the outcry over poor examination outcomes in (KCPE) and in other levels of schooling. Whereas several studies have investigated the various factors that may influence the level of parental participation in children's education, their focus has been either in higher classes or preschools. Therefore, parental participation in lower primary level, especially standard two has not received much attention.

Additionally, most of the research that has been carried out explored the relationship between parental involvement in schools and not at home, and even where they focused on the home, they were not specific to homework. Therefore, this study purposed to establish ways in which parents get involved in their lower primary school pupils' homework, as well as finding out whether; parental education level, parental occupation and gender, influence their involvement in helping their children with homework.

1.3 Purpose the Study

The study was purposed to examine the various ways in which parents get involved their lower primary children's homework, as well as establishing the influence of parent's educational level, type of occupation and parent's gender, in their involvement in helping their children with homework.

1.4 Objectives of the Study

- i. To establish how parents get involved in their lower primary schoolchildren's homework.
- ii. To find out how parent's level of education influences their involvement in helping their lower primary children with homework.
- iii. To find out how parent's type of occupation influences their involvement in their lower primary children with homework.
- iv. To establish how parent's gender influence their involvement in their lower primary schoolchildren's homework.

1.5 Research Questions

- i. In which ways are parents involved in their lower primary school children's primary homework in Laikipia East Sub County?
- ii. To what extent does parent's education level influence parental involvement in their lower primary children's homework in Laikipia East Sub County?
- iii. To what extent does parent's occupation determine their participation in helping their children with homework in Laikipia East Sub County?
- iv. To what extent does parental gender influence parent's participation in helping their lower primary children with homework in Laikipia East Sub County?

1.6 Significance of the Study

The findings of this study are important in revealing the ways in which parents participate in helping their children with homework and whether their participation has any contribution to acquisition of literacy and numeracy skills as well as overall academic performance. It also revealed the influence of parental education, occupation and gender on parents' participation in their children's homework. The study may be used by policy makers and the government especially, the ministry of education in formulating programs that see parents being involved fully in their children academic work and especially homework.

The school boards of management members and the quality assurance officers may use the findings of this study to sensitize and mobilize parents and the community to be more involved in assisting children in their school home work. The teachers and parents at school level also may use the study findings as a guiding tool on how to get

more involved in the lower primary children's homework. The findings of this study may contribute immensely to the body of research in the area of parental participation in improving children's literacy and numeracy competencies and ultimately success in education.

1.7 Limitations and Delimitations of the Study

This sub section describes the limitations and the delimitations of the study.

1.7.1 Limitations

The researcher was not able to include a sample which is a representative of the Laikipia Sub County, due to the fact that the researcher used purposive sampling which allows the selection of samples that contain the necessary information needed to meet the study objectives. The researcher overcame this limitation by carefully choosing each of the three schools where the respondents were drawn, from different educational zones. Further, while the respondents' may not have been willing to share personal information which may be vital to the accomplishment of the study, the researcher established a good rapport with the respondents and reassured them that their information would be kept confidential and used only for the sake of obtaining research information.

1.7.2 Delimitation

The study delimited itself to Laikipia East Sub County in Laikipia County which comprises of the Nanyuki municipality, the urban slum areas of Likii and Majengo and partly pastoralist area. It delimited itself to lower primary school standard two children in public schools in the sub-county.

The study targeted parents, as well as other caregivers who have the obligation to play the role of parenting such as children's guardians, despite the fact that there are other relatives who live with the child and may be involved in assisting with homework. The study also targeted lower primary school standard two teachers. It drew from the sources named in Laikipia East and focused only on the selected schools in the sub county. This study focused on the various ways in which parents get involved in their lower primary pupils homework, despite the fact that there exist other forms of parental participation in their children's schooling. It explored the factors which influence parental involvement in their lower primary children's homework specifically focusing on, factors such as, parent's education level, occupation and gender even though other factors influencing the involvement exists. The study delimited itself to standard two children since children at this stage have started gaining literacy skills and are usually given homework by their teachers.

1.8 Assumptions of the Study

The study assumed that children in lower primary are given homework by their teachers on regular basis and parents are aware of the need to get involved in assisting them regularly. The study also assumed that children in this category have attained some level of literacy and numeracy skills.

1.9 Theoretical and Conceptual Framework

This section describes the theoretical and the conceptual framework of the study. The study made use of the model of overlapping spheres of influence by Epstein, (1992).

A Conceptual framework showing the close relationship and connectedness between variables also will be described in this section.

1.9.1 Theoretical Framework

The academic thought underlying this study is the parental involvement theory proposed by Epstein (1992). It is a theory of overlapping spheres of influence. This theory asserts that most effective families and schools activities are similar and they share goals and mission. She asserts that children grow and develop in the family, school and the community, and points out that although the family and the school systems seem to function and operate at different spheres of influence, whereby each system has its different beliefs, practices and characteristics, there comes a time when these separate spheres form an overlap and conduct the many activities jointly. The model further notes that there are some activities and practices that are carried out collaboratively by both parents and teachers. Homework that forms the basis of this study is a good example of a joint activity between the family and the school. Teachers develop, give assignments and later mark them and grade the pupils work upon completion. The pupils are expected to complete the assignments at home while the parents and other caregivers are required to offer the right conducive environment, right guidance, monitor, discuss or give any other necessary assistance to children.

The model further assert that, the concept of a family and the school working jointly as well as sharing goals and mission emphasize the importance of the school homework and learning in general for the child. Consecutively, it stresses the need for the children encouragement through support and positive reinforcement, while the school also needs to make every child special and accepted as it is within the family.

Therefore, the school should create a favorable learning environment whereby learners' feel loved, appreciated and motivated despite their diversities.

Similar values apply to the community and its interaction with both families and the schools. The theory assumes that the connectedness that exists between the home and the school is as a result of the child. Therefore, it focuses on the key responsibility of the learner in interaction between families and the school, parents and teachers or the community. To a greater extent the socio economic activities of a community have great responsibility in shaping parental and interaction with the school. Epstein's theory further reveals that if children feel cared for and encouraged to work hard in the role of student, they are more likely to be the best academically. Hence, Epstein et al., (1996, 2002), have projected a framework of parent involvement that includes six main types of activities that connect families, school and the community. These activities include, parenting, communication, voluntary work, learning at home which includes being involved in homework, decision making and collaboration. This study therefore dwelt on learning at home which includes homework. The study sought to find out ways in which parents get involved in their lower primary children's homework as well as exploring the factors that may influence this involvement.

1.9.2 Conceptual Framework

This study had one dependent variable; parental involvement in homework which was examined by finding out different ways of parental involvement in their lower primary children's homework. The intervening variables of the study were available time, learning motivation, and family income. The independent variables were the

determinants of parental involvement in their lower primary pupil's homework. These determinants include, parental education level, parental occupation and gender, although there may be other factors that determine parental Involvement at this level. The independent variables of the study directly influenced the dependent variable; parental involvement in homework, while the intervening variables did not have direct influence on both the dependent and independent variables.

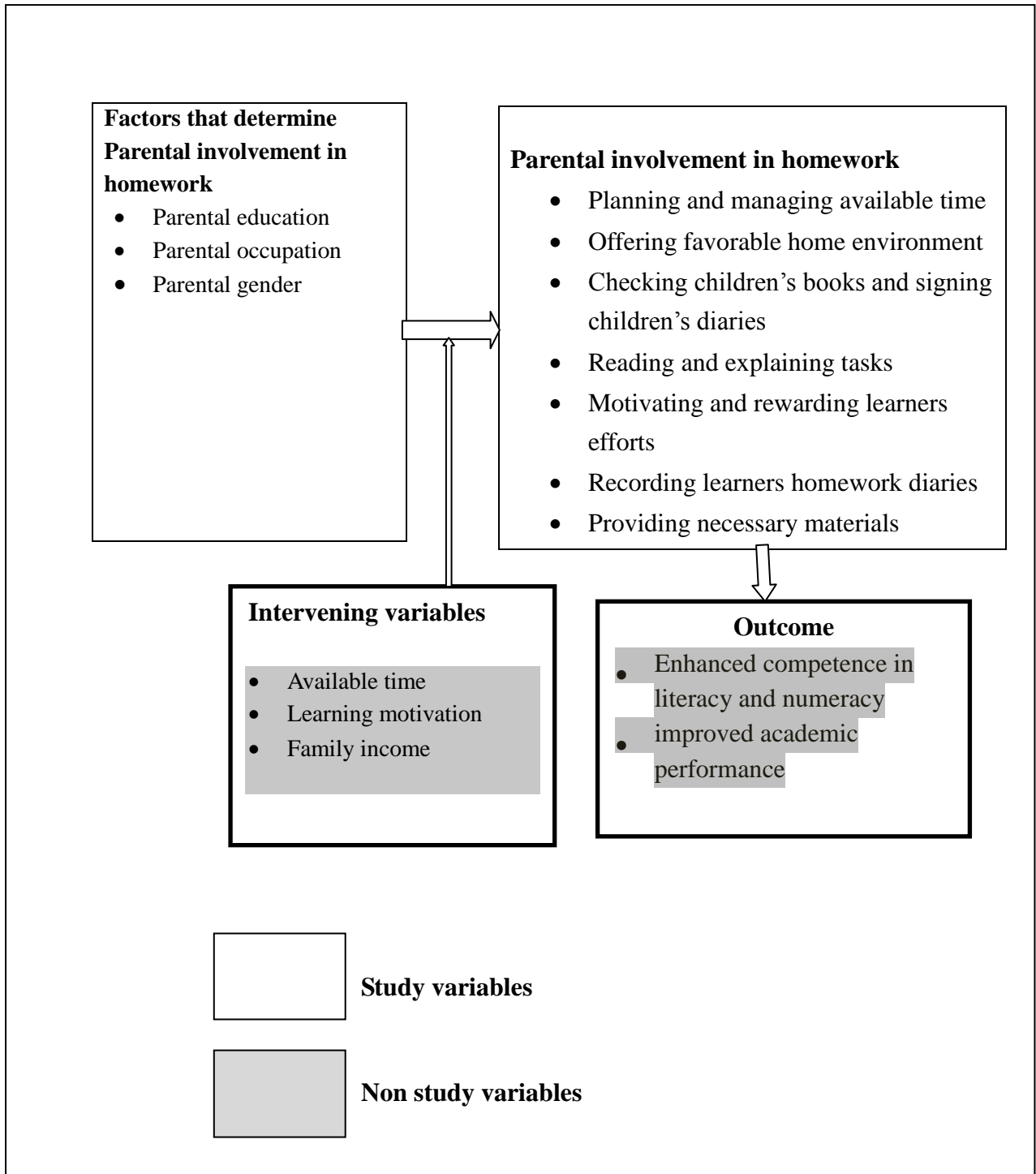


Figure 1.1: Conceptual Framework

1.10 Operational Definition of Terms

Early childhood development and education: This refers to the educational program offered to children below eight years, designed to improve their later school performance.

Early childhood development: In this study it refers to the many skills and milestones that children are expected to attain by the time they attain eight years.

Early childhood education: This refers the education offered to children in preschool and lower primary level.

Homework: Homework refers to out-of-class tasks assigned to pupils by the class teachers; this could be, number work, English, science Kiswahili or any other subject offered in school.

Lower primary school: Refers to standard one, two and three in the Kenyan education system.

Parent: This may include biological parents' guardians or, sponsors who are involved in the academic progress of the child.

Parental involvement: In this study, it refers to parental participation in their children's homework, it includes communication between teachers and parents about learners' academic progress, being a member of (PTA), attending school meetings, participation in school based decision making, as well as parents' engagement in monitoring of home learning activities including homework.

Parent's occupation: In this study it refers to what parents do for a living for instant, casual laborers, farmers' pastoralists' professionals, and business people.

Parent's level of education: In this study it refers to the parents having acquired primary school certificate, secondary school certificate, secondary school certificate, or post secondary school certificate.

Parent's gender: This refers to the parent or guardian who assumed the role of a parent being male or female.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter contains the literature review. It addressed the significance of parental participation, forms of parental participation in children's homework, and factors influencing parental involvement in their children's homework.

2.1 Significance of Parental Involvement in Homework

Parental involvement may be defined as parental participation in educational activities both at home and at school. Studies by (Christenson Rounds & Gorney, 1992; Epstein, 1992) notes that parental involvement is multidimensional and it included parents involvement in activities like; communication between teachers and parents about children academic progress and performance, parents being involved in school activities for instance, (PTA) meetings, participation in school based decision making such as being a committee member, as well as parents engagement in monitoring of home learning activities including homework which forms the basis of this study. Cooper (1989) has defined homework as tasks assigned to learners by school teachers to be done when learners are at home. Parental involvement in children's homework during the early childhood years is fundamental since these years form the foundation of an individual. On the other hand, homework has been found to be very important as part of schooling and its benefits cannot be over emphasized. Research has established that homework creates opportunities for important interactions among schools, families, especially parents, teachers, pupils and other family members as well as caregivers, (Kathleen, & Hoover Dempsey, 2001). A survey of some studies

globally also presents homework among the entry points of parental participation meant for successful child learning (Hoover- Dempsey & Sandler 1997; Feuerstein 2000; Huang 2006). Parental involvement in children's in homework therefore, is very important.

Research has further established that parental involvement, as well as their participation in children homework impacts positively on their learning achievement and also their personal qualities such as self regulation and awareness of academic competencies, which are important for educational achievement (Xu & Corno, 1998). Studies by Goodwin and King (2002) also have found that parental participation in homework has more significant impact on children than their participation in school activities while parental participation in children's homework has been found to be used by schools to enhance involvement in their children's schooling. However, schools must be aware of parents' need for assistance and support by equipping parents with appropriate knowledge, skills and attitudes so as to be effectively involved in their children's schooling in order to impact positively on their educational achievement.

Research has established that regularly, parents assist pupils with homework for they expect them to perform better academically at all levels, (Clark, 1993; Levin et. al., 1997). Studies in many parts of the world have also established the many benefits of parental participation in homework. In Norway, parental participation in homework was found to significantly influence students' academic achievement (Cresswell and Ainly, 2006; Epstein, 2001; Huang, 2009); while another study carried out by

Kaberere, et. al., (2013), in Rwanda has established that parents whose children were in high performing schools were considerably more involved in their children's learning and homework than those with children in low performing schools. Even though the study made a significant attempt to establish the effect of parental participation on students' education performance, no attempt was made to establish the ways parents get involvement in children's learning at home of which this current study seeks to address. In Namibia, Guolaung and Erlendsdottir (2010), using a qualitative survey study on the extent of parental involvement in students' academic performance found that all parents reported very high-levels of involvement in their children's education but the study was limited in design since the sample was too small to make generalization to a larger population.

However despite the research findings on the importance of parental involvement in homework, it has been found to be low internationally and nationally. In Kenya, parental involvement in homework has been found to be low. Studies by (Ndegwa et. al., 2007; Ndani, 2007, Kibet, 2010; Maina, 2010; and Kimathi, 2014) found that there are factors that influence the involvement in their children's homework such parental level of education, time factor, socio economical status and poor home school communication and parental gender however most of these studies focused on preschool and not lower primary standard two children and even where they focused on lower primary, they were not specific on parental involvement in homework which this study sought to address. Performance on the other hand has also been found to be low nationally and locally. For instant in Laikipia East Sub county where this study took place, has recorded low performance over the last four years whereby in the year

2011 the mean score was, 239.4 in the year, 2012; 246.4, 2013; 246.3, 2014; 247.5 consecutively. While there may be other factors affecting performance in the sub county, this study was of great importance because it sought to find out whether parental education level, parental occupation and gender influence parental involvement in their lower primary children's homework.

2.2 Forms of Parental Involvement

Research has established that there are various ways in which parents get engaged in assisting their children with homework. Parents provide a favorable home environment suitable for learners to accomplish homework tasks as well as developing and enforcing rules to guide learners' behavior during the time the learner is doing homework. Studies by, (Hoover-Dempsey et. al., 1995; Xu and Corno, 1998, Murithi, 2003), have further revealed that parents set regular time for homework, as well as assisting the learners to manage the available time properly and also they provide materials for homework

Other studies by (Delgado-Gaitan, 1992; Hoover-Dempsey et.al., 1995., Carrington et. al., 1997; Xu et. al., 1999) found that, parents plan for specific times when children should do homework by establishing planned patterns for children to specifically settle for homework, whereby the child becomes used to the same timings. Therefore, according to these studies, parents have a responsibility to assist the child in planning and managing for the available time effectively. In addition, they accomplish teacher's requests related to homework for instant, they sign completed assignment, check learners books to ascertain daily learning activities are being carried

appropriately, offer the recommended help to the child to successfully participate and assist learners to complete given homework, (Delgado-Gaitan, 1992; Shumow, 1998, Murithi, 2003). Hence, this study on the various ways parents participated in helping their children with homework was of great importance.

Parents also create shared home–school goals. They enforce and reinforce school values such as discipline, honesty, hard work, and obedience to enhance learners’ outcomes as well as monitoring and taking charge of homework processes to improve learners attitude towards homework (Corno, 1998; Shumow, 1998). Parents have been known to ensure that learners gain understanding of homework tasks, by reading to their children, interpreting tasks and explaining to them assignments in simple understandable language, (Bryan and Nelson, 1994; 1995; Shumow, 1998). Other studies by (Baker& Stevenson, 1986; Xu et. al., 1998; Hoover-Dempsey et. al., 1995; Murithi, 2003) have discovered that parents make follow-ups to check whether teachers have given homework to children so as to accord the necessary assistance as well as organizing and coordinating with resource persons to assist the learner in case of difficulties in understanding homework. In addition research has found that parents reinforce and give incentive to learners’ efforts of, completion, accuracy, of homework assignment by use of extrinsic or intrinsic motivational approaches such as giving rewards to learners as well as reinforcing them through Praise (Sanders, 1998; Xu et. al., 1998). Therefore, this study sought to establish how parents participate in helping their children with homework in Laikipia East Sub County.

Further, studies by (Shumow, 1998; Hutsinger et. al., 1998; Xu et. al., 1998), have further revealed that parents established suitable learning processes or strategies fitting for learners to follow in order to accomplish the given homework assignments. They have also discussed learners problem solving strategies which help them to be more equipped with problem solving skill and ability to apply or transfer learning to real life experiences as well as encouraging learners to self-monitor, focus attention to the task at hand and encourage children to manage emotional responses to homework

A study carried in Kenya Igoji, which sought to find out the role of rural parents in the formal schooling seeking to establish how the parents help children in the learning process found that, 70% of parents in Igoji inquired whether the child has homework, 57% answered questions when asked by the child, 33% provided materials needed for homework, 33% reduced destructors during the homework process, while 93% checked the children's exercise books regularly. This study further found out that monitoring children's homework increased learning. However, the study concentrated on class eight pupils and was narrow in scope hence cannot be generalized to parental involvement in their lower primary homework.

Therefore, due to the importance attached to parental involvement in home work and the fact that research has established that it is low internationally nationally, there is need to find out the level of involvement and also explore the factors that hinder the involvement.

Further studies by (Shumow, 1998, Murithi, 2003) have discovered that parents communicate with the teachers on regular bases about children's performance,

progress, requirements related to homework such as learning resources which includes books and other writing materials, as well as meeting school requirements. These studies therefore, prove the importance of parental teacher communication about homework.

A study by, (Flynn, 2007; Davies, 2009), observed that families need information to be partners in their children education so that they can be able to best support their children learning. The study adds that parents need to be familiar with what the children are learning in school by maintaining brief regular conversation with teachers so that they can be at better position to assist in homework, and also to maintain a healthy positive relationship between the home and the school.

2.3 Possible Factors Determining Parental Involvement in Homework

As much as parents show eagerness to assist their children with homework, studies have found out that there are determining factors that influence their involvement. These factors limit or sometimes completely hinder parental involvement in their children's homework. Although many factors that may influence parental involvement have been discovered through research, this study focused on; parental education levels, parental occupation, and parental gender. These factors were found to be important considering the geographical location of the area of study which is cosmopolitan with a densely populated municipality comprising of middle and low income earners, and two slums namely Likii and Majengo also forming part of the municipality areas. The Sub County is also home to nomadic communities living in the northern parts which are sparsely populated.

2.3.1 Parental Occupation

Time availability has been sighted as determining factor for parental participation in children's homework. Studies conducted in USA, Epstein (1995) established that in families where parents work full-time, their involvement in children's education faces significant barriers despite their socio-economic status. Another study conducted in Scotland by (Russell and Granville, 2005) seeking to find out forms and patterns of parental participation in children's schooling found that work and other family concerns were the most mentioned reasons for lack of time for parental involvement in their children's reading and overall learning both at home the school. Salinas (2005) argue that, lack of time was rated as the factor that hindered involvement of most parents in the cognitive dimension while it was rated as the least factor hindering the involvement of parents in the modeling. A study by Ndani (2008), also found that lack of awareness; inadequate time and poverty were the main hindrances to community members' participation in pre-school activities in Thika District.

Additionally, Smith (2008) found that a number of parents draw attention to lack of time due to parents working schedules being the major factor influencing parental involvement in their children's education and mostly homework.

2.3.2 Parental Education Level

Illiteracy and low educational levels have been found to hinder parents from participating fully in their children's education and especially homework. Studies by Hoover-Dempsey and Sandler (1995); Dauber and Epstein (1993) found that parents who felt they had inadequate education were less likely to become involved in their children's education due to the fact that they lack adequate knowledge on school

syllabus hence lacked the confidence to be involved. Researchers in USA have found that parents who had more formal education participated more in their children's education than those with less formal education (Zill and Nord, 1994; Hoover-Dempsey & Sandler, 1995). In addition, Dauber Epstein, (1993) found that there is a major relationship between parental level of education and their involvement in children's learning at home. Another study by Smith (2005) established that, Hispanic parents in the USA were less involved in their children's education due to their inadequate education as compared to parents from other races. These studies further discovered that parents of higher education levels had higher chances of participation in children's learning. These studies, however, investigated parents' involvement in children's learning in general and not specifically in children's homework, hence making the current study of great significance.

A study by Ogoye (2010), has found that in most African countries where illiteracy and poverty levels are high, this becomes a limiting factor to parental involvement in homework because majority of parents are not able to provide learning resources such as text books for their children. Therefore, learning materials are to be shared among many pupils, or in most cases learners even lack the required materials to complete homework. A report by (KENSIP 2002) Kenya also discovered that in most cases homework is seldom completed, sighting that either pupils do not get adequate parental guidance with homework or the teachers assign a lot of homework which pupils cannot complete.

Likewise, a study by Mwoma (2009); carried out in Kenya on fathers involvement in their pre-school children's learning, found out that, fathers' level of education influenced their involvement in their children's learning. This study however, focused on children's education in general and did not focus on parental involvement in the homework of their lower primary school children. In addition, a study by Kimathi (2014) established that, less educated parents may find children's homework challenging, and as a result avoid being involved at all.

A study by Kim (2012), conducted in Embu which investigated the possible strategies to improve the effectiveness of parental involvement in public primary schools and the possible factors that hindered this involvement found that, illiteracy especially in the pastoral communities hinder parental involvement. Strauss and Burger (2000:41), in a study also found that parental literacy levels have a negative influence on learners' performance. The study further established that almost half of the parents studied never completed primary education; hence had difficulties in assisting their children with homework. Therefore due to high illiteracy levels among parents, their involvement in their children's education by teachers in low. Similarly, Koech (2010), in a study that employed ex post facto design with a sample size consisting of 135 parents, 60 teachers, 10 head teachers and 5 education officials found that parents with less or no education in UasinGishu district were less involved in parent-teacher partnerships because their literate level limited their involvement. However this study cannot be generalized.

2.3.3 Parental Gender

Parental gender has been known to determine parental involvement in their children's education, mostly homework. A study conducted in USA by the USA Department of Education, USA Department of Health and Human Services (2000) found that high involvement of fathers or mothers can make a positive difference for children in various grades. However 96% of the fathers surveyed agreed that fathers need to be more involved. This serves as an indicator that fathers in USA were less involved in their children's learning. The study further noted that mothers who worked full time were less involved in their children's learning at all grade levels, while fathers who had full time working wives were more involved in their children's schooling. The study further noted that single parent fathers were more involved in their children's learning.

A study carried out in Ghana found that mothers were more involved in their children's homework than fathers. The study also found out that fathers talk about their expectations about their children than discussing school work or assist in homework (Gina, Onsong&Osei, 2014). While a study in Scotland by Abouchaar (2003), found out that, parental levels of participation in their children's education is associated to social class and education level of mothers, single parent status and maternal psychosocial wellbeing. A survey carried out on mothers' involvement in their children education in 2007 found that mothers were more likely to be involved in their children's education and assist more with homework than fathers. The study nevertheless did not find any gender disparity in view of participation in children's

homework among parents with full time employment (O'Brien and Shemilt, 2003, Ondigi and Ndirangu, 2014).

In Kenya, Murithi (2003) found out that Majority of parents involved in children's homework were females. The study discovered that, few fathers attended school functions and did not inquire whether the children had homework. Fathers were said to provide for the family while mothers were to attend to the child's school requirements which were easily accessible. The study found out that mothers tended to be more informed on school issues and child performance than fathers. It was evident that mothers were more involved in children homework than fathers although there was a gender difference in the number of participants in the study. Therefore, there is need to establish whether parental gender as an impact on parental involvement in their children's homework in Laikipia East Sub-County.

2.4 Summary of the Literature Review

The literature review has examined the significance of parental involvement in their lower primary children's homework and discovered that it has significant benefits in that that there exists close relationship between parental involvement in their children homework and positive educational achievements. It has also revealed the various ways parents get involved in their children's homework. The review has further found that parental involvement in children's homework is low internationally, and that, poor performance in examinations also exists at all education levels. However, researchers' have observed that despite parents being willing to be involved in their children's homework, their level of involvement is determined by number of factors.

Some of these factors that have been studied includes parental socio economic status, parental efficacy, parental role-definition, lack of clear policies, time factor and teacher invitation. Other factors that have received little attention in research and particularly how they influence parental involvement in their children's homework include parental education, parental occupation and parental gender. Therefore, they were the point of focus in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter deals with the research methodology. It describes the methodology applied in this research. It discusses the research design, variables, study locale, the target population description, sampling techniques, sample size, research instruments used, pre- testing and piloting, data collection techniques, data analysis, logistic and ethical considerations.

3.1 Research Design

This study adapted an exploratory approach using a descriptive research design. Descriptive research design was found to be suitable for this study because the researcher intended to collect information on parents' opinion, activities and conduct in relation to their involvement in children's homework. Luck and Reuben (1992), assert that descriptive design can be used in preliminary and exploratory studies since it allows researchers to gather information, analyze it, summarize, interpret and present it for the purpose of explanation. Similarly, Orodho (2003) and Kombo (2010), argue that this method is used to obtain information through questionnaires and interview schedules. By use of interview schedules therefore, the researcher was able to collect information from parents and teachers.

3.2 Variables

This study focused on one dependent variable; parental involvement in children homework which was examined by finding out the various ways parents got involved in their children's homework. The independent variables of the study were the factors

that influence parent's involvement in their children's homework. Factors explored included parental education levels, parental occupation and parental gender. The intervening variables of the study were; available time, learners motivation, and family income.

3.3 Location of the Study

The study was carried out in Laikipia East Sub County Laikipia County. Laikipia County borders Laikipia Central Sub County to the West, Laikipia North Sub County to the North, Buuri Sub County to the North East, Nyeri North Sub County to the South and South East and has its headquarters at Nanyuki town located at its Eastern border. The Sub County is divided into two educational divisions' namely Central division and Daiga division. It has a total number of 54 primary schools; 43 public and 11 private with an estimated number of 820 teachers and 33400 pupils. Laikipia Sub County is largely cosmopolitan with densely populated municipality comprising of both middle and low income earners who send their children to both private and public schools. Two slums namely Likii and Majengo also comprise part of the municipality areas. The Sub County is also home to nomadic communities living in the areas which are sparsely populated. This diversity therefore in its constituent population, was favorable for this study since it was fairly a representative of the whole county. In addition the district has registered low results in KCPE, remaining at static mean grade (C-) from the year 2011 to 2015 according report obtained from the DEO office. Hence, the study was significant in establishing ways in which parent get involved in their lower primary children's homework and the factors that influence their involvement.

3.4 Target Population

The target population consisted of twenty lower primary standard two learners whose parents were interviewed, twenty parents, and nine standard two teachers in the selected schools. Public schools were selected since it was likely for the researcher to get all the categories of respondents in terms of occupation. Lower primary ECDE children were chosen for the study since at the lower primary standard two level children are supposed to have acquired literacy and numeracy skills and are assigned homework by teachers hence the study was generalized to represent the entire lower primary. Performance at lower primary level and also national examinations KCPE has been relatively low in the district especially in public schools such that, according to the report by UWEZO, (2011), school age children are not acquiring literacy and numeracy skills at the right period and age.

3.5 Sampling Techniques and Sample Size

The methods used in deriving the various sample categories from the identified population and the sample sizes of each of the categories of respondents were as follows:

3.5.1 Sampling Techniques

The study made use of random and purposive sampling techniques to select the study sample. Random sampling was used to select teachers and standard two pupils whose parents were interviewed. Purposive sampling technique was applied to select parents according to identified occupations. Hence casual laborers, peasants, pastoralists' businessmen, professionals' such nurses, laboratory technicians and soldiers' were selected to represent other dominant professionals. Purposive sampling is a technique

whereby the researcher targeted a group of individuals believed to be reliable for the study Mugenda & Mugenda (1999) asserts that this technique allows a researcher to use cases that have the required information to meet the study objectives. Laikipia East Sub County was selected because it has posted poor KCPE results that are below the expected average over the years (DEO) Laikipia East Sub County. In addition, no such study has been carried in the sub County. Three public primary schools were purposively selected for the study. One of the schools is located at one of the big slums of Nanyuki town. This school has posted poor examination results over the years, (DEO) Laikipia East Sub County. Also, most parents are low income earners. The other school is situated on the agricultural areas of the sub county whereby most parents are middle earners and the other one in the pastoralist's area of the sub county.

3.5.2 Sample Size

The samples were extracted from the target population of the standard two parents of the selected pupils and the standard two teachers from the three selected public schools in the sub county. In each school the researcher used random sampling to identify pupils' whose parents were interviewed. From the selected pupils the researcher used purposive sampling to select parents according to their occupations. Through the selected pupils and then from each occupation mentioned, the researcher purposively selected a male and a female whereby there was a sample size of twenty parents and all the standard two teachers in the selected schools. Hence a total number of nine teachers were selected for the study.

Table 3.1: Summary of Categories of Respondents

School A			SCHOOL B			SCHOOL C		
Slum Area			Agricultural Area			Pastoralist area		
Occupation	Male	Female	Occupation	Male	Female	Occupation	Male	Female
Casual labourers	2	2	Professionals	2	2	pastoralist	2	2
Business People	2	2	Farmers	2	2			
Total	20 respondents							

Table 3.2: Samples for Teachers

School A		School B		School C	
Slum Area		Agricultural Area		Pastoralist	
3		3		3	
Total		9 respondents			
Aspect of demographic data				frequency	
Gender		Male		9	
		Female		11	
Total		20			
Education level				frequency	
Highest level of education		No certificate		8	
		Primary school certificate		6	
		Secondary school certificate		2	
		Post –secondary school certificate		4	
Total				20	

3.6 Research Instruments

This study employed structured interview schedules and questionnaires to collect information from parents and teacher in the selected schools.

3.6.1 Interview Schedules

The researcher employed an Interview schedule (appendix1) to collect data from parents. This instrument was used to collect data from parents on the various ways they got involved in assisting their children with homework and the factors that determine their involvement. Interview schedule was found appropriate because it allowed the researcher to probe meaning of concepts, clarify concepts to most of the illiterate and semi-illiterate parents who could find it difficult to fill the questionnaires and also, interviews enabled the researcher obtain rich and detailed information, which not be achieved through other methods, the researcher was also able to elaborate and clarify the meaning of the research to the respondents to enable them give useful information according to (Creswell, 1998, Mugenda & Mugenda, 2003).

3.6.2 Questionnaires

This study also made use of a questionnaire to collect information from teachers to find out if teachers give pupils homework, to establish if there is a school policy in place to guide teachers on how parents should get involved in their children's homework. Two types of questionnaires were used to collect the data namely, closed ended questionnaire and structured questionnaire. This instrument was chosen by the researcher since it is easy to construct to code and also good for collecting large data and free from interviewee bias.

3.7 Pilot Study

Before the actual data collection the pre testing of the research instruments on parents was done in one school purposely selected from an area bordering one of the big slums of Nanyuki town and the agricultural potential area of the sub county and not sampled in the study. The subjects of the pilot study were eight parents of the selected pupils and three teachers. The pilot study aimed at assessing and identifying short comings and deficiencies likely to be experienced in the course of the actual study so as to make suggestions for the improvement of data collecting instruments.

3.7.1 Validity

To ensure content validity of the instrument the researcher carefully compared the instruments and the study objective in order to ascertain that all variables were adequately covered in the test items. Then, the researcher administered the pilot study aimed at validating and evaluating the research items after which the researcher made necessary adjustment to the research instruments.

3.7.2 Reliability

In order to establish reliability of the instruments used in the study, the researcher used test re-test method whereby the instruments were administered to the pilot group, which consisted of one school selected in the sub county and three lower primary teachers and parents from the same school, but which did not participate in the actual study, the research instrument were administered twice, the second time being after a period of one week to the same group to establish whether the respondents understood the questions and whether the instruments could yield the same results. Then the researcher calculated the Pearson correlation coefficient known as the coefficient of

reliability. A reliability coefficient test using Pearson's correlation coefficient yielded 0.775 which was considered reliable.

3.8 Data Collection Techniques

The researcher made visits to the selected schools for self-introduction and also to seek head teachers' permission to be allowed to carry out the study. Then the researcher was assisted by the head teacher and the selected standard two teachers check the various occupations of parents from school records so as to select the respondents. Out of the many occupations, the researcher selected pupils whose parents fall in the four most dominant occupations that are casual laborers, peasants, pastoralists' professionals and businessmen in each school. Nurses, laboratory technicians and soldiers' were selected to represent other dominant professionals like teachers who form the study sample. The research assistants were trained, then the researcher arranged with the head teachers for the parents of the selected pupils to be invited in the school on specific set dates to be involved in the interview. During the set dates, the researcher with the assistance from trained research assistants used the prepared research tools; the structured interviews and the questionnaires to obtain information from parents and teachers.

3.9 Data Analysis

After obtaining detailed information on parental participation in their lower primary children's homework, the researcher identified and coded the main themes and then classified responses under the main themes. The researcher then summarized the data using descriptive statistics such as frequencies, percentages, to describe the data obtained for each variable studied. Qualitative data was organized according to

themes and used to interpret the, data and make conclusions. The findings were presented by use of graphs, tables and pie charts.

3.10 Logistical and Ethical Considerations

The logistical and ethical issues considered in the study are described in the following sub-sections 3.9.1 and 3.9.2.

3.10.1 Logistical Considerations

Before the actual data collection exercise the researcher obtained an authorization letter from Kenyatta University graduate school which was presented to the National Council for Science Technology and Innovation (NACOSTI), so that, the researcher could be issued with a permit to allow her to conduct the research in Laikipia East Sub County. The researcher also sought permission from the DEO, Laikipia Sub County and also requested the Sub County Education Office to allow the study and notify the head teachers of the selected schools about the study targets.

3.10.2 Ethical Considerations

The researchers met the head teachers of the selected schools to make arrangements on when to meet selected parents for data collection. The researcher obtained informed consent from parents for their participation in the study sending an advance letter to the selected respondents to explain to them the purpose of the study; its significance and expected contribution to the education sector and to the education stake holders and assuring them that their participation would be voluntary.

The researcher also assured them that information they could give would be treated with confidentiality and anonymity and was to be used only for the purposes of the

study. In addition during the introduction the researcher produced all the authorization documents from various levels in order to assure the respondents that the study was legal.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents the findings, interpretations and discussions according to the objectives of the study. The study was intended to establish ways in which parents get involved in their lower primary school children's homework and to find out the extent to which parental education level influences their involvement. In this regards, other objectives of the study included finding out whether parental occupation influences their involvement in helping their children with homework and whether their gender plays a role in their involvement in their lower primary standard two children in school homework. The study was carried out in Laikipia East Sub County.

4.1 General Information

The sample of the study consisted of twenty parents of standard two learners and nine standard two teachers. A total of 20 interviews were conducted and 9 questionnaires were distributed and all dully filled making a return rate of 100%. The high percentage return rate was as a result of the efforts of the researcher paying visits to the selected schools, distributing the questionnaires and collecting them the same day after they were filled. The 100% response on parents sample was attained by the researcher making prior arrangements with head teachers of the sampled schools who wrote letters as well as making phone calls to the selected parents of the standard two learners requesting and reminding them to turn out for the intended interview. The researcher also observed punctuality on the set interview dates.

4.1.1 Demographic Information of Parents

The data on parents' gender and level of education are presented in Table 4.1.

Table 4.1: Demographic information of Parents

Aspect of demographic data		Frequency	Percentage
Gender	Male	9	45.0
	Female	11	55.0
Highest Level of Education	No Certificate	8	40.0
	Primary school certificate	6	30.0
	Secondary Education	2	10.0
	Post-Secondary School	4	20.0
Total		20	100

As shown in Table 4.1, 55.0% of the respondents were female while 45.0% were male. Table 4.1 also shows that majority (40.0 %) of the parents had no certificate at all, 30.0% had primary level education and 20.0% had post-secondary level education. The smallest percentage 10.0% had secondary school level education. The high number of parents with post secondary education could be attributed to the fact that the researcher used purposive sampling to narrow down to parents from different occupations who participated in the study. An equal representation of the different occupations; casual laborers, farmers and business people, professionals and pastoralists who were drawn from the slum, agricultural and pastoralist areas of the sub county were ensured. Further, in every occupation, four parents were selected for the study. Thus those parents with the post secondary education were the professionals, working within the sub county, drawn from the agricultural areas in the Sub County, who had their children in public primary schools sampled for the study.

The 10% with secondary education were the businessmen drawn from the slum areas of the sub County where literacy levels are relatively low.

4.1.2 Teacher’ demographic information

The distribution of teachers who participated in the study by gender and age was as presented in Table 4.2.

Table 4.2: Gender and age of the Teachers

Teachers	Count	Percentage
Male	3	33.3
Female	6	66.7
Total	9	100
Age		
20-30 years	2	22.2
31-40 years	4	44.4
41 and Above	3	33.3
Total	9	100

As shown in Table 4.2, majority (66.7%) of the teachers were female. In this region, there are more female teachers in lower primary as compared to their male counterparts. The study also revealed that teachers aged 20-30 years constituted 22.2%, of the total, those aged 31-40 years 44.4% and those aged 41 years and above 33.3%. These findings imply that majority of teachers were old enough and also probably experienced as parents to give their views on determinants of parental involvement in primary pupil’s homework.

4.2 Parents Involvement in Lower Primary School children’s Homework

Objective one of the study was to establish ways in which parents get involved in lower primary school children’s homework in Laikipia East Sub-County. The parents were asked to state whether their children came with homework at home and 95.0%

confirmed that they do so, the study also confirmed that 90.0% of the parents asked their children whether they have been given homework in school. The parents reported that they were involved in their children’s education, by checking whether their children had done their homework and whether they did it correctly. Such involvement influences the developmental and educational progress of children. Table 4.3 presents the frequencies of parents’ engagement in the various aspects of involvement in children’s homework.

Table 4.3: Parents. Involvement in their Children’s Homework

Mode of Parents Involvement	Frequency	Percentage
Answer questions when asked	12	60.0
Explain to them difficult tasks	11	55.0
Read for them where necessary	10	50.0
Encourage them to finish homework	15	75.0
Ensure that their learning environment is quiet	15	75.0
Encourage them to finish homework	13	65.0
Stay near and give them company	7	35.0

As shown in Table 4.3, 75.0% of the parents encouraged their children to finish the homework tasks and also ensured that their learning environment is free from noise. The study further revealed that 65.0% of the parents encouraged their children to finish homework. The findings also show that 60.0% of the parents answered their children if asked any question. Slightly more than half 55.0% of the parents explained difficult tasks to their children and 50.0% read for them where necessary. The least frequent mode of involvement was parents giving their children company as they did their homework.

On the question of how often parents checked their children's books to see what they were doing, the study elicited responses presented in Figure 4.1.

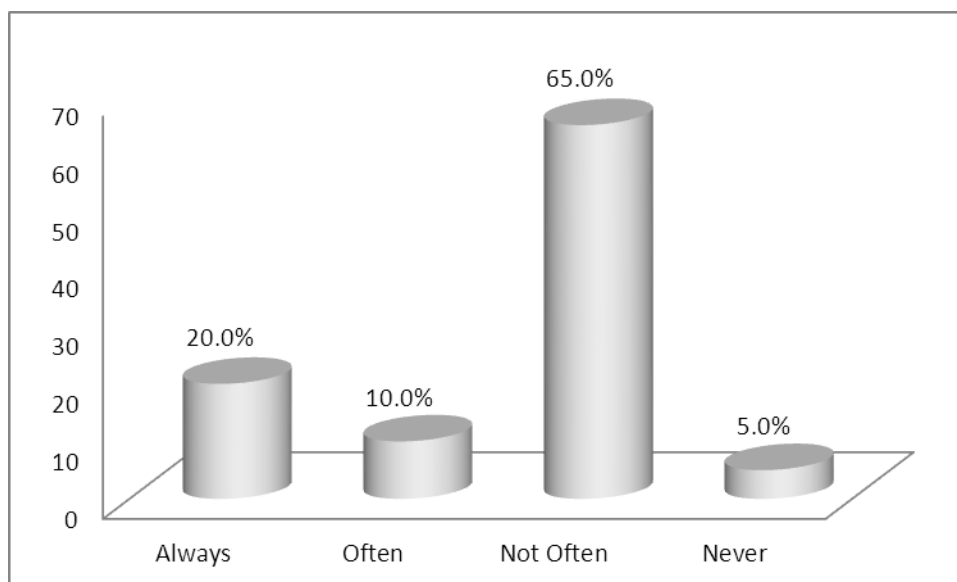


Figure 4.1: Frequency of Involvement of Parents in checking their Children's books

As shown in Figure 4.1, majority 65.0% of the parents rarely checked their children's books to see what they were doing at school and 5.0% of the parents never checked the work at all. The findings however show that a considerable number of parents frequently checked their children's homework. Out of these, 20.0% always and 10.0% often checked their children's books. These findings are consistent with those of Clark (1993) and Levin (1997) who found out that parents regularly assist pupils with homework, for they expect them to perform better academically at all levels. The findings also seem to concur with Kaberere et al. (2013) who found parents whose children were in high performing schools to be considerably involved in their children's learning and homework.

With regard to the time children start doing their homework, majority of the parents' said that their children did so as soon as they got home. Table 4.4 presents the distribution of responses to this question.

Table 4.4: Time in which parents encouraged Children to Start Homework

Time	Frequency	Percentage
Immediately after school	10	50.0
After chores given by parents	7	35.0
No specific time	3	15.0
	20	100

As illustrated in Table 4.4 half (50.0%) of the parents said that they encouraged their children to do their homework immediately after school. Out of the other half, 35.0% made their children to do their homework after finishing their household chores and 15.0% did not have specific time for homework. This shows that most parents were keen to ensure that their children did the assignments given at school. Those who encouraged their children to accomplish their homework immediately after school said that they did so to avoid exhaustion with household chores. This implies that parents attach much value to school homework. The other reason why most parents encouraged their children to start their homework immediately after school was because it helped children to work independently without forgetting what was taught in school. By emphasizing that homework has to be done immediately helped the children to develop a sense of punctuality.

Parents who didn't check their children's books argued that they needed time to relax and take their minds off work after long day's work. Some also reported that they avoided checking the homework books as it could cause conflict between them and their children, when the parent wants the child to do homework but meets resistance.

Regarding learning materials, the study revealed that most parents provided their children with books (both text and exercise), pens, pencils, rulers, rubbers, sharpeners and writing materials. Other materials included lamps where there was no electricity power supply and furniture. Upon the interrogation on the action their children took when the parents could not provide these necessities, the parents provided the information presented in Table 4.5.

Table 4.5: Options for Children not provided with Materials

Options	Frequency	Percentage
Borrows needed materials	9	45.0
Fails to finish given assignment	2	10.0
Improvise materials	2	10.0
Declined to respond	7	35.0
Total	20	100

The data in Table 4.5 shows that relatively large a percentage (45.0%) of children borrowed materials if parents were not able to provide. A small percentage comprising of 10.0% of the children however failed to do the assignments and a similar percentage improvised the required materials. This implies that most parents who faced challenges providing the materials needed to accomplish homework

assignments did nothing to compensate for this shortcoming. This may be due to lack of information on how else they could provide the necessities other than buying. The fact that some children improvised what they were missing seems to point to possibility majority of the parents' education status playing a role in this aspect of involvement.

On whether parents provided furniture for their children, 65.0% of the parents reported that they had furniture for their children to sit and lay their books on when doing homework. Majority of parents, who did not provide the necessary furniture, reported that they improvised some structures to enable their children do their homework. The parents' also reported that they encouraged their children to share furniture with their neighbors whenever they were doing their homework. Some children though did their home-work while seated on the floor and wrote while placing their books on their thighs. Parents also said that they communicated to school about their children's homework requirements and discussed various issues like child's conduct and performance. These findings are consistent with Murithi, (2003), and Ndani (2008), who found out that, parents communicate with the teachers on regular bases about children's performance, progress and requirements related to homework such as learning resources, including books and other writing materials.

In addition, all the parents interviewed agreed that homework assists their children improve their performance. Murithi (2003), also reported that parents make follow-ups to check whether teachers have given homework to children so as to accord the

necessary assistance as well as organize and coordinate with resource persons to assist the learner in case of difficulties in understanding homework.

Further consistent with the parent report, all teachers confirmed that they gave homework to their pupils from three times to five times a week. The teachers also indicated that they continually checked whether pupils had finished the work given to them and 88.9% of the teachers expected parents to assist the learners. However, majority (88.9%) indicated that their respective schools did not have a policy to guide how homework is handled by teachers, parents and learners. Despite lack of school policy both parents and teachers agreed that homework enabled children improve their academic performance.

4.3 Influence of Parent's Education level on their Involvement in Lower Primary School children's Homework

Objective two of the study was to find out the influence of parents' education level towards their involvement in helping their lower primary school children with homework. To answer this question, the parents were asked to state whether they were familiar with the school curriculum. Half 50% of the respondents said they were familiar with the curriculum while the other half reported that they were not. Further slightly more than half (55.0%) of the parents indicated that their children depended on them during the homework process. This confirms Davies (2009) who observed that families need information on content of the curriculum to be partners in their children's education so that they can be able to best support their children's learning. The study adds that parents need to be familiar with what the children are learning in school by maintaining regular conversation with teachers, so that they can be in a

position to assist in homework, and also to maintain a healthy positive relationship between the home and the school.

This study also revealed that only 40.0% of the parents were able to answer all questions asked by learners and 60.0% were able to read and explain tasks to their children during their homework process. For the parents who were not able to read and explain tasks given to children, it was reported that they engaged the services of relatives, older siblings and others employed teachers who offer tuitions and tutorial sessions in the evening. Some parents bought educative videos with the content similar to what is required of them in their children's homework. This guided their children on tackling most home work the problems. Other parents who were not able to read employed oral story telling though it was argued that oral storytelling is often more of a natural activity. Other parents reported that they usually refer the child to the teacher for assistance. By telling stories, parents develop their children's vocabulary and oral language skills. In terms of influence of parental level of education on their involvement in their children's homework, parents with primary level of education below had this to say:

I don't like assisting my child in carrying out his homework because I am not fully conversant with what is required of him due to my limited education.

Nowadays these children are taught many things that were not there during our time (Parent, Casual Laborer, JAN 9, 2017).

I don't waste my time in this homework thing because am always tired from work and have no time for it. Besides education nowadays is meaningless!

Look I didn't go beyond primary level and am doing well in life (Parent Business Lady, JAN 9, 2017)

I am not familiar with the present syllabus and especially the program in the lower primary (TUSOME) which is dealing with languages and mathematics, therefore I refer my child to the teacher because the teachers have been trained and they understand this new thing. (Parent small skill business, JAN 9, 2017)

Parents with post-secondary education had this to say:

I normally help them do their homework both to keep up to date with their schooling and also to help with any problems or questions -especially at primary school levels” (Parent, Businessman, JAN 11,2017).

“Showing children that you are interested in their school work gives them encouragement and confidence to work hard. Helping them with homework does not mean doing it for them - just giving them guidance and support and that's what parents are for” (Farmer, JAN 11, 2017).

“Children need to know parents are there to support, even if this entails the parent not knowing the first thing about the subject or being a very knowledgeable parent. In both cases it creates a bond between the families.” (Laboratory Technician, JAN 9, 2017).

The inference made from the above findings is that parents with post secondary level of education are more involved in the education activities of their children; they also

talk more often about educational issues including assisting their children in carrying out homework tasks and expect their children to be more successful in their education. This confirms studies by Smith (2005), who discovered that parents of higher education levels had higher chances of participation in children's learning. These findings also concur with Mwoma (2009), who discovered that fathers' level of education influenced their involvement in their pre-school children's learning.

Consistently, parents whose educational levels were primary level or below, were less involved in their children's homework. This is because they lacked confidence enough to tackle their children's homework and also found homework tasks challenging. This confirms Hoover-Dempsey and Sandler (1995), Kimathi (2014), who found out that Illiteracy and low educational levels hinder parents from participating fully in their children's education and especially homework. They established that parents who felt they had inadequate education were less likely to become involved in their children's education due to the fact that they lacked adequate knowledge on school syllabus hence, lacked the confidence to be involved.

4.4 Influence of Parent's Occupation on their Involvement in Lower Primary School children's Homework

Objective three of the study sought to establish the contribution of parents' occupation to their participation in helping their children with homework in Laikipia East Sub County.

An equal representation of the different occupations was ensured to avoid any skewness or bias. The occupations involved in the study included casual laborers, farmers, business people professionals and pastoralists. The study established that

most business people were involved in their children's home work, spending approximately 2 hours mostly in the evening and sometimes mornings with them before they went to school as well as having their children pass through their business premises after school. Some parents reported that they involved themselves in their children's homework immediately they arrived home after work by asking them to ensure that they have done their homework before engaging in any other activity. Most farmers said that they assisted their children in the evenings after farm work while most of the casual laborers particularly the male ones said that they left the responsibility of assisting their children to carry out their homework assignments to their wives. Pastoralists on the other hand indicated that they were mostly busy citing long movements in search for water and grazing areas for their livestock as the reason why they were not often involved.

However some respondents particularly those in formal employments said that they were mostly tied up by work and most of the time they are not at home when their children came back from school. Thus they said that the children are assisted by their spouses or sometimes engage the services of house helps who assist them in doing their homework.

For instance respondents from different occupations had this to say:

A second- hand cloth dealer said the following:

I am mostly not aware whether the child has been given homework or not because I myself I didn't go to school and I don't know how to read, so I can't assist in carrying out the homework even though I buy books, pens and rubber

as required by the child. So he only answers the questions he understands on his own. (Second hand cloth dealer JAN 11, 2017)

Others assisted the children in performing the task as this Business lady put it:

I normally have my child pass through where I have my business shop and I assist her in doing her homework. During that I take as much time as possible to assist the child to understand the given assignment. When I am not around she is assisted by her father. (Business Lady JAN 9, 2017)

Medical practitioners on the other hand had challenges related to time. One laboratory technician for example said:

I am mostly tied up by work and most of the time I am not at home when they come back from school. I normally engage the services of someone who assists them in doing homework as well as carrying out tuition. I also facilitate them with materials required for studies like books, rubbers, pencils, ruler and sharpeners. (Laboratory technician JAN 13, 2017)

Consistently, one Nurse had this to say:

I am mostly involved in their homework particularly during the time am off duty. But in most cases I am out for night shift which makes it hard for me to concentrate on their work. (Nurse JAN13, 2017).

From the above findings the study concludes that parental occupation had some influence on their involvement in their lower primary standard two pupils' homework,

although most parents found time after work to be involved despite their tight work schedules while others engaged the services of their spouses and house helps. The study confirms Russell and Granville (2005) who found that work and other family concerns were the most mentioned reasons for lack of time for parental involvement in their children's reading and overall learning both at home and at the school. The findings also agree with Smith (2008), who established that a number of parents draw attention to lack of time due to parents working schedules being the major factor influencing parental involvement in their children's education and mostly homework.

4.5 Influence of Parents' Gender in Lower Primary School children's Homework

Objective four of the study was to establish whether parents' helping their lower primary standard two children in school homework was influenced by gender. Among the respondents 45.0% were male while 55.0% were female. Out of 9 males 40% confirmed that their female counterparts assisted their children with homework. On the other hand out of 11 females 30% of respondents held that their male counterparts are not involved. The remaining number 25% female respondents reported that their spouses were involved. On what is their role when their spouses are busy assisting their children with homework, most fathers responded that they usually supervised and encouraged children accomplish the homework tasks while their female counterparts established that they are usually busy with household chores. On who is more involved in assisting children with homework between the parents, out of 9 males 25% of them said that the mother is more involved.

Consequently, out of 11 females 40% agreed that they are more involved than their male counterparts. The remaining number 15% of respondents said both parents are

not involved. On whom the child approaches for assistance with homework when both parents are at home, out of 9 males 20% of respondents reported that the child approached the mother while 15% gave no response. The remaining number said that the child approached the father and both parents' respectively consequently out of 11 female 30% agreed that the child approached the mother while the remaining number cited the child approached other siblings for assistance, even when both parents are at home while 15% of them said that the child approached the father. Those who said the mother assisted gave reasons that the mothers were usually at home when the child came home from school. One pastoralist said that he is usually away grazing when the child arrives home from school. Most of the parents who were not involved cited low income, illiteracy, lack of time due to work ties as some of the hindering factors to their involvement in their children's homework.

Further, in a bid to determine who between the spouses was more involved in their children's homework, the study elicited the following responses' from parents:

I have two children, one who did not have a problem doing her homework and another one who does not have a positive attitude towards homework in him. I would help him with the necessary support to arrive at the assignment given single handedly without support from their father (Mother JAN 13, 2017).

I have never forgotten to remind my children to take their homework assignment to school. I always don't do it but remind them and tell them to put it in their school bags: Once they have completed it, before they go to bed and

in the morning before they leave for school. That is the much I get involved in the homework activities (Mother JAN 11, 2017).

Fathers indicated the following:

I have never helped with homework...that's all theirs, unless they're stumped. They are mostly helped by their mother because she is always at home and doesn't have employment job (Father. JAN 9, 2017)

I stopped helping our oldest child when she was in standard three and the teacher said that homework was the children's work and by them making mistakes on the homework they would find out what they needed help with which that made sense to me. If there was some work that the child really didn't know, what good would it have been for me to do homework? (Father Parent, JAN 11, 2017).

I sometimes help them clarify a few question when am available at home but my kids learned at an early age that homework was their responsibility and not mine (Father, JAN 9, 2017).

From the above findings the study concludes that mothers in Laikipia County were more involved in their lower primary school children's homework as compared to their fathers. This confirms Ndegwa, et al (2007); Ndani (2008), Kibet (2010), Maina (2010) and Kimathi (2014) who found that factors that influence parents' involvement in their children's homework included gender.

The study also confirms Gina, Onsong and Osei (2014) who found out that fathers talk more about their expectations on children than discussing school work or assist in homework. Further the study confirms a survey by Ondigi and Ndirangu,(2014) carried out on mothers' involvement in their children education which found that mothers were more likely to be involved in their children's education and assist more with homework than fathers. The findings of the current study also concur with those of Murithi (2003, who found that Majority of parents involved in children's homework were females.

Further in consistence with parent's information, the teachers' rating of the factors that influence the level of parental involvement was assessed using a five point likert scale and yielded the data presented in Table 4.6.

Table 4.6: Other factors may hinder Parental Involvement

Factors That may hinder Parental Involvement	SA	A	U	D	SD
Poverty	-	22.2%	11.1%	44.4%	22.2%
Being very busy working.	55.6%	22.2%	11.1%	11.1%	-
literacy	11.9%	88.9%	-	-	-
Lack of policy on involvement.	11.9%	88.9%	-	-	-
Lack of teacher invitation	66.7%	-	11.1%	11.1%	11.1%
Lack of employment	22.2%	22.2%	-	44.5%	11.1%

In the scale SA stands for Strongly Agree, A for Agree, U for Undecided, D for Disagree and SD for Strongly Disagree.

As shown in Table 4.7, majority 66.6%(44.4 and 22.2) of the teachers disagreed that parents are not involved in their children's homework because they were poor and cannot provide the learning resources; however 77.8% (55.6 and 22.2) of the teachers agreed that most parents were not involved because they are busy working. All teachers (100%) agreed that illiterate parents were less involved in their children's homework and also consented that parents who were educated were more involved in their children's homework. They also agreed that lack of school policy to guide teachers and parents on their involvement contributed to their low involvement in their children's homework. In this study, 66.7% of teachers strongly agreed that teachers do not ask parents to be involved. The study further established that the unemployed parents were less involved than the employed constituting 44.4% and 55.6 respectively.

The findings of the study are in agreement with Russell and Granville (2005) who mentioned lack of time for parental involvement in their children's reading and overall learning both at home the school. Salinas (2005) also argue that, lack of time was rated as the factor that hindered involvement of most parents in the cognitive dimension while it was rated as the least factor hindering the involvement of parents in the modeling. Ndani (2008) also found lack of awareness; inadequate time and poverty to be the main hindrances to community members' participation in pre-school activities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the findings and gives conclusions and recommendations of the study. The implications of the research findings are also presented. Additionally, research areas that may shed light on the subject of parental involvement in children's learning are also suggested. The study was carried out in Laikipia East Sub County and was guided by the following objectives: establish ways in which parents get involved in their lower primary school children's homework, find out the influence of parent's education level on their involvement in helping their lower primary school children with homework. Find out whether parent's type of occupation influences their involvement in helping their children with homework, and to establish whether parents' helping their lower primary standard two children in homework is influenced by gender.

5.1 Summary

The study adopted an exploratory approach using a descriptive research design. The dependent variable for the study was parental involvement in children homework which was examined by finding out the various ways parents get involved in their children's homework. The independent variables included parent's education levels, parental occupation and parental gender. The intervening variables were available time, learners' motivation, and family income. The study sample consisted of twenty parents of lower primary standard two learners and nine teachers.

5.1.1 Parents Involvement in Lower Primary School children's Homework

Objective one of the study was to establish ways in which parents get involved in lower primary schoolchildren's homework in Laikipia East Sub-County. The study revealed that almost all parents asked their children whether they have been given homework in school. Majority of the parents ensured that their children did their homework immediately after school. However 35.5% of the parents made their children to do some household chores before homework. This implies that parents attach much value their children's education and especially homework.

From the study, majority of the parents encouraged their children to finish the homework tasks and also ensured that their learning environment is free from noise. The findings in addition showed that most of the parents answered their children's questions if asked as well as explaining difficult tasks to them. About half of the parents also read for them where necessary. Majority (65.0%) of the parents did not often check their children's books to see what they were doing at school. Parents also reported that a significant number provided necessary meant for homework. These findings generally imply that most parents are deeply involved in their children's education by providing necessary support to help them accomplish their homework. It was also revealed that majority of the parents ensured they had furniture for their children to sit and lay their books on during the homework process and also communicated to school about their children's homework. Consistently the teachers reported that they continually checked whether pupils finished the work given to them and majority of the teachers expected parents to assist the learners. However, most of

them indicated that their respective schools did not have a policy to guide how homework is handled by teachers, parents and learners.

5.1.2 Influence of Parental Education level in Lower Primary Schoolchildren's Homework

Objective two of the study was to find out the influence of parental education level on their involvement in helping their lower primary children with homework in Laikipia East Sub County. The study established that parental level of education influences their involvement in helping children with homework such that parents with post secondary level of education were more involved in their children's educational activities. The study further established that parents whose educational levels were primary and below were less involved because they did not feel confident enough to tackle their children's homework.

5.1.3 Influence of Parental Occupation in Lower Primary Schoolchildren's Homework

Objective three of the study sought to establish the extent to which parents' occupation influenced their participation in helping their children with homework in Laikipia East Sub County. Casual laborers, farmers, pastoralists, medical practitioners and business people constituted an equal representation of the different occupations found in the area. The categories were purposively selected to avoid any skewness or bias. The study established that most parents were involved in their children's home work mostly in the evenings and sometimes mornings before their children went to school. Majority assisted their children immediately they arrived home after work by

asking them to ensure they have done their homework before engaging in any other activity.

The study established that parental occupation had some influence on their involvement in their lower primary standard two pupils' homework, even though most parents found time after work to be involved despite their tight work schedules while others engaged the services of their spouses and house helps.

5.1.4 Influence of Parents' Gender in Lower Primary Schoolchildren's Homework

On whether parents' helping their lower primary standard two children in homework depends on gender, the qualitative analysis revealed that parents' gender may influence their involvement in their children's homework. From the above findings the study concludes that mothers in Laikipia County are more involved in their lower primary school children's homework as compared to the fathers.

Based on the study findings, the following conclusions were made:

- i. Most of the parents are involved in their children's homework in one way or the other. This implies that homework creates opportunities for important interactions among schools, families, (especially parents), teachers, pupils and other family members as well as caregivers. Parent's regular participation in their children's homework is due to their expectation for their children to perform better academically at all level.
- ii. Parents check whether teachers have given homework to children so as to accord the necessary assistance as well as organizing and coordinating with

resource persons to assist the learner in case of difficulties in understanding homework. The study also concludes that lack of awareness in terms of education, lack of knowledge on the importance of early childhood education and lack of clear policy to guide homework process were the main hindrances to community members' participation in pre-school activities. Illiteracy also hinders parents from participating in their children's education and especially homework.

- iii. As to whether parents' occupation influenced their participation in helping their children with homework, the study concludes that families need learning material for their children to effectively do their homework. However parents, occupation helps with both financial and knowledge to be partners in their children education, as well as supporting their children learning.
- iv. Parents' gender was found to play an important role in their involvement in their children's homework. Mothers' involvements and participation in their children's homework were more conspicuous as compared to their fathers.

5.2 Recommendation

Based on the findings and conclusions, this study recommends that

- i. Parental participation in their children's homework be enhanced in order to enhance children's academic performance.
- ii. Parents should be familiarized with what the children are learning in school. This could be done through maintaining regular conversation with teachers so that they can be in a better position to assist in homework, and also to maintain a healthy positive relationship between the home and the school.

- iii. Families need information on content and curriculum so that they can be able to best support their children learning.
- iv. Even though there was no significant influence of occupation on parents' involvement, the less fortunate households should still be supported by all stake holders including NGOs so that they are able to make up for their inadequacies. This would also bring pay-off in the education sector in that it would reduce the incidence of parents not attending to their children needs.
- v. Parents' literacy and educational levels should be increased as it was found to hinder parents from participating fully in their children's education and especially homework. This is because parents who feel that they have inadequate education are less likely to become involved in their children's education due to the fact that they lack adequate knowledge on school syllabus hence lack the confidence to be involved.

5.3 Recommendations for Further Research

The following are suggested for further research

- i. It is necessary to carry out a similar study in the upper primary schools to establish if the trend is similar to the ones in lower primary schools
- ii. Similar study to be done in other districts where no such studies have been undertaken.
- iii. A study on how parental involvement in children's homework relate to regional poverty index could also add to this body of knowledge.

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APPENDICES

APPENDIX I: PARENTS' INTERVIEW SCHEDULE

Dear parent,

I am carrying out a research on parental involvement in their lower primary standard two children homework, and therefore require information from parents on the ways parents are involved in their children's homework and the factors that determine their involvement. You have been identified and chosen to participate in this study because you have a child in standard two. Therefore, your acceptance to participate, will improve the quality of this research and the results obtained greatly.

As a result, I kindly request your cooperation to provide the information necessary to complete this study. I will ask you some questions concerning your involvement in your child's homework, which request you to answer honestly. If you need any explanation during the interview, feel free to ask me. Your name in this case is not necessary and all your responses will be kept strictly confidential and will be used only for the purpose of this research study.

SECTION 1: BACKGROUND INFORMATION

Name of the school _____

1. Parental gender

i Male ii. Female

2 Parents' highest level of education:

(a) No certificate.

(b) Primary school certificate.

(c) Secondary school certificate.

(d) Post secondary certificate.

SECTION: 2

WAYS IN WHICH PARENTS' GET INVOLVED IN CHILDREN'S HOMEWORK

1. Does your child come home with homework?

YES NO

2. Do you ask them whether they have homework? YES NO

3. What time do you encourage your child to start doing homework?

Immediately after school, after doing the work I give them,

I have no specific time,

4. How do you help your child with homework?

Answer questions when asked

Explain to them difficult tasks

Read for them where necessary

Encourage them to finish homework.

Ensure that their learning environment is quiet.

Stay near and give them company.

5. How often do you check your children's books to see what they are doing at school

Always often not often never

6. For any alternative that you chose give reasons for your answer

7. What type of materials do you provide your child with? _____

8. If you are not able to provide any of the materials, what does your child do?

He/she /borrows Does not finish the given assignment I improvise

9. Do you have furniture for your child to sit and lay their books on during the homework process?

YES NO

10. If no where do lay their books on during the homework? _____

11. Do you communicate to the school about homework

YES NO

12. When you communicate with your child's teacher what do you discuss?

Child's performance

Homework requirements

Childs conduct

13. Do you think homework assists your child to improve his /her performance at school? YES NO

SECTION 3:

(a)POSSIBLE DETERMINANTS OF PARENTAL INVOLVEMENT IN HOMEWORK

1. What is the nature of your occupation?

- (a) Casual laborer
- (b) Farmer
- (c) Businessman
- (d) Medical profession specify _____

2. What times of the day are you involved in your work? _____

3. What time of the day are you with your child? _____

4. How much time do you spend with your child? _____

5. At what time do you arrive home after work? _____

6. When you arrive home after work do you get time to assist your child with homework? _____

7. If not for number 6 above, then what do you do to make sure that the child has completed homework? _____

8. When your child comes home in your absence and has homework, which among the family assists him /her? _____

9. Are you able to supervise your child's homework process? _____

10. Do you check your child's books regularly? _____

3(b) PARENTAL GENDER

1. Does your spouse assist your child with homework?

YES NO

2. If so what is your role as concerns your child's homework _____

3. You and your spouse, who is more involved in your child's homework? _____

4. Give reasons for your answer in 3 above _____

5. Generally when you are both at home, whom does the child approach for help?

Apart from the above mentioned factors what else do you think hinders you from getting involved in your child's learning and especially homework?

3(C) PARENTAL LEVEL OF EDUCATION

1. Are you familiar with the school curriculum?

YES NO

2. Does your child depend on you during the homework process for assistance?

YES NO

3. If yes, are you able to answer all the questions asked by your child? YES

NO

4. If you are not able to answer all the questions asked by your child who assists the child? _____

5. Are you able to read and explain tasks to your child during the homework process?

YES NO

6. When you are not able to read and explain tasks to the child who assists the child? _____

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

SECTION A: INTRODUCTION

Dear teacher,

I am carrying out a research on parental involvement in their lower primary standard two children homework, and therefore require information from parents on the ways parents are involved in their children's homework and the factors that determine their involvement. You have been identified and chosen to participate in this study because you standard two teacher Therefore, your acceptance to participate will improve the quality of this research and the results obtained greatly.

As a result, I kindly request your cooperation to provide the information necessary to complete this study. Your name in this case is not necessary and all your responses will be kept strictly confidential and will be used only for the purpose of this research study.

BACKGROUND INFORMATION

SEX Female Male

AGE

SECTION B:

1 Do you usually give homework to your pupils YES NO

2 If yes, how many times per week? 1 2 3 4 5

3 After giving homework do you continually check whether pupils do finish the work given?

YES NO

4 When you give home work do you expect parents to assist the learners?

YES NO

5 If yes do, you inform parents to assist their children? YES NO

6. If no, give reasons why you don't? _____

7 Does your school have a policy to guide how homework should be handled by teachers, parents and learners? Yes No

8 In your opinion, do you think homework improves academic performance of the child? Yes No

SECTION C: HINDRANCES TO PARENTAL INVOLVEMENT IN HOMEWORK

The statements below gives some of the factors that hinder may parents from being involved in their children’s homework, by putting a tick please indicate whether you strongly agree (SA).

Agree (A), undecided, (D), disagree D, or strongly disagree (SD) with the given statement.

FACTORSTHATHINDERPARENTAL INVOLVEMENT	SA	A	U	D	SD
Poverty					
Being very busy working					
Literacy					
lack of a policy on involvement					
Lack of teacher invitation					
Unemployed parents are most involved.					

APPENDIX III: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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2241349, 3310571, 2219420
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when replying please quote

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

Ref. No. **NACOSTI/P/16/73280/15224**

Date:

21st December, 2016

Catherine M Mwenda
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Determinants of parental involvement in pupils' homework in lower primary schools in Laikipia County Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Laikipia County** for the period ending **21st December, 2017**.

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


DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Laikipia County.


The County Director of Education
Laikipia County.

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

APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. CATHERINE M MWENDA
of KENYATTA UNIVERSITY, 0-10400
NANYUKI, has been permitted to conduct
research in Laikipia County
on the topic: DETERMINANTS OF
PARENTAL INVOLVEMENT IN PUPILS'
HOMEWORK IN LOWER PRIMARY
SCHOOLS IN LAIKIPIA COUNTY KENYA
for the period ending:
21st December, 2017



Permit No : NACOSTI/P/16/73280/15224
Date Of Issue : 21st December, 2016
Fee Received :Ksh 1000



[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer 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) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.


REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT
Serial No.A **1434**
CONDITIONS: see back page