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**PERCEPTIONS OF PRIMARY STAKEHOLDERS ON THE ETHICAL DUTY OF
PARENTAL INVOLVEMENT IN PUPILS' INTELLECTUAL DEVELOPMENT:**

A STUDY OF SELECTED SCHOOLS IN LAVINGTON AREA

NAIROBI COUNTY

WANJALA BERNARD JUMA

**Submitted in partial fulfilment of the requirements for the Degree of
Masters of Art in Applied Philosophy & Ethics at Strathmore University**

**School of Humanities and Social Sciences
Strathmore University
Nairobi, Kenya**

May, 2018

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Wanjala Bernard Juma

Approval

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ABSTRACT

This study investigated the perceptions of primary stakeholders on the ethical duty of parents being actively involved in the intellectual development of primary school children in Lavington Area of Nairobi County. Primary stakeholders were defined as the immediate beneficiaries or directly involved in the intellectual development of primary school children. Primary stakeholders therefore, included teachers, parents and pupils themselves. Philosophers and religious leaders as well as governments suggest that parents should play a leading role in their children's intellectual development. They cite the many benefits that emanate from such parental involvement, especially when genuinely played. These include academic excellence in school and competence in self-expression, among others. Subsequently, plenty of research has gone into it and outcomes attest to the fact that the intellectual development of primary school children whose parents work closely with them is much better unlike those almost entirely left to teachers. It is on this premise that this study took the interest in the primary stakeholders' perceptions on parental involvement as a way of enhancing children's intellectual development. Specifically, the study assessed: parents' provision of children's basic learning needs, assistance with school assignments, giving regular motivation of children, participating in school-organised activities and taking part in training sessions. This study was guided by the ethical and philosophical postulations of Aristotle; the Vatican II Declarations of 1965 document and St. Josemaría Escrivá who understand a holistic education as involving parents. This study used descriptive research design in gathering the required data from all respondents without seeming to influence them in any way whatsoever. In addition, they were allowed to give responses from their usual places of operation, that is, the school environment or at home. Using survey method, the researcher got together a sample size of 180 pupils, 14 teachers and 120 parents randomly selected from 7 primary schools who responded to questions in questionnaires and some oral interviews. Data was collected between October and December, 2017. To ensure content validity, the questions were structured carefully in line with the study objectives and the findings discussed using descriptive statistics. Analysis was done basing on the collected data and presented in percentages, tables and figures. The findings revealed that most primary stakeholders in Lavington Area of Nairobi County consider parental involvement in their children's intellectual development as necessary. However, not many parents know their role and therefore there is need to train them. The researcher hastens to note that while this study alone might not be exhaustive enough; it can serve as an eye opener to sensitive society more.

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LIST OF ABBREVIATIONS AND ACRONYMS

DN	Daily Nation (Kenya)
GoK	Government of Kenya
KIE	Kenya Institute of Education
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNAP	Kenya National Association of Parents
KNUT	Kenya National Union of Teachers
MoEST	Ministry of Education, Science & Technology
MoJ&CAff	Ministry of Justice & Constitutional Affairs
OALD	Oxford Advanced Learner's Dictionary
UNESCO	United Nations Educational Scientific and Cultural Organisation
WCEFA	World Conference on Education for All

DEFINITION OF TERMS

For this study, the following terms were used in the context they are defined here below.

Area	Region/locality/vicinity
Academic support:	The role parents can play to ensure children excel in their academic work
County:	Geographical units envisioned by the 2010 Constitution of Kenya as the units of devolved government.
Education/training for parents:	Providing expert information that parents may need in handling children well and support them in academic work.
Ethics:	It is a practical normative science of wrongness or rightness of human conduct as known by natural reason; principles which govern person's behaviour.
Formation:	Educating a person all round to make his/her thinking and actions tied to reason and prudence.
Habit	It is a routine of behaviour that is repeated regularly and tends to occur unconsciously.
Involvement:	Including parents in the task or containing as a necessary part ("Involve," n.d.).
Intellectual development:	Growth of human person in terms of reasoning/thinking/brain to be able to act logically, with prudence.
Nurture:	The act or process of promoting the development of a child; to educate or train ("Nurture," n.d.)
Primary stakeholders:	Those who directly involved in the children's intellectual development or beneficiaries: Parents, pupils, teachers
Perceptions	Views/opinions

Provision of needs:	How parents ensure children's needs are supplied in time and adequately so that they can have comfortable time to learn.
School organized activities:	These included parents/teacher's meetings, academic days; games, races that bring together parents and children.
Value:	To have a high regard for, especially in respect of worth, usefulness, merit, etc.; esteem or prize: ("Value," n.d.)
Virtue:	The quality or practice of moral excellence or righteousness; any of the cardinal virtues (prudence, justice, fortitude, and temperance) or theological virtues (faith, hope, and charity) ("Virtue," n.d.)

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The administrators/head teachers in the said schools provided even more help by coordinating the whole data collection exercise from their schools and allowing me to interview some of their staff.

All these will certainly always be remembered.

DEDICATION

This work is dedicated to my family who urged me to take up this course and encouraged me throughout the entire duration of study and research. Additionally, I recognize the foundation to education that was laid in my academic sojourn by my parents at a very early stage in my life.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents details under the following sub-titles: background to the study, research problem, purpose of the study, specific objectives, research questions, significance of the study, scope of the study and closes with theoretical framework.

1.2 Background of the Study

The intellectual development of a child has to do with carefully working at everything that can help improve inter alia, thinking capacity, brain development, academic prowess, rational thinking, logical approach to issues, and the use of analytical and cerebral power. These areas of a child's development are of great import and require time and patience. Consequently, it becomes necessary that those handling children work in unity to achieve this goal. Thus, there is a plethora of literature that shows that parents need to initiate this process and continue to work together with teachers and the wider society to ensure success.

Society continues to urge more parental involvement in children's intellectual growth, but it becomes necessary what some members of society think about it. Regarding this then is about views held by parents themselves, pupils and teachers – herein referred to as primary stakeholders. Parents are responsible for their children and therefore they are expected to consider their children's intellectual development as a task that involves them much more than anybody else. On the other hand, children are primary stakeholders since they are the direct beneficiaries of sound intellectual development. Thus, one would expect them to hold certain views about the involvement in their overall intellectual growth. And finally, the teachers' views become useful since they are involved in helping parents deal with their children's learning process. Thus, it would be good to find out what they think about involving parents in the task.

Parental involvement can include a wide range of activities by parents. Some of these are ensuring that children's learning needs are met in good time, adequate support with

assignments, and giving morale through mere encouragement, among other things. Sometimes even just having parents share their concerns with teachers goes a long way to improve a children's learning at school. Because of this involvement, children can show more interest in learning, finishing assignments well, as well as having positive behaviour that enables school to run uninterrupted. More often, children who come from homes that offer minimal or no support may post such signs as absent-mindedness, disruptive behaviour, or become less active in school activities. According to Kapila (1976), this group of children can easily become trouble makers in school or drop out altogether.

Research attests to increasing support of the benefits that accrue from this thus rendering it a key factor to boost children's learning process and performance. For instance in the United States of America, the Plowden report (*Children and their Primary Schools*, 1967) by the Department of Education and Science emphasized the role that parents played in supporting children's learning. Additionally, another report in America, by NCEES (National Centre for Education Statistics, 1985) also showed that learners whose parents closely supported their learning in one way or another, tended to perform better in schools.

One researcher, Lopardo (1995), was even more emphatic when she observed that the mother is better placed to motivate the child for she adds the graces of culture in music or art or literature to give the child a background for education and resource in life beyond.

It can be noted here that the growing interest to engage more active parental involvement in children's intellectual development emanates from the understanding that a sound education ought to be all-round. This is what the Romans termed *educare*, which they considered as moulding the child holistically to develop physically, spiritually, in behaviour and intellectually, (Bennaars, 1993). Whereas society and the state can handle the first three areas, it takes the concern and interest of the parent to successfully handle intellectual formation.

From times of old, renowned philosophers such as Aristotle in his famous 'Nicomachean Ethics' (NE, I, 10, 1099 b 11-12) indicated that parents played a key role in training children. This 'training', seen as all-round development, required the involvement of adults who were genuinely concerned and caring. On this basis, the Catholic Church through which in its Vatican II (*Gravissimum Educationis*, 1965) document emphasized the fact that parents are the primary educators of their own children. This concern was brought out even better by a Catholic

priest and founder of Opus Dei, St. Josemaría, who spoke so emphatically on the parental role on what he termed *formation* of children.

At global level, during the World Conference on Education for All (WCEFA) held at Jomtien in Thailand, (UNESCO, 1990), it was resolved that children's learning could be improved through all forms of partnerships in education. As such, the participants unanimously declared that:

“New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education...; partnerships between government and nongovernmental organizations, local communities, religious groups, families... (WCEFA, 1990, p. 7)”

This added impetus to the concept of involving parents in the overall intellectual development of children around the globe. Especially coming from a world renowned body as UNESCO, it also became the concern of governments to give families (parents/guardians) more say in academic programmes of their children.

Meanwhile, there was growing emphasis on parental involvement followed, especially in the western world, with Britain's Department for Standards in Education, carrying out surveys and studies in 2007. This was done by education inspectors, which revealed that schools indeed valued parental involvement. They further reported that parents too were very positive about and indeed, in the recent years there had been a reasonable rise in parents' perceived involvement. Research compiled and analysed by Peters et al. (2008) reported that 28% of parents contacted regarded their children's intellectual development as primarily their responsibility. Moreover, Britain's then education secretary, declared at their Labour Party Conference of 2000,

‘Education is a partnership in which parents have a critical role’ Feiler (2010).

Here in Africa, different governments have consistently been showing their keen interest in ensuring that parents take a more proactive role in the intellectual development of their children. On this note, they have been making concerted efforts to create such space by encouraging school-home partnerships. This is aimed at ensuring that parents have a say in the management of schools. For instance, Singh & Mbokodi (2004), in their research on parental involvement in South African schools noted that the role of parents is vital and necessary in the enhancement of learners' performance in school. They further reported that results showed

children whose parents got the much-needed home support posted better performance in the classroom work than their peers who were left on their own.

Here in Kenya, the effort by the government to involve parents in education has been an on-going process. For instance, the government has been setting up Education Commissions and Task Forces collate views from Kenyans on how best to improve education in the country. Some commissions included the Ominde Commission, GoK (MoE Reports, 1964) and Gachathi, GoK (MoE Reports, 1976) which, among other things, underscored the need to fully involve parents. Others were Acts of Parliament such as The Education Act (GOK, 2006) which, in its Cap.211 part III, 9(2) and subsequent Legal Notice 19011978, required schools to ensure parents' representatives are members of school committees or boards.

Though rather of minimal significance, Kenyan parents currently voice their concerns and interests in the intellectual development of their children through organizations a recently formed and registered KNAP (Kenya National Association of Parents), ("KNAP", n.d.). schools on their part, organize meetings with parents during evenings or a common feature is where meetings are held a year, referred to as Annual General Meetings (AGMs), an example of which is Friends School – Kamusinga, 2011 ("Schools in Kenya, n.d.").

In Lavington area of Nairobi County it is also notable that parents and teachers together with the government work together towards improving children's intellectual development. However, the tendency to be more concerned with top national examination results seems to override a proper engagement of parents so that it would appear it is either the school or the state directing the whole process.

Despite all this, a closer look at education in Kenya today, shows there are various serious challenges that include school strikes; cheating in national exams like KCPE and KCSE, drug and substance abuse by school children, devil worship, among others. For instance, Government of Kenya's (MoEST Report, 2002) indicates that in 1999, Kyanguli Secondary School in Machakos County lost sixty-eight students when their colleagues set some dormitories on fire. In the same year Nyeri High School lost four prefects who were burnt to death by some fellow students who locked them up in their room. Moreover, year in year out, education surveys by independent groups such as Uwezo Kenya (2016), show that only 8% of pupils leaving primary school in class 8 can handle class 3 work. More, the report also indicated that cannot even read or write well.

This scenario raises an impelling need to take a study of perceptions of primary stakeholders regarding parental involvement in the intellectual development of children. For this purpose, this study took the views of the primary stakeholders, who comprised teachers, parents and pupils from selected primary schools in Lavington area of Nairobi County.

1.3 Research Problem

Proponents of a holistic education for children argue that parental involvement plays a major and unequalled role in children's total intellectual development. Whereas initially parents were seen as only useful or required in the spiritual, physical and mental development of children, it has increasingly become necessary to have parents support the intellectual development of children. For instance, according to Musamas and Nabwire (2011) and White (1987), parents should take direct charge of children's moral and behavioural attributes because these have a direct influence on children's own motivation to learn. This is particularly necessary at children's formative stages of the primary school level. However, many parents still seem to relegate this role to the school as much as they possibly can.

Although studies show that more proactive parental involvement can significantly spur children's intellectual development, some parents still find it an uphill task to engage in. Indeed, some researchers have such as Ashley (2006) argued that part of the problem could be the very parents' education levels. Parents with low academic achievement or lacking a good knowledge of educational skills do genuinely keep off school issues since they believe they have little to contribute.

However, since parents have enormous authority and are more able to provide love and caring support, that should be good enough to participate in children's educational activities. Research has shown that the more parents get involved in their children's academic work, the more it is possible for higher learning outcomes and thus intellectual development (Hill & Taylor, 2004).

Parents in Kenya have for a long time shown much interest to participate in their children's education. However, in the colonial era, parents were allowed to play a very minimal role in the intellectual development of children as educationists of the day simply ignored them with the assumption that they did not know much (Bennaars, 1993). Today it has become increasingly necessary that parents do much more to support the work done by teachers if a

holistic education has to be attained. Such involvement is therefore crucial at primary school level of children's development since it serves as the pedestal for future educational progress.

Based on this premise, this study was undertaken to find out the perceptions of primary stakeholders regarding parental participation in children's intellectual development. The interest of the study was to examine the factors that parents, teachers and pupils consider had hindered or made parents to participate more actively in their children's intellectual development. Despite substantial research carried out on parental participation in education in Kenya, most of this had only had to do with general parental involvement in education. In other instances, it had been concerned with how parents could support character development or became part of improving school facilities and pupils' performance in national exams. This had effectively left little attention being paid on ensuring parents played a bigger role to lay a firm intellectual foundation for future academic excellence.

This study tried to find out the perceptions of primary stakeholders regarding the place of parents in children's intellectual development as their ethical duty. In addition, findings of this study could then be used together with those done earlier on by other researchers from other regions of the country so that they could be applied to Lavington area in Nairobi County.

This research therefore, asked: **Whether primary stakeholders perceived the role of parents in the intellectual development of primary school children in Lavington area of Nairobi County as necessary to enhance better learning?**

1.4 Purpose of the Study

The purpose of this study was to investigate the views held by primary stakeholders in Lavington area of Nairobi County regarding parental involvement in children's intellectual development as an ethical duty required of them. When given early enough and with consistency, such involvement is considered as key in laying a firm foundation in the early years of children's academic work which can later help to improve their retention and performance in schools.

The overriding ethical consideration was that it was the ethical duty of parents to initiate their children's intellectual development process and remain active partners. This carried the

connotation that no other individual or group was as best suited to educate children as parents were.

1.5 Specific Objectives

The objectives of this study were to:

- i. Examine the perceptions held by primary stakeholders concerning parental supply of children's basic learning needs in primary schools of Lavington area in Nairobi County.
- ii. Assess the perceptions held by primary stakeholders concerning parental regular motivation of children to support their intellectual development.
- iii. To determine the perceptions held by primary stakeholders concerning parents' direct assistance in children's school assignments as a way to support their intellectual development.
- iv. Find out the perceptions of primary stakeholders on the usefulness of parents' regular attendance of school meetings/activities on children's intellectual development learning of primary school children in Lavington area of Nairobi County.
- v. Find out the perceptions of primary stakeholders on the importance of training parents regarding education/parenting as a way to support children's intellectual development of primary school children in Lavington area of Nairobi County.

1.6 Research Questions

The research questions of the study were:

- i What are the perceptions held by primary stakeholders concerning parental supply of children's basic learning needs in primary schools of Lavington area in Nairobi County?
- ii. In what ways does parental regular motivation of children support their intellectual development in selected primary schools of Lavington area in Nairobi County?
- iii. What are the perceptions of primary stakeholders concerning parents' direct assistance in children's school assignments as a way to support their intellectual development?
- iv. What are the perceptions of primary stakeholders on the usefulness of parents' regular attendance of school meetings/activities on children's intellectual development learning of primary school children in Lavington area of Nairobi County?

v. What are the perceptions of primary stakeholders regarding training parents on education/parenting as a way to support children's intellectual development of primary school children in Lavington area of Nairobi County?

1.7 Significance of the Study

The findings of this are of great significance in many ways. In the first place, other primary schools can make better use of parents to make children's intellectual development more rewarding and successful. Secondly, educators can use these ideas to try and identify other ways of improving parent/teacher working relationships to make children's learning more enjoyable for the purpose of their knowledge and future life. Thirdly, the state can make more practical legislation to guide parental involvement in educational matters to bring out the best of citizens. Lastly, findings of this study can help create more awareness in parents themselves which can spur their interest to support their children's intellectual development and reap the benefits thereof.

1.8 Scope of the Study

Whereas parents could take care of their children, this concerned itself specifically with the perceptions held by primary stakeholders regarding parental involvement in their children's intellectual development. For this purpose, a study was carried out in seven selected primary schools in Lavington area of Nairobi County. Data was collected by the researcher personally and with the help of class teachers in the said schools using questionnaires. Some interviews were also conducted with head teachers and class teachers.

The researcher hastened to note that this study could not claim to be exhaustive as regards the ethical role parents could play in the intellectual development of their children. However, its findings could possibly be replicated elsewhere with modifications or improvements to be used in the overall handling of children's learning.

Chapter summary

This study considered the intellectual development of children as being of great import to the children, parents and society as a whole. Schools have grappled with this aspect alone but this has not been sufficient enough. In addition, there have been many ensuing problems amongst young people such as juvenile, delinquency, cheating in exams and declining academic grades, among others. It is for this reason that governments and international bodies such as UNESCO support the idea of bringing on board all those individuals who can help improve the intellectual

development of children; more so the parents. This line of thinking has also found support in research work, philosophers, religious leaders and the church. To find out this, a study was carried out in Lavington area of Kenya's Nairobi County.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines literature reviewed that relates to perceptions held regarding parental roles in enhancing children's intellectual development. The literature opens with recommendations made by philosophers, religious leaders as well as the Christian church I specifically, the Catholic Church. Next, it makes mention of the state efforts to promote parental engagement and how some schools attempt to bring parents on board. It then delves into perceptions as recorded by different researchers and authors in line with the five objectives of the study. Suggested possible benefits accruing from parental involvement in children's intellectual development are also brought out before giving a summary of the literature reviewed and gaps thereof in the literature. The section closes with the theoretical framework that guided the study.

2.2 Intellectual Development as an Ethical role of Parents

There is a lot of literature that shows parents are considered to be the right people to handle the basic role of moulding children in all aspects of life. In this regard, they are not only charged with their children's care and upbringing, to attend to the intellectual development with keenness. Two groups have been on the forefront to advocate for this; the church [religious leaders] and different philosophers at different times in history.

2.2.1 Religious Views

Most religious leaders hold the view that since parents beget children as a gift from god, it follows that they, among other key roles, should take charge of their own children's intellectual development. One such leader who had a lot of interest in the proper intellectual development of children was Thomas Aquinas (1225 – 1274). The educational thoughts and propositions of St. Thomas can be found in various parts of his Summa Theologica (ST) and in the Summa Contra Gentiles (SG III, q. 122). He considered education as a way of bringing up children in which parents are expected to fully get involved. St. Thomas was particularly concerned that it was parental involvement would first and foremost help safeguard the children's faith from being adulterated (Aquinas, ST II-III, q10, a. 12). (ST I-II, q.1, 4). Moreover, St. Thomas considered parents as the right people to help children reach the final end or attain happiness in life. This aspect can be seen to point to an all-round development of children (Aquinas,

whereby their physical growth, morality and intellect go together to make the whole person ST I, q.5, a.4, c).

The Christian faith groups, one of which is the Catholic Church, have been consistent to emphasize that parents are as co-creators with God do carry the unequalled role of bringing up children. They further emphasize that bringing up children ought to be done well, with the love and patience it requires. On this, they note that children's intellectual development progresses well if they work closely with school teachers so that they are able to constantly monitor the quality and content being given to their children. On this note, the Catholic Church concurs with this, saying:

"Parents have the first responsibility for the education of their children. They bear witness to this responsibility first by creating a home where tenderness, forgiveness, respect, fidelity and disinterested service are the rule. The home is well suited for education in the virtues. . ." (The Catechism of The Catholic Church, Canon 2223).

When children get good attention from parents, they tend to enjoy learning since their interest in intellectual activities is already created from home. The church reckons that parents, or the home as a whole, provide a friendlier learning which goes a long way to create a sense of effort and interest in success. Parents are more patient, encouraging and always willing to appreciate every little effort being made by their children. Moreover, this view has also been one of the most overriding themes in the Catholic Church pronouncements in the document called *Gravissimum Educationis* where the role of parents is unequivocally emphasized.

2.2.2 Philosophical views

Philosophers consider the intellectual development of children not only as a key aspect of child rearing, but also a necessary role that should start with parents. Key among these was Plato, a Greek philosopher, (Republic, Bk. 7, 537) who lived between 427-347 B.C. He emphasized that adults ought to provide good role models for children to emulate (Republic, Bk 3, 395). This means that adults and that is parents, should they themselves be of sound character and be hardworking people who can be emulated by their own children. If children cannot find role models from home, then they are left to copy anything from the outside world. For this purpose, Plato considered the home (especially the mothers) as the rightful place or people to lay a lasting foundation of behaviour and proper learning habits in children.

According to Plato, it was the duty of adults to ensure children were also exposed to group play which would help instill desirable social habits such as tolerance, sharing, self-discipline and fairness. In his work, the Laws, Plato underscored a more serious, genuine parental involvement in children's learning to form the right habits at early stages of life (643b);

‘I say then that if a man is to be good at anything, he must practice it from childhood, and spend his playing as well as his learning time in pursuits suitable to the subject....And the principal part of education is the training that will make him, when he has grown up, excel in his profession.....’.

For Plato, the best time to develop the intellect in children is at their ages so that erroneous signs can be corrected in good time. More importantly, parents can take advantage of the keen learning stage to direct their children's reasoning capacity, attitudes and interests. In the second book of the Republic (377b) after Meletus accuses Socrates of corrupting the young, Plato says;

‘Do you realize that the beginning of anything is most important, especially for something both young and tender? For it is then especially that it is shaped, and takes on any mould that one wants to impress upon it...’.

Another philosopher, Aristotle, who was a student of Plato, in the Nichomachean Ethics (NE, I, 10, 1099 b 11-12) laid emphasis on behaviour training through teaching ethics. He held that children trained in this way would attain happiness, which he equated to knowledge or education through virtuous lives. In view of this, genuinely concerned parents can collectively work to instill good habits such as virtue and moderation. This, he argued would prepare children for school and the polis (city state) through obedience of laws.

Maritain (1943) and in later work on his educational philosophy, proposed an education programme that could cater for the total formation of man. Maritain's understanding of a holistic education closely resonates with St. Josemaría's concept of formation. He saw this as a way of enabling the child to conquer human imperfections in spiritual, intellectual and moral life. According to Maritain parents should train children for proper conduct, law observance and politeness so that education helps set the learner free. This form of education is what he also referred to as terminal education that fulfills the child's deepest potentialities of the human being. He says,

‘...We should educate to arouse the child's intelligence and his free will. When this is done, education will intrinsically help improve the human person; to be humanized so that he

can fend for himself and relate with others well as he looks to what his creator intended him for.’

On its part, the Catholic Church has been on the forefront of encouraging parents to do more in terms of their children’s intellectual development. The church has also been consistent with pointing out any extremes of the state which would otherwise hinder proper parental involvement in matters of their children’s intellectual development. One such instance is found in its Vatican II: *Gravissimum Educationis* (1965), where Pope Pius XI noted that parental role to educate could not be substituted. Similarly, Pope Leo XIII in *Sapientiae Christianae* indicated that parents by nature have a right to *train* their children.

Giussani (2001) also considered parents as the first and necessary educators whose influence touches the whole life of children. According to Giussani, parental involvement is necessary to align children with faith taught at home and ensure their children’s values and integrity are secure.

Saint Josemaría Escrivá, a renowned Catholic Church luminary, (as cited in Evans, 2012) considered it the duty of parents to ensure sound intellectual development. He preferred to refer to this intellectual development as *formation* because it had to do with trying to help the child reach his/her fullest potential of reasoning and behaviour.

He saw parents being of great use especially by supporting school projects, taking a keen interest in the content of the teaching materials like books, helping children with homework, attending to school matters such as discipline.

2.2.3 State Support and Emphasis

The role of parents to effectively participate in their children’s intellectual growth continues to receive lots of state support and emphasis for much longer time. However, this effort has been more pronounced and better organized in the more developed countries than it is the case in Africa.

In the USA for instance, (the Plowden report, 1967) gave a lot of emphasis on the role that parents played in supporting children’s overall learning process, noting that children who got reasonable support showed a steady improvement in their academic work. In Britain, the Department for Standards in Education began to conduct surveys and studies in 2007 on parental engagement. The report thereof strongly concurred with that of the USA, adding that

schools indeed valued parental involvement. They also noted that in the recent years there had been a reasonable rise in parents' perceived involvement and had positive views about it. Again, Peters et al. (2008) in their edited research findings reported that 28% of parents contacted regarded their children's education as primarily their responsibility. Indeed, Britain's David Blunkett, who was education minister then declared at their Labour Party Conference of 2000: 'Education is a partnership in which parents have a critical role', Feiler (2010).

Britain went a step further establishing funding for what was known as *Parental Involvement in Children's Education (PICCE)* team.

In Kenya, the state has been using education commissions such as the Ominde Commission, GoK (MoE Reports, 1964) and Gachathi, GoK (MoE Reports, 1976), which recommended more involvement of parents in their children's education. Closely related to this has been the effort by parents' organisations referred to as The Kenya National Association of Parents (KNAP) that tries to voice the concerns and interests of parents with school-going children.

Further, the Kenya government has also come with proposals to redress the the decline values problem. These are in the draft document GoK (MoJ& CA, 2010), which calls upon all and sundry to get involved, but more important was its idea of empowering the family to play a more dynamic role in values education. Here, the state recognized that parents have an upper hand in influencing children's thinking and carefully helping them appreciate what the nation holds a good sound behaviour and mannerisms.

The promulgation of the new constitution in Kenya strengthened the growing need to involve parents much more in educating their children. In its Chapter Fourteen is the provision for devolution of state functions. Article 198 (I) objective number (c) envisages: "...giving powers of self-governance to the people and enhance the participation of people in the exercise of the powers of the state".

As a result of this, leaders in the devolved counties have since taken more interest to encourage parents so that they can take a more active role in education. For instance, according to Kazungu (Daily Nation, 2014, August 21), Kilifi County Governor, Amason Kingi is on record as urging parents to take a more proactive role in the education of children rather than stop at the mere provision of expected school expenses. He said,

“... Parents should play an active role in the education of their children by monitoring progress at school. He said that it was unfortunate some parents become spectators in the lives of their children....and reminded them that their duty does not end with them sending the children to school”(Daily Nation, August 21, 2014, p.19).

This emphasis by county leaders on parental involvement in education should be seen as a more significant step toward empowering parents to become more proactive participants

However, a worrying trend has slowly but carefully been playing in the intellectual development of Kenyan children. This has been the issue undue competition so that teachers and parents continue to give prominence to mere academic performance at all cost. This has also give rise to teaching beyond school time – especially in homes by paid teachers contracted by parents. This practice seems to virtually take away the child from parents and thus even further limits parental encounter with their children. Mark Bray (2009) refers to it as Shadow Education.

According to Combs (as cited in Bennaars, 1993) parents can best help to make learning remain a life-long process that imparts acceptable values, useful skills and sound knowledge. Luijpen (as cited in Bennaars, 1993) concurs with this noting that education should enable man to choose and make rational decisions based on feelings, attitudes, norms and values. On this note, Onekama, et al (1998) also posited that parental involvement greatly influenced behaviour, especially at elementary school years and thus by extension, the academic outcomes of children.

Similarly, children’s behaviour trends emanating from learning institutions show the need to engage parents more and more. According to Eshiwani (1993), western education reached Kenya in the late 19th century, through missionary activity. The basic interests were to initiate basic literacy that could serve as a vehicle to promote healthy practices, the physical well-being of the youth as well as evangelisation. However, parents played almost no role as they were perceived not to know much about education. As such, educational matters were carried out by priests, brothers and sisters who therefore tended to emphasize faith formation and personal discipline (Njoroge, 1999).

Subsequent Kenyan governments have not only been keen to improve her people’s educational standards, but to also make it more useful in the sense that it should produce self-reliant people who are also better behaved. Yet, the ensuing scenario has been cut-throat competition over

top performance at national exams. This has greatly limited parental participation leaving children struggling for the much-desired success. As can be expected, such competition has taken its toll on all and sundry as parents, teachers and even children have had to do more. Then, when things do not seem to work, there has been the much spoken of cheating in national exams. Recent newspaper reports, Maryanne (Daily Nation 2013, November 12) indicate that this malaise has become so rampant that it should worry Kenyans. According to Maryanne, in the KCSE national examinations of 2013, this vice was carried out by teachers, invigilators and university students, about which a stunned Kenya National Examinations chief executive, Paul Wasanga, could only say: “This begs the question once again of the morality level of such teachers and university students” (DN, p.3).

The fact that even teachers and other adults take part in this is an indication that social values are deteriorating fast.

Equally disturbing is the frequent school disturbances which adversely inhibit school programmes, in addition to wanton destruction of property and even loss of lives. For instance, Government of Kenya’s (MoEST Report, 2002) indicates that in 1999, Kyanguli Secondary School in Machakos County lost sixty-eight students when their colleagues set some dormitories on fire. In the same year Nyeri High School lost four prefects who were burnt to death by some fellow students who locked them up in their room. The Standard Media Group reported,

“Case Files: Nyeri High School inferno: In 1999, an arson attack at Nyeri High School claimed the lives of four school prefects. This heinous act became a subject of national debate, and made the Ministry of Education rethink their guidelines on safety measures in schools” (“Standard Media,”2014)

In view of this, David Isaacs (1983/2001) suggests including teaching of values to children in their overall intellectual development programme. This has the implication that good values like obedience, industry, sincerity, prudence, generosity and being social beings should start from home. Isaac holds that the family is best suited to handle this since it offers security, is permanent, accepts children just as they are, teaches sharing. He concludes that it is in the home that there is room for trial and error and subsequent friendly correction whenever children make mistakes.

In their work, Musamas and Nabwire (2011) noted that school success depended largely on the good behaviour learners. This, contented, came from. In their interest to find out how student discipline can impact on the school's administration, they found out that children who are brought up properly and trained from home always employ values and reason to their actions. In addition, they noted that because of pupils' good behaviour, schools had the peace and quiet to work through school programmes and activities without undue interruption. They conclude that good behaviour in children helps them be guided by reason and thus become visionary, ambitious, creative, and risk-taking people.

2.3.1 Perceptions on Parental Supply of Children's Basic Learning Needs

Right from early ages, children need a number of things that make their intellectual development succeed. As such, when parents start by providing a proper learning environment from home and later extend the same to school, children start off with a firm foundation. According to Feiler (2010) parents or guardians should more often take children's basic needs for granted. On the contrary, they should ensure basic supplies such as shelter, food, clothing and security are readily available to children so that they can learn comfortably. Mellen (1995) concurs, noting that parents should make every effort to plan for ample supply of all these and additionally, ensure that health care, food, exercise and a good study place are availed. When children spend their day worrying about unmet needs, whether they are in school or at home, their intellectual development is interfered with since it needs a relaxed mind to think straight and logically.

On the whole, Henderson and Berla (1994) state that the family makes critical contributions to the academic achievement of learners by ensuring there is a good home environment that can promote good learning experiences. Indeed, there can be no meaningful learning if home which constitutes parents and other siblings only add more pain to children's learning experience.

2.3.2 Perceptions on parental regular motivation of children

Whereas many parents have for long held the notion that intellectual development is the preserve of school, White (1987) posits that parents' values towards various issues in society such as work, persistence, patience and aspirations towards educational and self-achievement directly influence children's behaviour and work ethics in school. White suggests that concerned parents should work closely with their children and even help out by setting goals together with children. After this, they should also be available to work with them to realize those goals. According to parents can play major role exhorting their children to be persistent

and work with commitment to given tasks. She reports examples of Japanese parents who undertake initiate reading and basic counting skills from home. This, she says helps lay a foundation of keenness. She also states that Japanese children excel in various intellectual skills because their parents train them persistently from home. Other useful roles played by Japanese pare include strictly discouraging children from attempting to carry out double tasks, but instead learn to pursue one task at a time and properly work it through to the very end. Additionally, parents also keep close watch of their children's preparation during exam and follow up after the results are out.

Another author on this, Mellen (1995) who holds that parents have so much to in order to encourage children in their intellectual development process. These include: demonstrating to the child that whatever he is confronted with is doable so long as effort, concentration and interest are applied. Mellen adds that a parent's best approach is to seek for ways of becoming the child's trusted friend and avoid being obsessed with results or mere academic excellence as this can easily trigger the temptation to cheat in exams. Similarly, Mellen cautions parents to avoid blaming the school, waiting for school to improve or hire better teachers but instead endeavour to work with those who are there to bring out the best for their children. According to Mellen, parents should offer their unconditional love, care and support in all ways and remain proactive in school matters. It is also Mellen's idea that parents should create some quality time to spend with their children and listen to their casually talk about any issues of concern whether at school or home which might affect their learning. It is such moments that parents give encouragement. This can work even better when work as close friends of their children; which she refers to as endeavouring - of the child. In addition, she suggests that when parents agree with children and come up with reasonable academic expectations, this can spur the performance to greater levels.

Lopardo (as cited in Heath, 1995) in her research observes that the mother in particular, can add the graces of culture in music or art or literature, by giving the child a background for education and resource in life beyond the power of statistics to estimate. She adds that the mother can also elevate, enrich, and sweeten the child's family life which would influence the child's school life.

2.3.3 Perceptions on Parents' Regular Attendance of School Meetings/Activities

By being present at school meetings and other activities, parents also get a better chance to learn how their children behave when they are away from home. This gives them the

opportunity to deal with such issues as behaviour and attitudes towards school and school work. Musamas& Nabwire (2011) in their study noted that school success depended largely on the good behaviour of learners. But they only recommended good behaviour without showing how parents can handle this. Parents can come in handy by teaching virtues and vices as suggested by Aristotle as a long-lasting way to handle indiscipline. Children need proper values foundation from home to continue with the same when they grow up.

On this, Mellen (1995) adds that parents are the most important customers of the school and should therefore be fully involved in school issues. For this reason, she suggest that they should insist on being listened to so that they raise their children's concerns and also make suggestions to improve what is not going well. Once children have done exams, parents should again be available to review their children's work and discuss successes and shortfalls to while suggesting ways of improvement.

Individual schools in Kenya have also been trying to come up with some form of parental involvement in children's learning process. This scenario can best be explicated from the standpoint of the different types of school. For instance, among religious-owned or sponsored schools like Catholic Parochial Primary School, Maxwell Adventist School, Loreto Schools and St. Mary's School in Nairobi, parents are allowed a significant role in their children's intellectual development. This involves allowing parents to participate in more frequent meetings with teachers as well as having a say in the text books used in schools. There also schools which are state-run like Friends School - Kamusinga in Bungoma County, Nairobi School, Lenana School, Starehe Boys' Centre, Moi Girls-Nairobi, Alliance Boys and Shimo La Tewa School, to discuss issues affecting their children at Annual General Meetings (AGMs), like one of Friends School, Kamusinga in Bungoma County (Friends School – Kamusinga, 2011) (“Schools in Kenya, n.d.”).

In the case of private schools such as Makini School, Riara School, Lukenya Academy, Light Academy, and International Schools, such as the International School of Kenya (ISK) by USA, French School, Swedish School, German School, (“International Schools, n.d.”) educational practices of proprietors or mother countries may dominate.

Some schools organize parents' meetings once a school term where parents are taken through their children's progress especially in academics. However, these have been criticized as lacking the keenness to listen to parents' views. According to Mac Lure and Walker, 2000 (as cited in Coffey, 2001), such parents' meetings/evenings act as mere affirmation of teachers'

views on children rather than meetings. Teachers deliver uninterrupted diagnoses, always with recourse to specialist jargon and paraphernalia (reading ages, test scores, etc.) only leave parents toothless. Some parents contribute less since not many of them are well-versed with educational issues and trends.

2.3.4 Perceptions on Parents' Direct Assistance in Children's School Assignments

In later works, White (1987) has made yet more extensive contribution to parental role in children's behaviour and academic excellence. She singles out parents as the most important in laying down the foundation of children's education and behaviour. Her work written from the perspective of Japanese parents, shows parents (especially mothers) play a critical role in educating children. Japanese parents, she notes follow it up to school so that no-one teaches anything seen as untoward from what home has established.

Plenty of research work shows there continues to grow the need to fully engage parents in the proper intellectual development of children. Work carried out by Keeves (1972) shows that parental aspirations, goals, and values are related show parents' goals and expectations of intellectual accomplishments. Once parents create time to agree on achievement goals, they also make it their duty to sit down and work closely with children to realize those goals. This means assisting with assignments as well as pointing out difficulties to teachers. It is such close working that enables parents to know which future intellectual levels are best suited for their children. Kapila (1976) noted that when parents are properly involved in their children's learning process; children not only enjoy learning but also participate better in school. he added that this also reduces chances of school dropout among children.

Work by Singh & Mbokodi (2004) has indicated a growing improvement in school performance by children whose parents closely supported their work unlike those whose parents did not.

Research carried out by Epstein and Lee (1995) also shows that parental involvement especially monitoring of homework benefits both children and their parents. First, parents are in a better position to note difficulties their children encounter with school work. This, they can follow up by discussing with teachers. Secondly, they are able to note effort being made and thus encourage the habit of hard work and persistent effort to solve academic problems. The researchers consider this as the opportune moment to check and discuss school progress

Feiler (2010) in his work: *Engaging 'Hard to Reach Parents'*, posits a number of activities that parents can take part in to support their children's academic work. These include inter alia: ensuring homework is done properly as expected by their teachers; visiting school to liaise with teachers and administration on their concerns and their children's needs or difficulties, setting aspirations, goals and helping their children realize them, taking part in school activities and offering suggestions to school issues where they have the knowledge.

2.3.5 Perceptions on Parents' Training on Education and Parenting

Whereas most people agree that parents have a crucial duty guide and direct their children's intellectual just as they are with overall upbringing, it is not obvious that parents know their role. Just like the learners, parents need to be made aware of the task they ought to carry out. Indeed, Brubacher (1978) in his work underscores the fact that it is the role of the family to develop affection, state-military as church deals with religious formation. However, goes on to note that the family must first be given the necessary support, which includes training since some parents are less educated and therefore rely much on teachers. He further contends that owing to economic differences, at times some parents are duty-bound to take up formal employment, thus limiting their ability to handle educational issues effectively. However, if they are equipped with some basic skills, they can play a major role in their own ways. For Brubacher, parents must make every effort to remain proactive in their children's intellectual development issues whatever the discouragement they might get from some schools' practices.

Quite often, children get to mix with other children from diverse backgrounds and the effect is that they learn different morals, health practices and language habits. It is here that parenting education becomes necessary so that all parents have no need to fear erosion of what they had laid into their children. To counter this fear, White (1987) proposes an open day orientation for new parents whereby the school helps encourage home and school to mutually work together.

Over and above this is the need to equip them with the right knowledge and skills. This makes it easier for them to co-operate with school more effectively. According to Williams and Chavkin (1989) whose proposition finds support later in the work by Epstein (2001), it is critically important to come up with a thorough programme of training parents on how to handle educational issues. These researchers posited a seven-step approach to be followed by schools that desire to make parents active, useful partners of school programmes and activities. These included:

- Recruitment of parents to become part of various school activities. This requires either individual parents or groups to be informed of some the upcoming activities in the school and be asked to take leading roles like facilitators.
- To set clear working policies to ensure the school and parents know and understand their roles and mandates and operate within them effectively.
- Effective communication between school and parents on emerging educational trends so that teachers and parents can work together with informed minds about modern education and its implications for society.
- There should be sound administrative policies in the school which enrich parental involvement. It is the role of the school administration to see to it that there are clear programmes in place for parents/teacher's meetings, seminars, courses, etc.
- The school should carefully organize training programmes and prepare sound materials for parents. Equally necessary is the need for having good, motivating facilitators to help parents become knowledgeable and informed on how to handle children's education.
- The school should ensure a warm working relationship with parents so that they can easily ask questions or voice their concerns whether with regard to content or children's behaviour.
- The school should be willing to accept and make good use of feedback from parents as this leads to improvement.

Todd and Higgins, 1998 (as cited in Coffey, 2001) while supporting this caution that the state must not overly lead the way as this has more often only served to make parents become supporters of the state's policies and thus increase its power over schools rather than being a source of power for parents.

Another useful contribution came from the research work of Kunzman (2006) who argued that parents ought to be the starting point of children's intellectual development. In addition, he noted that the modern posed lots of danger to children's overall learning owing to modern entertainment and literature. He thus posited that for parents need to learn the basic standards of how to counter these impending risks to good behaviour and proper intellectual development. Kunzman also proposed that parents be guided to be able to decipher alternative legitimate literature to help children use their leisure time well and learn values that are defined in terms of concrete behaviours such as honesty, which even the school can easily

reinforce. Anthony Feiler (2010) concurs, adding that parents who have the knowledge and experience may be used to train other parents on how to deal with arising issues in children's education.

Whereas parental involvement may not be 100% effective in raising intellectual standards of children, but availability in itself when supported with good communication and more parent training, it can make very useful impact. This line of thinking came from Harris and Goodal (2007) who posit that parental involvement is a powerful mechanism for raising student achievement in schools. The researchers argue that since parents have the greatest influence over their children, they can take advantage of this to support them in their learning at home. Indeed, Saint Josemaría (as cited in Evans, 2012) also suggested the need to educate (form) parents and teachers to avoid contradiction that would adversely affect the children's development. Thus, schools like Strathmore School involve parents through training them on educational issues and parenting techniques (Appendices A, 8 and 9).

2.4 Summary of Literature Findings

There are key activities through which parents can support their children's intellectual development. These can best be summarised as a secure home where children have a stable learning environment; parents and their children hold parent-child discussions on behaviour and school work, so that they assist where they can as well as giving moral support. Parents can also take advantage of their rapport with children at informal settings to inculcate sound educational values in their children and guide to not only work towards excellence, but also speak about personal fulfilment. In addition, parents can routinely make prompt contacts with schools on any arising issues. Over and above all these, parents also need to participate in school events and even school governance, forums that can greatly enrich their knowledge about intellectual development issues of their children. According to literature reviewed by Desforges and Abouchaar (2003) parental involvement goes a long way to stimulate children's intellectual enquiry. They add that parents are the best placed people to provide a number of needs for children's comfortable learning, improvement and adjustment in school. But, their role can be improved through training.

2.5 Gaps in the Literature Review

This section of the study attempts to highlight the gaps noted in the literature reviewed on parental involvement in education. Further, it will point out how this study can contribute to help fill them in. The studies particularly highlighted include:

Williams &Chavkin (1989) and later similar work done by Epstein (2001) pointed out the need to train parents in readiness for the task of involvement in education. For instance, among other things, they indicated that good communication between school and home would ensure parents and teachers work together for the good of the child.

However, their studies failed short of indicating the contribution of the consistent parental involvement in children's academic work. They also did not point out the usefulness of taking parental training to the next level whereby parents would be more encouraged through undergoing courses that lead to some form of graduation. This would be more encouraging.

Literature did also show that some schools in Kenya organize parents' meetings as a way of involving parents in the education of their children. However, this is once in a while activity that does not ensure parents fully take part in the education of their children. Mac Lure & Walker, 2000 (as cited in Coffey, 2001) did in fact; criticize such meetings as mere affirmation of teachers' views on children rather than meetings. Harris and Goodal (2007) posited that parental involvement is a powerful mechanism for raising student achievement in schools but did not specifically indicate how more parents could be brought on board to become active participant.

The basic need of dealing with the apparent minimal lackadaisical involvement of parents can also be seen in St. Josemaría's educational propositions (as cited in Evans, 2012). He emphasized forming parents and teachers to avoid contradiction that would adversely affect the children's development.

2.6 Theoretical Framework

This research was informed by two lines of thought from three sources; the ethical and philosophical postulations. These included ideas of a renowned philosopher and thinker - Aristotle; the Vatican II Declarations of 1965 document and educational thoughts of St. Josemaría Escrivá who greatly influenced the founding of learning institutions such as Strathmore School.

i) Aristotle (384-322 B.C.)

Aristotle (384-322) first trained in medicine by his own father who seems to have inspired him develop a keen interest in all the sciences; astrology and physics. However, he had a special liking for biology. Aristotle was a Greek philosopher and logician, initially a student of Plato. He considered an all-round education as one which enabled an individual to attain happiness

or goodness. According to Aristotle, in his *Nicomachean Ethics* (NE, I, 10, 1099 b 11-12) human beings, and especially children need training in ethics to develop good behaviour. From this, Aristotle concluded people could then lead virtuous lives which is a prerequisite for one to easily fit into society (polis). Aristotle considers all human beings as not erring wilfully, but except due to lack of knowledge for he says: ‘All men by nature desire to know. An indication of this is the delight we take in our senses; from even, apart from their usefulness they are loved for themselves’ (Meta. 981a21).

Additionally, Aristotle understood a holistic education as one which did weed out human shortcomings such as passions and anger, and even regulated one’s for he says: ‘The self-indulgent man, then, craves for all pleasant things or those that are most pleasant, and is led by his appetite to choose these at the cost of everything else’, (NE.1119a1)”.

Aristotle considered the family as best placed to handle children’s holistic education since, first, he notes that children strengthened the marital bond and therefore made both parents certainly have a genuine interest in the upbringing of their children, he noted; “...and children seem to be a bond of union...” (NE.1162a17-27).

Parents play a crucial role since they offer encouragement and exultation to child in their everyday dealing with children at home. Their motivation and discipline become particularly handy as the child joins school. Aristotle was emphatic that firmly establish all this training so as to set the pace for future intellectual training. In the *Protagoras* dialogue bearing his name, he asserts;

“as soon as a child can understand what is said to him, the nurse, the mother, the attendant slave and the father himself vie with each other to make him very good; i.e. to make him an even better person in society by every word and deed, teaching and showing him that this is right, that is wrong, this beautiful and that is ugly... that he must do this and avoid that. If he disobeys, they correct him with threats and blows. Later they send him to school with express instructions to the teachers to pay more attention to orderly behaviour before reading, music and gymnastics”(325b)

ii) Vatican II Declaration (*Gravissimum Educationis*, 1965)

The Catholic Church has from time to time been making various declarations concerning the conduct and duties its faithful. For instance, in its *Vatican II: Gravissimum Educationis* (1965), it came out clearly to state the role of parents in the intellectual development of children. Pope

Pius XI, under the subtitle: On the Christian Education of Youth explicitly declared: "The parents' role in education is of such importance that ...it is almost impossible to provide an adequate substitute." (*Gravissimum Educationis*).

In this, the pope was hard put to indicate that such a role would not easily find a proper substitute for parents because it is only they who hold the direct relationship with the child and so have the duty to educate the child. Pope Leo XIII in *Sapientiae Christianae* also held the same view as Pope Pius XI did and squarely laid the duty at the feet of parents as he stated:

"By nature, parents have a right to the training of their children, but with this added duty: that the education and instruction of the child be in accord with the end for which by God's blessing it was conceived. . ."

But, in Canon 793.1, of the Code of Canon Law, the education role appears to have even widened the net by not only reminding parents of their moral duty, but even others who would be readily available to take care of children. This line of thinking means that even in the absence of a child's biological parents, those charged with the care of the child must still give children the kind of education they deserve. It stated: "Parents and those who hold their place (e.g., adoptive parents or guardians) are bound by the obligation and enjoy the right of educating their children"

"The primary right of parents to educate their children must be upheld in all forms of collaboration, between parents, teachers and school authorities."

Pope John Paul II in the Charter of the Rights of the Family also held that the place of parents was so paramount in the education of children and indeed could not be substituted by any other. He said; "The parents' role in education is of such importance that ...it is almost impossible to provide an adequate substitute." (*Gravissimum Educationis*).

The line of thought is again emphasized in the Catechism of the Catholic Church 2221, expressed the purpose of marriage as being two-fold: procreation, but even more important – to carry out the duty of bringing up the child in the right way. It declares;

"The fecundity of conjugal love cannot be reduced solely to the procreation of children, but must extend to their moral education and spiritual formation.' The role of

parents in education is of such importance that it is almost impossible to provide a substitute” [*Gravissimum Educationis* 3].

The document emphasized that human beings and governments should continue to make attempts to promote more education seen through proclamations and pronouncements of the primary rights of children and parents. Thus, in subsection 1 under the subtitle: The Meaning of the Universal Right to an Education the document equally pointed to the need for an all-round education for the complete formation of children. The document says:

“Children and young people must be helped to develop harmoniously their physical, moral and intellectual endowments so that they may gradually acquire a mature sense of responsibility in striving endlessly to form their own lives properly and in pursuing true freedom as they surmount the vicissitudes of life with courage and constancy”.

iii) St. Josemaría Escrivá

St. Josemaría was born in Barbastro, Spain on January 9, 1902. He was ordained into 1925, but had also studied civil law alongside his ecclesiastical work. Among the many issues of family life that St. Josemaría held dear was on the role of parents to educate their children in the right way, but more so, in an all-round manner. Such ideas are replete in Articles on “*Family life*” of opus dei. He commences his argument from the standpoint of the Universal Declaration of Human Rights, in its Article 26 of 10 Dec 1948, no.26, and saying; “Since education is primarily the responsibility of the child’s father and mother, any other educational agent is such by the parents’ delegation and subordinate to them.”

From this St. Josemaría held that the role of parent to educate was; “... the most important and rewarding business...” Conversations 10.

In his other writings, St. Josemaría maintained that parents stood a better chance to educate first by creating trust. He therefore goes ahead to advise parents on how best to handle their children so that they can learn better. On this he said;

“...imposing things by force, in an authoritarian manner, is not the right way to teach. The ideal attitude of parents lies more in becoming their children’s friends--- friends who will be willing to share their anxieties, who will listen to their problems, who will help them in an effective and agreeable way...” (Christ is passing by, 27).

Aware that in modern society the state would possibly want to overstep their place in education, St. Josemaría noted that;

“...the state has clear duties in terms of encouragement, control and supervision of education.....to supervise is neither to obstruct nor restrict nor to impede or restrict freedom....” (St. Josemaría, Conversations, no.79).

St. Josemaría considered posited that a properly educated individual is one who was fully formed. His idea of intellectual development was what he considered as formation of the human person. The resultant formed person, he noted was one who thought and acted prudently; able to see himself/herself as having sound intellect and skills for the good of the self and society at large. For one to reach such a status, St. Josemaría was unequivocal to emphasize that the family was the best place a child’s intellectual development. He noted that it is the place where the natural relationships flourished. These include: love, service and mutual self-giving. These greatly shape the most intimate core of the human person. It is in the family that a child accepted just as he/she is and so the possibility to enjoy learning.

2.7 Summary

In summation of the foregoing, this study notes the convergence of the three on the ethical duty of parents to educate their children. That whereas they too can educate in spirituality, physical training, character formation, and their roles can correctly extend to intellectual development. Parental influence plays a key role to direct and guide a child’s intellectual development. It is more fulfilling for teachers to work with children whose parents are available and supportive of school activities. The church, philosophers and research and authorship all do attest to the fact that parents are the rightful educators, physically, intellectually, spiritually and morally to churn out a complete, good and useful citizen to oneself and to society.

This study takes its cue from here, considering that there is much more parents need to do in modern society for a proper holistic education of their children. There are discrepancies and it is here that there is need to find out what the perceptions of three main stakeholders of education are from Lavington area of Nairobi County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section gives details of several procedures used in the research process and the report writing process. These include: research design, the variables, the study location, the population that was considered, sampling techniques and sample size, selection of the respondents, the instruments that were used to collect data, piloting and how the data was collected and eventually analyzed. Lastly, the section was concluded by an explanation of procedural and ethical considerations.

3.2 Research Design

This research called for data that was a mix of both qualitative and quantitative. Based on this, the researcher found it necessary to use both qualitative and quantitative techniques to gather information and knowledge needed for the study. The researcher chose to use a descriptive survey research design which would enable easier collection of information on the perceptions of parents, teachers and pupils who were being used in the investigation without influencing them in any way. According to Gay (1991), descriptive research is a process of collecting data in order to test hypothesis or answer questions concerning the current status of subjects in the study. As such, this method was preferred for this study because participants responded to a series of statements in questionnaires or interviews to establish perceptions on parental role in the intellectual development of their children at school level such as provision of basic school needs, assisting with homework as well as working closely with teachers or the school community.

3.3 The Variables

i) Independent variables

The independent variables were the perceptions held by the three primary stakeholders on activities that parents can be involved in to help in the intellectual development of their primary school children.

ii) Dependent variables

The dependent variable was parental involvement in the intellectual development education of children at Primary school level. This included, inter alia, attending school meetings, checking children's work/assisting with homework, communicating with teachers, participating in school

functions, regularly motivating children as well as attending training regarding education and parenting skills.

Measuring the Variables

The responses to the variables on parental involvement in their children's intellectual development were classified into two major categories as YES and NO. All positive responses fell into the YES categories as the entire negative one was in the NO category. This was in line with the theme of the objectives as outlined below:

i) Parents supplying children's basic learning needs

This factor was determined by assessing promptness of how learning are met needs are met, who meets them, cases of desperation and possible drop-out of school due to unmet needs. This also considered whether the supply response met only some or all the needs. In addition, other needs such as stationery, a secure home, ample study place were also enquired into.

ii) Parents directly assisting children

The researcher determined to assess this aspect of involvement through any consistent assistance given to children with regard to homework and signing the school diary which would then be accompanied with perhaps some comments regarding the quality of the work or any other comments. There were also questions on whether children were free enough to ask parents to assist them or even mere sharing of school issues.

iii) Parents regularly motivating their children

To determine perceptions on this factor, the researcher enquired into issues of parents discussing time table issues, setting achievement goals with children, discussing exam results, buying gifts to motivate children and encouraging them when things looked too difficult for children.

iv) Parents regularly attending school activities

The perceptions of respondents on this variable were assessed through questions about parents' attending school arranged meetings, games that required parents to participate or any other sports activities at school.

v) Training parents on education and parenting

Perceptions of the respondents on this variable were determined by assessing availability of training programmes for parents, parents' response to training, if parents used what was learned to assist their children at home, attendance of training sessions.

3.4 Location of the Study

The study was carried out in selected public primary school in Lavington Area of Westlands District, Nairobi County. This area was considered suitable for this study due to its unique population mix of some being found to reside within the up-market region as others were in with able low-income region. These factors were useful as they were considered to provide information reflecting perceptions of all people residing in Lavington area.

3.5 Target Population

Lavington Area has only 3 public primary schools with 22 registered and recognized and private schools (commonly referred to as *Academies*). The total number of parents who had children enrolled in classes 6-8 of these primary schools was 705 while the number of primary school teachers teaching in the targeted classes was 47. The researcher chose these classes since the pupils therein can read questions and make own responses without much support from teachers. Therefore, the target population for the study comprised 25 primary schools, 47 upper primary teachers, 720 pupils and 705 parents.

In addition, the researcher ensured that the target population for the study had representation from both male and female participants. This was achieved by including mixed schools and the single-sex types of schools. This was considered a necessary mix in line with Mugenda & Mugenda (1999) who suggest that involving both sexes in the research avoids bias to taking views of only one side.

3.6 Sampling Techniques and Sample Size

This section discusses the sampling techniques and the sample size of the study. Oso and Onen, (2008) say that sampling includes the procedures a researcher employs to gather the people, places or things he/she will use in the research to be carried out. It involves the process of selecting the desired number of individuals from a given population deemed enough or reasonable to be used in the research exercise at hand. Normally, such a sample carries the general characteristics of the whole group in general terms.

3.6.1 Sampling Techniques

This study used various stages of sampling techniques. This involved sampling at different groups at different levels to select the study sample as detailed below.

- **The County:** The researcher picked on Nairobi County for this study since it offers so much of differences in approach to parental involvement to children's intellectual development. This factor is given impetus by availability of the upper class, middle class and low class residents, all available in one region. These groups can easily be found within a small physical area yet with many primary schools as compared to the other 46 counties where such schools are scattered within the region. Nairobi is a county with most parents, teachers and pupils who take a lot of interest in educational matters.
- **The Area:** The researcher selected Lavington Area as the area to focus the study on. This region was randomly selected from Westlands District in Nairobi Country.
- **The Schools:** According to the records available at the Westlands Education Office, there are 25 officially registered in Lavington Area. Out of these, the researcher used random sampling to pick on 7 schools for the study. This number accounted for 28%.
- **The Teachers:** There were 47 teachers teaching in classes 6-8 of the public and privately-owned primary schools in Lavington Area. The researcher used one class teacher from each of the 7 schools. A class teacher was purposely selected as he/she was more conversant of children and parents of his/her class. In addition, there was one more teacher teaching in the classes under study. Being the third and final school term, head teachers requested the researcher to use a limited number of teachers. For this reason, only one more teacher in addition to the class teacher was provided by the school administration. They were randomly selected. Thus, the teachers from each school being two, translated into a total of 14. This number represented about 30% of the total.
- **The Parents:** There were approximately 705 parents of children in classes 6-8 primary school children in Lavington Area. Out this number, 80 (11%) of them were selected from the 7 primary schools using purposive sampling by ensuring that only parents who were resident in the said area were selected. According to Mugenda & Mugenda (1999) purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the objectives of the study. Since the researcher was keen on gathering data parents' perceptions on their desired involvement

in the intellectual development of children, class teachers were best placed to find co-operative parents who could volunteer information with ease.

The class teachers were requested to contact such parents and send them questionnaires through their children. Those who accepted to respond to questions just worked on the questions and gave them back to their children to return to their class teachers. Those who declined the request were to return them; though there was no such case.

Parents engaged in the study comprised business people, those in full-time employment as well as those who rely on casual jobs they come across day by day. Some resided in the up-market section while others were in the densely populated area. There were also some single parents as well as parents with varying educational levels. The researcher considered such a mix as appropriate to give results that reflect all classes of people.

The number 120 of parents represented 17% of the total 705.

- **The Pupils:** There were a total of 720 pupils in classes 6-8 in the selected 7 schools within Lavington area of Nairobi County. The researcher considered children in these classes as being more convenient for the study since they are able to read the questions on their own, understand them and respond accordingly, perhaps only with minimal support from teachers or parents. Out of this number, 180 children were selected by class teachers to participate in the survey. This number translated into 25%. The researcher also considered it necessary to use pupils from both sexes and therefore asked class teachers to ensure there were boys and girls.

3.6.2 Sample Size

According to Kothari (2004), a sample size of between 10% - 30% is adequate in a descriptive study. Out of the 25 primary schools in Lavington Area 7 were selected to be used in the study. This was 28%. The 14 teachers comprised 7 class teachers and 7 others randomly selected from the 47 who were teaching in classes 6-8 in the selected schools. This was 30% of the total. These teachers were the ones used to reach pupils and parents who could not directly be found within the schools. From the 705 parents of children in classes 6-8 in the selected schools 120 were selected for the study, which represented 17%. Pupils who took part in the study, were 180 (25%) out of the total of 720.

Table 3.1: Target Population and Sample Size

Respondents	Sample population	Target population
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Primary Schools	25	7
Teachers	47	14
Parents	705	120
Pupils	720	180

The schools were:

1. Muthangari Primary School
2. Kawangware Primary School
3. Strathmore School
4. Methodist Church
5. World Hope Academy
6. Huduma School
7. Roses of Grace Academy

3.7 Research Instruments

Mugenda and Mugenda (1999) define research instruments as tools that enable the researcher to collect necessary information. To get the required information for this study, the researcher used the questionnaire for the study.

3.7.1 Questionnaires

The questionnaires were the major instrument for data collection. Questionnaires are useful in gathering in-depth data, as well as respondents' first-hand experiences and opinions over a short period of time. The researcher considered Questionnaires as a generally convenient and cheaper means of collecting data for this study. According to Oso & Onen (2008), this is an economical method of data collection and offers rapid data collection that can easily be used to understand a population from a part of it. Three sets of questionnaires were designed: one for Pupils, another for Teachers and another for Parents.

The Pupils 'Questionnaire had two sections. Section A asked about gender, class, where they stay. Section B had 23 self-report items which basically required them to give information on parental involvement in their intellectual development and what they felt about it.

The Teachers' questionnaire had two sections. Section A required the teacher to state gender, duration of service and position held in the school. Section B had 30 self-report items, designed

to give information from the side of the educators regarding their own experiences and what they gather in their day-to-day encounters with children and parents.

The Parents' questionnaire had two sections. Section A of the questionnaire required informants to give some information about themselves, such as gender, age and place of residence as well as what they do. Section B of the questionnaire had 23 questions which sought information regarding their views on the different aspects of parental involvement in children's intellectual development at primary school level.

3.7.2 Scoring of the Questionnaire

Data from the respondents in this study were classified in two categories: those with positive perceptions to the different ways parents can partake in children's intellectual development were placed under the YES CATEGORY. Those with responses on the contrary fell under NO CATEGORY. This general grouping simplified the reporting exercise. The sorting out exercise was done in two steps as follows;

First, responses from each group were classified using a simple YES/NO column structure.

	YES CATEGORY	NO CATEGORY
PUPILS		
TEACHERS		
PARENTS		

The second step was to find totals of all the responses now either being YES or NO on each variable from all the three groups of respondents used in the study. This meant the study was now able to note positive responses against negative ones in the whole of Lavington area.

Finally, all responses recorded according as classified above. This information was then converted into percentages and presented in tables.

3.8 Pilot Study

It was necessary to test the instruments before data collection commenced. The aim of pilot study was to help identify errors in the study instruments. The questionnaires used for pilot testing was administered to 1 head teacher, 2 class teachers, 2 subject teachers and 4 parents. This was specifically for only two primary schools from the target population but outside the sample of the study. The classes 6-8 were maintained and care was taken not include information gathered from the pilot study in the final work.

3.8.1 Validity of the Instruments

According to (Orodho, 2005), Validity of instruments refers to the degree to which results obtained through analysis of the data gathered can be said to represent the concept under investigation. To be sure of the findings, the researcher constructed the questionnaire carefully in line with the research objectives tying them to the information gathered from the literature reviewed. This was to help ensure that the content reflected the objectives of the study which were to examine parental involvement in the intellectual development of their primary school children as their ethical duty. The researcher further included a variety of questions to cover all the research objectives.

Finally, the researcher ensured the validity of the instruments by taking the questionnaire, interview schedule and the content used in the literature review to the supervisor at Strathmore University to counter-check quality and give green light for use. Yaghmale (2003), states that validity of instruments may be obtained through judgment by professionals who can competently judge them.

3.8.2 Reliability of the Instruments

Reliability is said to be the measure of the degree to which a research instrument yields consistent results after repeated trials (Orodho, 2009). To examine the reliability of the instruments a pilot study was carried out and Cronbach's Alpha test was used for computation. The questionnaire which was the main instrument for data collection was administered to all the participants selected for the pilot study. After administration of the questionnaires, responses were first scored before randomly splitting them into two parts.

One part was made up of the even-numbered questions while the other part was made up of the odd-numbered ones. To determine the reliability of the instruments, the two sets of scores were computed using Cronbach's Alpha Coefficient at 0.7. A Cronbach's Alpha value of 0.892 and 0.847 was obtained. A reliability co-efficient (alpha value) of 0.7 or more is assumed to reflect the acceptable reliability. Therefore, the results obtained indicated that the instruments had significant reliability.

3.9 Data Collection Procedure

This research commenced after seeking a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The first step was to conduct pilot study then making informal visits to the targeted schools for familiarization with head teachers. At this

stage the researcher sought permission from the school heads for permission to carry out research in their schools by first presenting the letter of introduction. The purpose of the research was also explained in the one-on-one meetings with school heads. The research was then introduced to the class teachers of targeted classes, with whom similar meetings were held. Each one of them was a copy of the three questionnaires samples: Teachers, Pupils and Parents.

Once the requested permission was granted, interviews through questionnaires followed. Mugenda & Mugenda (1999) indicates that interviews involve oral administration of questionnaires or a one-on-one interview. The researcher arranged to meet the class teachers who would assist in the exercise who in turn helped identify willing parents. The class teachers distributed questionnaires to children and parents on behalf of the researcher.

The first set of data collection for the study began in September 2014 with additional data being collected during the first week of the term 1, 2017 and the final bit collected in October 2017. The researcher distributed the questionnaires to parents of children in the 6 sampled primary schools with the help of class teachers. The researcher requested the teachers to help distribute the questionnaires to the parents as they came to pick their children from school. The teacher respondents were also requested to answer the questionnaires which were to help the researcher countercheck the information gathered from the parent respondents. The parent and the teacher respondents were given a week's time to complete filling in the questionnaires after which the data collection instruments were collected by the researcher. The parent respondents were required to return the filled questionnaires to the respective teachers who in turn would pass them to the researcher. In some schools the period of distributing the questionnaires and collecting them took a week while in others it was only a few days. Once the data was in, it was coded, classified then the process of analysis followed.

3.10 Data Analysis

Data collected for this study included both qualitative and quantitative. For this reason, data analysis involved scrutinizing to get information and making inferences. The first step was to sort out data according to the objectives of the study. This gave rise to five categories. The data was then cleaned up and corrected to rid it of errors in order to avoid irrelevancies.

The Qualitative data was summarized according to similarities and was used to complement the quantitative information. It was then analyzed by summarizing key findings through in-

depth explanations of how different parental activities, especially from home, contributed to involvement in the intellectual development of their primary school children and was complemented by the information from the responses of teachers. As regards Quantitative data, the researcher used descriptive statistics to analyze it. Once the frequency of responses was computed, frequency tables were then used to present the data obtained.

3.11 Procedural and Ethical Considerations

Once the researcher's Proposal was approved, the next step the researcher took was to seek an authorisation letter from Strathmore University to embark on his research exercise for the dissertation. This also served as introduction letter to the various places and individuals he would seek to collect data from. The second step was to approach the National Commission for Science, Technology and Innovation (NACOSTI) for a research permit to allow him collect data. With the introduction letter from the university and the research permit from NACOSTI, the researcher proceeded to collect data from the 7 sampled primary schools in Lavington Area of Nairobi County. The researcher first paid pre-research visits to the said schools for personal familiarisation with administrators and the general areas intended for data collection. At this stage, he presented the formal research documents as well as copies of questionnaires for their perusal just in case there was any question they would wish omitted or more light shed on it.

The researcher gave guidelines to the effect that children were free to ask interpretation of questions they did not understand before responding to them. They were further made to know that whereas their information would remain held in strict confidence, they were free to ignore questions they felt uncomfortable to answer. The pupils were allowed by their class teachers to show their parents the questionnaires so that they too would be aware of the exercise their children were going through.

The researcher ensured teachers and parents consented to participating in the exercise before going ahead with data collection from them. This was done by personally explaining to them the purpose of the data being collected. After explaining to head teachers, class teachers met with the researcher so that details and reasons for the research were also explained to them class teachers the facilitated the meetings with parents who were willing to participate. It is the very parents who also allowed their children to participate in the exercise signed by signing

their children's questionnaires. All were given assurance of the confidential use of their information. Finally, all works cited in this study have been acknowledged.

Chapter summary

Finding out individuals' perceptions can be a daunting task and the result can end up being highly impartial. In order to overcome this, the study came up with a careful procedure of involving children, parents and teachers from laving ton area of Nairobi County. All totalling 720 drawn from 7 schools, were required to respond to questions in questionnaires that sought to find out their views regarding parental involvement in children's intellectual development. To make the task of reaching conclusion, their responses were grouped in two groups of Yes and No then results presented in tables and figures.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The chapter focuses on the findings about the perceptions of primary stakeholders on parental involvement in their primary school children's intellectual development. Results are presented in tables, figures and descriptive statistics in line with objectives of the study.

4.2. Specific Objective-Based Results

The study considered the following as key areas in which parental involvement can enhance primary school children's intellectual development:

- (i) Providing children's basic learning needs
- (ii) Directly assisting children with school assignments
- (iii) Giving regular motivation
- (iv) Participating in school-organized activities
- (v) Attending training programmes

4.2.1 Findings from the Pilot Study

There were 4 teachers, 6 parents and 16 pupils. Their responses were presented as follows;

Responses on learning provisions

Pupils who felt learning provisions were a necessary requirement from parents were 13 out of the total 16. There were 4 parents who considered it the duty of parents to provide all learning provisions. All the 4 teachers supported the idea of parents taking up the role of providing all the learning needs of their children. This was the same with all the 4 teachers in the pilot study. In total, positive responses were 21 out of the total 26 respondents.

Responses on parental direct assistance of children

Only 9 of the pupils support the idea of parents directly assisting in their school work. On the other hand only 1 parent thought it necessary to assist children with their school assignments while all the 4 teachers support this approach to parental involvement in helping their children improve in their intellectual development. This gave the total as 14 respondents being in support of this approach to using parents to support children's intellectual development.

Responses on parental regular motivation of children

All the 13 pupils engaged in the pilot study supported parental regular motivation, citing the need for sitting together to discuss exam results as well as buying them gifts to appreciate effort. However, while all the 4 teachers support this approach as really helpful and encouraging to children, only 1 parent supported it. The total in support of this was 18.

Responses on parents participating in school activities regularly

11 pupils were positive regarding parents being regularly involved in their school activities such as sports and meetings. There were 2 parents who considered this as useful and necessary while all the 4 teachers supported it. In total 17 respondents were in support of this.

Responses on parents getting training

A total of 16 respondents supported training parents as a good way to engage parents more in their children's intellectual development. 9 pupils were the only ones who were sure training parents could enhance their intellectual development while 3 parents supported it as all the 4 teachers considered it necessary.

4.2.2 Findings from the study

Below is a guide to the findings found from the study based on the research objectives as reflected in the contents of the three stakeholder questionnaires.

METHODOLOGICAL MATRIX

RESEARCH OBJECTIVE	RESEARCH QUESTION
1. Parents providing children's basic learning needs	<u>Pupils' Questionnaire</u> Qns 16, 17, 18, 19, 20, 21 <u>Parents' Questionnaire</u> Qns 18, 19, 20, 21, 22 <u>Teachers' Questionnaire</u> Qns 24, 25, 26, 27, 28
2. Parents directly assisting children with school assignments	<u>Pupils' Questionnaire</u> Qns 1,2,3,4,5 <u>Parents' Questionnaire</u>

	<p>Qns 4,5</p> <p><u>Teachers' Questionnaire</u></p> <p>Qns 2,3,7,8,9,10,12,16</p>
3. Parents giving regular motivation to children	<p><u>Pupils' Questionnaire</u></p> <p>Qns 6,7,8</p> <p><u>Parents' Questionnaire</u></p> <p>Qns 67</p> <p><u>Teachers' Questionnaire</u></p> <p>Qn 11</p>
4. Parents participating in school-organized activities	<p><u>Pupils' Questionnaire</u></p> <p>Qns 13,14,15</p> <p><u>Parents' Questionnaire</u></p> <p>Qns 13,14</p> <p><u>Teachers' Questionnaire</u></p> <p>Qns 14,15</p>
5. Parents attending training programmes	<p><u>Pupils' Questionnaire</u></p> <p>Qns 9,10,11,12,22</p> <p><u>Parents' Questionnaire</u></p> <p>Qns 1,9,10,11,25</p> <p><u>Teachers' Questionnaire</u></p> <p>Qns 4,5,6,13,18,19,20,21 22,23</p>

4.2.2.1 Pupils' Responses on Provision of Basic Learning Needs

To find out the perceptions of respondents on parental participation in their children's intellectual development, this study asked questions that sought to establish the usefulness of adequate and timely supply of:

- i) Stationery
- ii) Uniform
- iii) Ample study place at home
- iv) Providing adequate food

- v) Providing medication when needed
- vi) Time to study or do homework
- vii) Payment of fees

Responses from the three groups of respondents engaged in the study are as presented below. The pupils' responses were presented in Table4.1 below.

Table 4.1: Pupils' Responses on Provision of Basic Learning Needs

	Number of responses	
	YES	NO
TOTAL	109/180	71/180
%	61	39

Figure 4.1 below is a representation of the same findings.

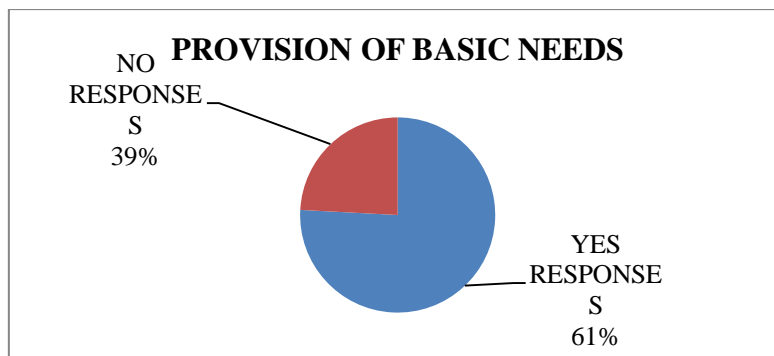


Figure4 1: Pupils' Responses on Basic Provisions (Source: Researcher's own)

From the above information 61% of the pupils who took part in the study indicated they got basic learning needs. This group of pupils indicated parents supplied an ample study place and ensured a quiet home for study. They also reported getting stationery, food and had their fees paid at least within the required time. Similarly, they reported getting proper uniform.

On the other hand,39% of them considered provisions made by parents as inadequate since their fees were sometimes paid late or not in full. They also noted having difficulties getting proper stationery and enough time to study at home as they had to assist with house chores.

4.2.2.2 Parents' Responses on Basic Learning Needs

Data collected on parents' views was presented as per Table 4. 2 below.

Table 4.2: Parents’ Responses on Basic Provisions

	Number of responses	
	YES	NO
TOTAL	89/120	31/120
%	74	26

These findings were presented in the pie Figure 4.2 below.

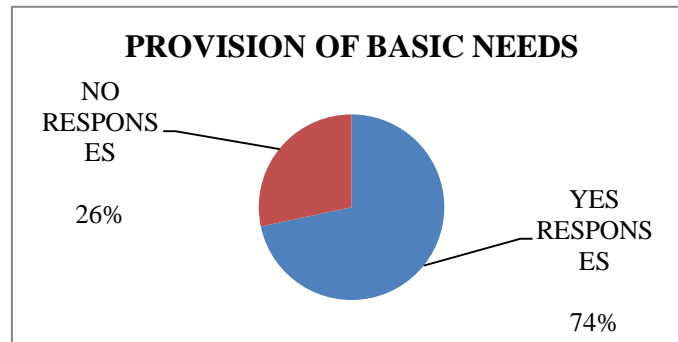


Figure 4. 2: Parents’ Responses on Basic Provisions (Source: Researcher’s own)

Most parents, 74%, considered provision of children’s basic learning needs as crucial. They were positive regarding the issue of supplying stationery, paying fees, and ensuring an ample study environment for study at home. They also got uniform for their children and ensured medical attention was given when needed.

However, 26% of them indicated that children needed to assist with home duties to become responsible and as such could do more learning from school. Similarly, this group also indicated they expected the state to play a role in ensuring the much mentioned free education was fully free

4.2.2.3 Teachers’ Responses on Basic Provisions

The results from teachers’ responses were summarized as follows in Table 3.

Table 4.3: Teachers’ Responses on Basic Provisions

	Number of responses	
	YES	NO
TOTAL	10/14	4/14
%	71	29

The above views of teachers were presented in pie chart form as shown in Figure 4.3 below.

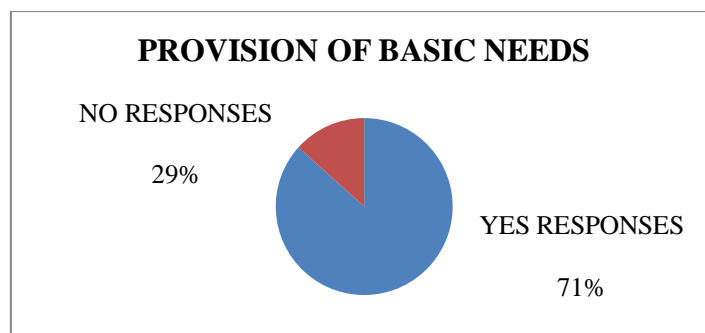


Figure 4.3: Teachers’ Responses on Basic Provisions (Source: Researcher’s own)

Most teachers, 71%, were in agreement that the provision of children’s basic learning needs was crucial in enhancing children’s intellectual development and emphasized that it remained the duty of parents.

On the other hand, 29% of them indicated that most parents do not seem to play this role well and sometimes children are left uncared for. They singled out cases of low income families who could not adequately provide food, shelter, medication and even stationery when supplied, was too late to come or of low quality for the purpose needed. These included exercise books and pencils. They pointed out that some of those children relied on help from school.

4.2.3. Views on Parental Regular Motivation

Parental regular motivation of children as a duty to enhance intellectual development was assessed using questions on indicators such as:

- i) Giving gifts of appreciation for effort made
- ii) Discussing progress with children themselves
- iii) Sharing success stories with children
- iv) Regularly discussing ways of support with teachers
- v) Setting and discussing goals with children

4.2.3.1 Pupils’ Responses on Parental Regular Motivation

The Pupils’ views were presented in Table 4. 4 below.

Table 4. 4: Pupils’ Responses on Parental Regular Motivation

	YES	NO
TOTAL	129/180	51/180
%	72	28

The same pupils' views were also presented in Figure 4.4 as shown below.

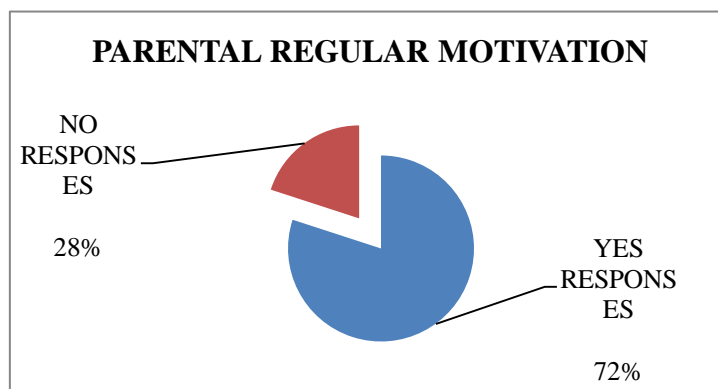


Figure 4.4: Pupils' Responses on Parental Regular Motivation (Source: Researcher's own)

72% of the pupils who participated in the study expressed interest in sharing their learning concerns with their parents. They noted that their parents motivated them through word of encouragement as well as gifts in kind. 2 pupils from Methodist School and one from Strathmore said they got a chance for sharing success stories with their parents. A number of pupils from Strathmore and Huduma schools said their parents regularly contacted teachers on how to motivate them at home.

However, 28% of them indicated that they got little or no encouragement from their parents, and if anything, it was only to ask about exam results. However, if results were not good enough to the expectations of their parents, it was mere warning that they had to pull up their socks. On the whole, pupils reported the fact that most parents found little time to sit with them as they were always busy working and coming home late.

4.2.3.2 Parents' Responses on Parental Regular Motivation

Parents' responses were presented as in the Table 4.5 below.

Table 4.5: Parents' Responses on Parental Regular Motivation

	Number of responses	
	YES	NO
TOTAL	92/120	28/120
%	77	23

The same results were presented as shown below in Figure 4.5.

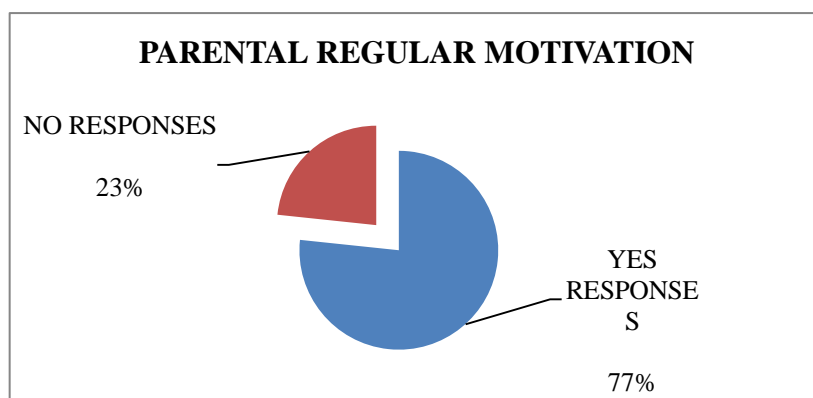


Figure 4.5: Parents’ Responses on Parental Regular Motivation(Source: Researcher’s own)

Parents who indicated they make effort to motivate their children constituted 77%. They indicated they discussed exam results and sometimes bought gifts to appreciate effort made. Some of them contacted their children’s teachers to share ways of motivating them to work hard. Only one parent from Methodist School stated that she occasionally managed to share success stories with her daughter. Two of parents from Strathmore School discussed goals with their children.

23% of the parents used in the study indicated they did not manage to do much encouragement. They said their interest was usually geared toward success in exam results and thus commonly found themselves only giving material rewards after good exam results.

4.2.3.3 Teachers’ Responses on Parental Regular Motivation

Findings from teachers were presented as in Table 4.6 below.

Table 4.6: Teachers’ Responses on Parental Regular Motivation

	Number of responses	
	YES	NO
TOTAL	12/14	2/14
%	86	14

These teachers' responses were also presented in the pie Figure 4.6 below.

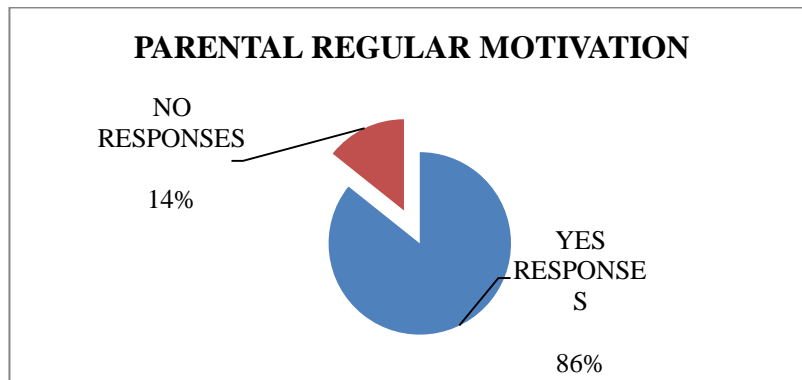


Figure 4. 6: Teachers' Responses on Parental Regular Motivation (Source: Researcher's own)

86% of the teachers who participated in the study supported the idea of parents encouraging their children to work by showing appreciation of effort made as well as discussing time table and setting achievable goals.

14% of them the teachers did not support this and pointed out that most parents ended up spoiling their children by giving gifts unfit for children. They noted that some parents over-emphasized the expected high achievements, particularly in specific subjects, and not in all areas of intellectual development. One teacher from Huduma School thought teachers could handle motivation of children better than their parents.

4.2.4. Views on Parents' Direct Assistance

This study considered various ways in which parents can directly participate in their children's intellectual development. These included:

- i) Supervising school assignments
- ii) Checking content of each assignment
- iii) Signing school diaries
- iv) Help where they can
- v) Ensure work is fully done and as expected

vi) Consulting with teachers on difficulties noted

4.2.4.1 Pupils' Responses on Parents' Direct Assistance

Results from the pupils were tabulated as follows in Table 7.

Table4.7: Pupils' views on Parents' Direct Assistance

	Number of responses	
	YES	NO
TOTAL	125/180	55/180
%	69	31

The same results were also presented in pie chart form as shown below in Figure4.7.

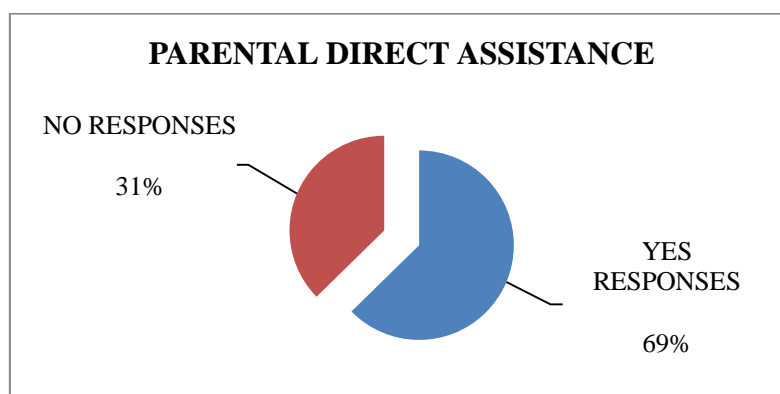


Figure4. 7: Pupils' views on Parents' Direct Assistance (Source: Researcher's own)

From the pupils who participated in this study, 69% of them indicated they greatly appreciated assistance from parents. They indicated they got assistance in working out difficult school assignments. Some of them reported good and regular contacts between their parents and the teachers to discuss homework quality. They said their parents ensured work was well done and signed the school assignments diary.

On the other hand, 31% of them noted that their parents did not play much of a role in their school work. They noted that teachers did almost everything and so they did not find it necessary to ask parents for help. However, some said they were interested in asking for help only that their parents either did not seem to know how to help or were not available. As a result, some pupils assumed they would not get help from their parents. One Methodist pupil said, "My mother has no idea what we do in school".

4.4.2 Parents' Responses on Parents' Direct Assistance

Parents' responses were presented as in the Table 4.8 below.

Table 4.8: Parents' Responses on Parents' Direct Assistance

	Number of responses	
	YES	NO
TOTAL	73/120	47/120
%	61	39

The same results were presented in a pie chart as below in Figure 4.8

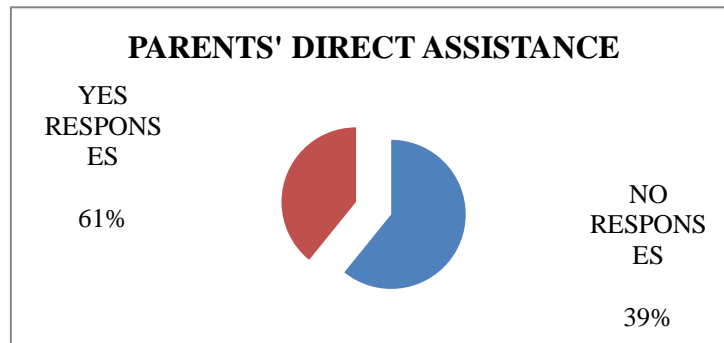


Figure 4.8: Parents' Responses on Parents' Direct Assistance (Source: Researcher's own)

61% of the parents who responded to questions said they not only interested in assisting their children to do their assignments, but they actually supported in some way if they could. One parent from World Hope Academy said she occasionally spent several hours at their study table with her daughter to finish up her homework. Most of them indicated they were very interested in assisting their children despite time restraint owing to their work schedules.

31% of the parents did not support parental direct assistance as a useful approach for children's intellectual development. They considered it a duty that teachers were best suited for since they were professionals. Those who could possibly help children declined such assistance by giving the excuse that their direct involvement would most likely cause confusion instead of assisting children.

4.2.4.2 Teachers' Responses on Parents' Direct Assistance

Teachers' responses were presented as in the Table 4.9 below.

Table 4.9: Teachers' views on Parents' Direct Assistance

	Number of responses	
	YES	NO
TOTAL	6/7	1/7
%	86	14

These results were also presented in pie chart form as shown below in Figure 4.9.

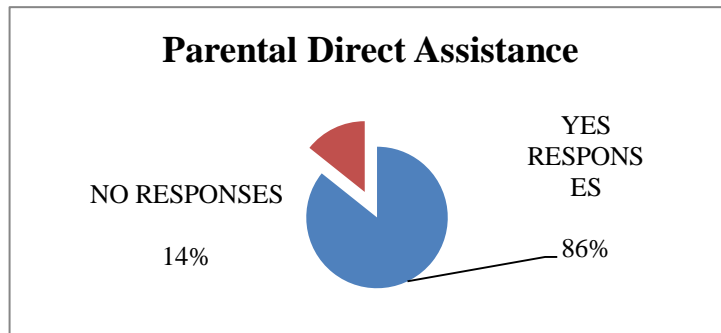


Figure4. 9: Teachers' views on Parents' Direct Assistance (Source: Researcher's own)

Most teachers (90%) were very supportive of having parents to directly assist their children from home. They fully supported parents checking homework, signing diaries and ensuring contacted teachers in case of difficulties.

Only 10% indicated that such help could not be useful as some parents were most likely as going to end up doing all the work themselves. This, they feared would derail children's effort especially in cases where some parents were good at the subjects in question.

4.2.4. Views on School-organized Activities

The fourth objective of the study considered how parents can participate in school-organized activities as a way of becoming a part of their children's learning. Parents who take part in school activities like sports become more acquainted with what goes on at school. This knowledge is useful as they get to learn what else interests their children other than academics. They also learn their children's character when out there. When parents attend activities at school, children feel parents are part of their learning.

To get the perceptions on this objective, respondents were asked to respond questions on indicators of parental involvement in school organized activities included:

- i) Attending school games/sports day
- ii) Participating in election of parents’ representatives
- iii) Being parents’ representatives
- iv) Attending Awards/Prize Giving Days

4.2.4.1 Pupils’ Views on School-organized Activities

Findings of pupils’ views on this objective were tabulated as follows in Table 4.10.

Table 4.10: Pupils’ Responses on School-organized Activities

	Number of responses	
	YES	NO
TOTAL	108/180	72/180
%	60	40

These results were also presented in pie chart form as shown in Figure4.10 below.

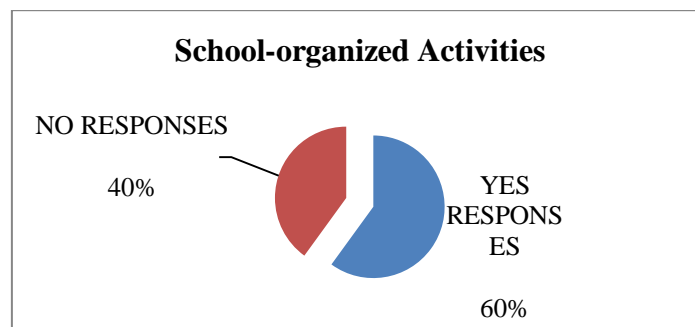


Figure4. 10: Pupils’ Responses on School-organized Activities (Source: Researcher’s own)

60% of the pupils indicated parental participation in school-organized activities was sufficient. They felt this added to their learning enjoyment. 3 pupils indicated that their parents were members of Parents/Teachers Associations while 5 regularly attended sports days. Those pupils who supported school-organized activities pointed out that it was a good chance to mingle with parents who never easily find time to be with them. A pupil from Methodist School whose parents used to attend sports activities said a tug of war created the best moment to get nearer their parents on equal terms! They appreciated having parents at school for prize giving day events.

However, 40% noted their parents had little time to participate in such activities. Some are said to attend once in a while or simply make a technical appearance and then go away. Some 3

children pointed out that they did not wish to have their parents attend such activities as they would easily be seen to excel in extra-curricula activities more than academic work.

4.2.4.2 Parents' Views on School-organized Activities

Findings from parents' responses were recorded in the Table 4.11 below.

Table 4.11: Parents' Responses on School-organized Activities

	Number of responses	
	YES	NO
TOTAL	91/120	29/120
%	76	24

The above findings from parents were also presented in pie chart form Figure 4.11 below.

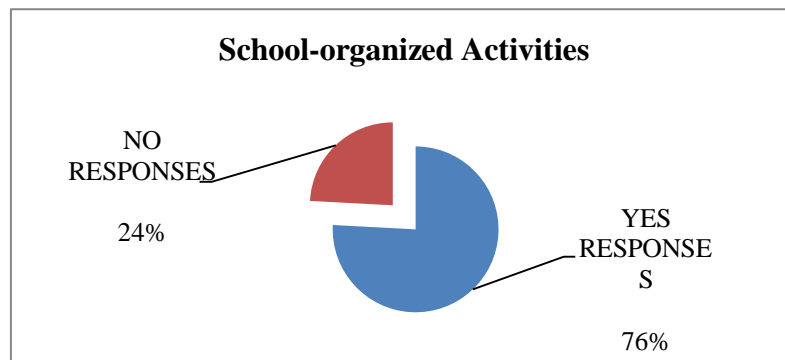


Figure 4.11: Parents' Responses on School-organized Activities (Source: Researcher's own)

Parents who showed a positive toward the use of school-organized activities as a way to spur the intellectual development of their children accounted for 76%. They indicated they participated in various sports activities. A parent from Strathmore School noted a moment when his son's team beat the fathers' team in a game of tug of war. Another from Huduma School mentioned that he regularly played role referee during football matches between parents and pupils. They stated that such moments made parents and their children become friends and share difficulties of academic nature. Most of them appreciated prize giving days at schools.

Only 24% of the parents indicated they had difficulties participating in school-organized activities. Some indicated they did not get time while others just didn't see it necessary. A parent from Methodist school said he was reluctant participate in Parents/Teachers Association activities by becoming member or taking part in elections as some teachers and parents had made it a club of a few individuals.

4.2.4.3 Teachers' Responses on School-Organized Activities

The results were summarized as follows in Table 4.12

Table 4.12: Teachers' on School-organized Activities

	Number of responses	
	YES	NO
TOTAL	5/7	2/7
%	71	29

The above results are also shown in pie form, Figure 4.12 below.

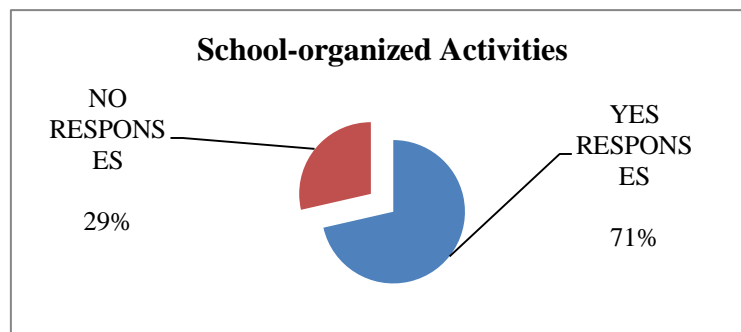


Figure 4.12: Teachers' on School-organized Activities (Source: Researcher's own)

71% of the teachers who took part in the study strongly supported involvement of parents in school-organized activities, noting that it gave them a chance to share learning challenges quite informally. They indicated parents who sat on Parents/Teachers Association committees contributed immensely through ideas to their schools. They noted that parents attending sports activities usually got to interact closely with both teachers and their children; a thing that increased children's learning.

However, 29% of them noted that it would help less as some parents only thought coming to school had to do with academic work. Some teachers said some parents were unwilling to participate in any school-organized activities as they always considered school issues strictly being school business to be handled by teachers.

4.2.5. Views on Parents' Training

The last objective of this study was to find out the perceptions of primary stakeholders regarding training of parents to equip them on how to handle children's educational and parenting as a way of enhancing intellectual development in Nairobi County primary schools

To achieve this, respondents were asked to respond to statements intended to describe their perceptions on various issues such as:

- i) Availability of courses/seminars are offered
- ii) Parental availability to attend seminars/courses
- iii) Attainment of certificates
- iv) If parents also participated as facilitators/trainers
- v) If any parents use ideas learnt

4.2.5.1 Pupils' Views on Parents' Training

Results from pupils were presented in Table 4.13 below.

Table 4.13: Pupils' Responses on Parents' Training

	Number of responses	
	YES	NO
TOTAL	117/180	63/180
%	65	35

These findings were also presented as in Figure 4.13 below.

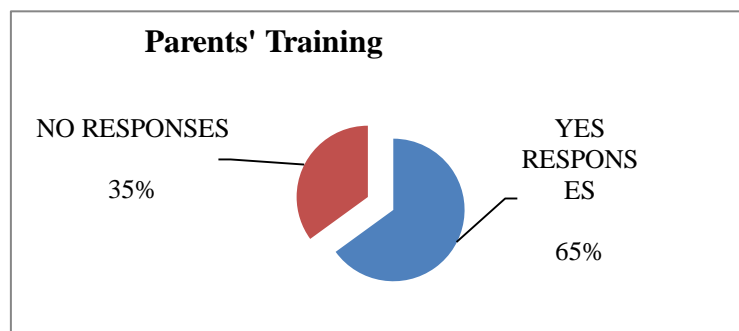


Figure 4.13: Pupils' Responses on Parents' Training (Source: Researcher's own)

65% of the pupils who participated in the study supported parents' training on education and parenting skills as useful. They also indicated their parents attended seminars and courses offered by their schools. They thought such training helped their parents as some indicated the skills were applied at home. One pupil from Strathmore school mentioned that his parents to discuss with him how to study and set goals, which they had just shared at a seminar in school. A number of them indicated they also attended their parents' graduation ceremony where they were receiving certificates.

However, 35% of them did not support training of parents. They indicated their parents did not seem to be interested in applying the skills learnt. 2 pupils from Strathmore school noted that their parents never made efforts attend seminars and so they did not benefit from the ideas learnt.

4.2.5.2 Parents' Views on Parents' Training

Findings from parents' views were recorded in the Table 4.14 below.

Table 4.14: Parents' Views on Parents' Training

	Number of responses	
	YES	NO
TOTAL	83/120	37/120
%	69	31

Parents' responses were also presented as shown in Figure 4.14 below.

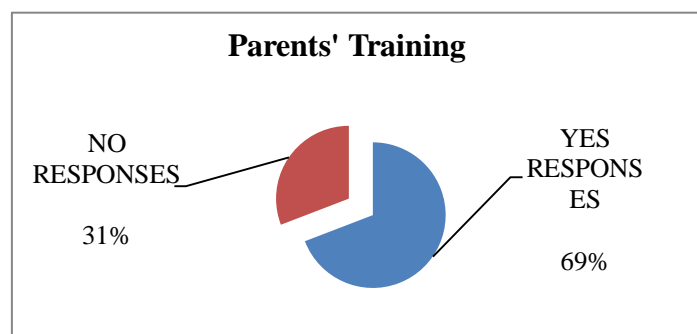


Figure 4.14: Parents' Views on Parents' Training (Source: Researcher's own)

69% of the parents supported the idea of being given training to help them understand education and parenting techniques. They said that as much as was possible, they made effort to attend courses and seminars. Some also indicated they already had been taken through some courses and attained certificates. They indicated they greatly benefited from ideas learnt at seminars and through the course materials. However, they noted that sessions for training did come at odd times for them.

31% of them were against training programmes. They found them unnecessary, noting that it was like another school programme for them in old age. Some of them noted they couldn't get the time to attend the courses and seminars as they had to go to work.

4.2.5.3 Teachers' Views on Parents' Training

Findings from parents were recorded in Table 4.15 below.

Table 4.15: Teachers' Views on Parents' Training

	Number of responses	
	YES	NO
TOTAL	12/14	2/14
%	86	14

The above findings from teachers were also presented as in shown in Figure 4.15 below.

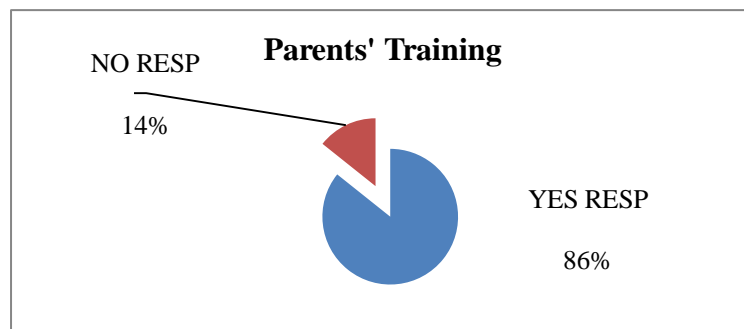


Figure 4.15: Teachers' Views on Parents' Training (Source: Researcher's own)

Overall, teachers supported training of parents as a good way of boosting their involvement in intellectual development of their children stood at 86%.

On the other hand, 14% indicated it might not necessarily help much if parents did not change their attitude toward children's over all education.

4.6. Summary of the findings

This study found out that:

- i) Majority of the respondents in Nairobi's Lavington Area who participated in the study consider children's intellectual development as an ethical duty for parents..
- ii) They consider it a duty to provide basic learning needs for their children; regularly motivate them as much as they can; give direct assistance in assignments given by school; participate in school-organized activities such as sports events and also get training through courses and seminars and course on education and parenting skills.

- iii) Children are keen to receive support from their parents although in some cases this is not adequate owing to either the nature of parents' work or economic difficulties.
- iv) From the demographic data, it is mothers who are more involved in the intellectual development of their children most likely because most fathers were either in paid employment or business activities.
- v) The demographic data also revealed that parents aged between 20 and 40 had more interest in their children's intellectual development.

Table 4.16: Modes of parental involvement by order of merit

	Pupils	Parents	Teachers	Average Score (%)
Providing Basic Learning Needs	61	74	71	69
Regular Motivation	72	77	86	78
Direct Assistance	69	61	86	72
Involvement in School Activities	60	76	71	69
Training Parents	65	69	86	73

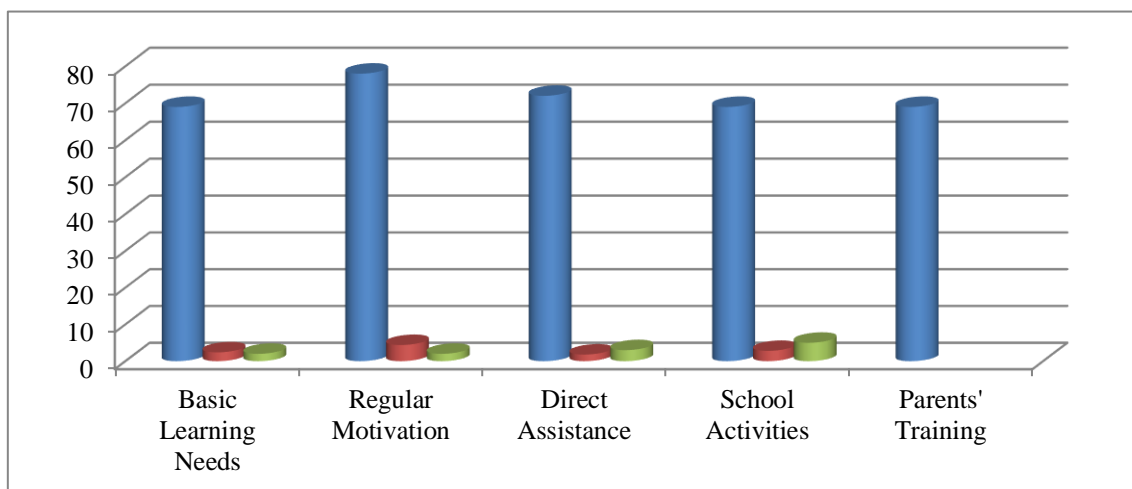


Figure 4.16: The most favoured way of parental involvement (Source: Researcher's own)

From the above chart, the most favoured indicator of parental involvement in the intellectual development of children is Regular Motivation that stood at 78%. This was followed by Training of Parents which was 73%. Next was Direct Assistance, at 72%. Involvement in School-organized Activities and Provision of Basic Learning Needs tied at 69%.

Chapter summary

Data collected from the primary stakeholders engaged for this study showed that despite variations in their opinions, the three groups: pupils, teachers and parents, all favoured parental participation in children's intellectual development. This was seen from 78% of respondents being at the apex by favouring parental regular motivation with provision of basic learning needs at the bottom with 69%.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

This chapter presents a discussion of the findings of the study on the perceptions of primary stakeholders, i.e. parents, teachers and pupils regarding parental involvement in their children's intellectual development in Nairobi County.

5.2 Discussion of Findings

Following is presentation of the discussion of the findings under each objective considered in this study as respective sub-titles.

5.2.1 Providing basic learning needs

Majority of the respondents reported that basic learning materials are useful for children's intellectual development. They considered it crucial that these are supplied adequately and in good time. As such, even struggling parents did ensure these needs were met. When children have adequate supply of needs as stationery, they enjoy learning. This is also the case when fees requirements are met in good time. Similarly, children find learning easier because they have all they need. In addition, they confident to work hard especially when their financial needs like fees are met in good time as required by school. Being taken to hospital, feeding well as well as a secure home all seemed to be inputs that make children's learning more comfortable and rewarding. From the views of the different respondents, it was clear that children who lacked a comfortable place to study or time to do their school work found it hard to learn and develop well intellectually.

Similarly, if children had could not get proper medication whenever they were taken ill, this resulted into slowed activity, especially intellectual development. The same is true of children who were not properly fed.

5.2.2 Parental Direct Assistance

While some parents and pupils indicated they did not really support direct assistance through signing diaries, checking if home work was fully and properly done or if there was any difficulty; this was generally seen as useful for children. When parents are directly involved in their children's work, they are keen to do things well and also make every possible effort. They always feel they are being watched but also being supported to do a good job. This finding is

consistent with White (1987) who considered parental involvement in children's work as so crucial that she posited the need for parents to take it as a total walk with the child. Parents who closely support children also get to know where there are difficulties and thus mention to teachers. It is also a moment to help children develop persistence in their work.

From the findings of this study, it is clear that primary stake holders in children's intellectual development value parental assistance with school assignments.

5.2.3 Parental regular motivation

Children, especially at primary school level enjoy being encouraged in whatever they do. This is particularly necessary as it spurs their further interest and subsequent improvement in the learning process. Therefore, parents can play a big role to encourage their children through talks on hard work, telling them stories of people who succeeded after being persistent in their work but also showing appreciation of their effort. More often, children will be spurred by such positive words from parents. Children need an adult to recognize their effort, and if possible carefully considered rewards can be a great boost.

Majority of respondents in this study supported parental motivation of children that ought to be done from time to time. This could be merely by sitting down to discuss performance and encouraging more effort to be put in areas where necessary. Parents were also seen as best suited to help children come up with achievable goals and personally become their closest friends in doing their work. This finding is seen to confirm the postulations of Epstein (1995) who noted that it is the duty of parents to provide the basic needs of children such as secure housing, health services, food and safety. The adequate supply of these needs greatly adds to the intellectual development of children as they feel comfortable enough to learn and think straight. This fact also confirms that pupils generally consider parental provision of basic learning needs as necessary to motivate them to improve in their academic performance.

However, some parents were reported as not finding time to engage their children in activities geared toward intellectual development.

5.2.4 Participating in School-organized Activities

There was significant support of the idea of parents participating in school-organized activities such as games and races. By parents participating in school-organised activities, children feel their learning process is not their task alone. They feel parents have time to be part and parcel school, a thing that encourages even more effort them. Children would like parents to speak well of them during such encounters with teachers.

Feiler (2010) posited that parental involvement should mean a variety of multidimensional activities in the home environment and direct parent-school interactions. Parents need to make every effort to come with activities that encourage learning so that children grow up with the mentality of using every opportunity to learn.

5.2.5 Parents' Training

Education trends and styles of parenting keep changing with time. Thus, it is crucial that parents get training to improve their skill in handling intellectual development issues of their children. In addition, children might need more tact to be handled even as they deal with work since they are more likely to hide certain difficulties from their unsuspecting parents. This study established that most parents were keen to work closely with their children from home but lacked the skills. Some parents looked forward to group discussions at seminars and training courses. Indeed, they also looked forward to the eventual attainment of a certificate in recognition of their participation in the training session.

However, some parents did not support training sessions and meetings wholly since they could not find time to attend. These mixed responses attest to the findings of Eccles and Harold (1993) who noted that many parents found themselves torn between attending school meetings and work.

On the other hand, teachers fully supported this noting that parents who got trained benefitted more than those who did not. They noted that children from homes where parents had been going through training showed notable improvements in their school work as opposed to those whose parents did not attend courses at all.

These findings are in line with the views held by Williams & Chavkin (1989) and later Epstein (2001) who posited that parents' training was a key factor to ensure parents knew their role in the intellectual development of their children. Kunzman (2006) also considered it necessary to train so that they are equipped with skills to meet the challenges posed by their children as individuals and in education.

Josemaria Escriva strongly vouched for training of parents and additionally using parents themselves to train one another, in case there were those who had the knowledge being shared out. Parental training must never be taken for granted since it is true that not even those parents who are keen to support their children's intellectual development know exactly what to do.

A critique of the findings

Although this study chose to concern itself with only five areas in which parents can support children's intellectual development, Josemaria Escriva considered parental role as much more. Indeed, in works titled *Family life* of opus dei, he noted that any other person or group should only educate children by virtue of parents' delegation and such support remains subordinate to that from parents themselves." He even concluded that the role of parent to educate was;"... the most important and rewarding business..." Conversations 10. This indicates that parents should be allowed more space in the intellectual development of their and they should take that role with excitement.

The Catholic Church continues to encourage her followers to take parental involvement with their children as an important task in their lives. The church notes that parents have the first responsibility for the education of their children, adding that they bear witness to this responsibility first by creating a home where tenderness, forgiveness, respect, fidelity and disinterested service are the rule. The home is well suited for education in the virtues. . ." (The Catechism of The Catholic Church, Canon2223). It is clear that even as school makes every effort to educate, it cannot give the child such a warm learning environment as home can provide.

These findings find much support in the work of Aristotle because his idea was about an all-round education handled by parents. Once parents laid a good foundation, they would find school easier and more exciting. For this reason, Aristotle's advice that parents lay a good and firm foundation goes beyond mere support and provision of needs but does motivate children in their learning. In addition, Aristotle thought it was parents who should lay the foundation of and continue to handle children's discipline so that they can learn without disruptions. Children who are not well motivated or disciplined do not learn well. A common scenario is that children whose discipline is questionable or those who do not enjoy school tend to be the cause school learning disruptions.

Aristotle's emphasis on the need for proactive and consistent parental involvement in children's intellectual development can be seen in his use of terms like the nurse, the mother, the attendant slave and the father himself. When home has properly prepared the child, it is only then that he should be sent to school but with express instructions to the teachers to pay more attention to orderly behaviour before reading, music and gymnastics"(325b). Thus, even

when children have been taken to the school master, the role of the parents cannot be downplayed.

The work of White 1987 strongly shows that parental involvement in their children's intellectual development is a worthwhile task. She details the role played by Japanese parents whose results can be seen in the prowess shown by their children in their academic work. When parents encourage and support their children in every possible way that has to do with their intellectual development, they love it and always want to excel because they own the process. From her work, we can infer that parents must purposely create time to get more involved in their children's learning work. Indeed, they ought to lead the way so that others can only come in to support or build on what they have put in place. It therefore follows that such a role goes beyond basic provisions or home care. In addition, parents ought to do all this without coercion or constant reminders from anyone because they are only supporting the good development of their own children.

Chapter summary

By virtue of parents begetting children, their role goes further than general upbringing and day-to-day care. It is important for parents to ensure their children develop intellectually through organised participation in school activities as well as providing for basic needs. On top of this, home (parents) is better placed to provide moral support and motivation to facilitate better learning at school. One philosopher puts it even more emphatically by saying parents should fully prepare children in readiness for school but additionally, give express instructions on what they expect. This should be understood to mean full involvement of parents in their children's intellectual growth.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This section presents: a summary of the findings in line with the research questions. This is followed by the researcher's conclusions based on the given summary of findings, then the researcher's recommendations and finally the suggestions made for future research.

6.2 Summary of the findings in line with the research questions

The main concern of this study was to find out the perceptions of primary stakeholders (pupils, teachers and parents) regarding the role parents can play in the intellectual development of primary school children in Lavington Area of Nairobi County. A sound, holistic upbringing of children involves developing their physical, intellectual, spiritual and mental faculties. This study considered how complete this can be done when parents take a close interest in the intellectual development of their children in lieu of leaving this to teachers. In order to establish perceptions of the stakeholders, data was collected on five indicators of parental involvement, which were:

i) **Timely and supply of basic learning needs**

On this aspect of parental involvement, the study established that most primary stakeholders in Lavington area consider it necessary for parents ensure children get all they need to enjoy their study. This meant an ample place of study at home as well as adequate time without undue interruption, proper diet and medication when needed. In addition, the study found out that children enjoyed school when their school requirements such as stationery, fees and uniform were availed in good time.

ii) **Regularly motivating children**

From data collected, it was found out that primary stakeholders in Lavington area favoured parental motivation of children to enhance their intellectual development. These included giving some rewards for effort shown, discussing weaknesses and giving encouragement, as well as setting achievable goals together.

iii) Directly assisting children with school assignments

Data from the three groups of respondents showed that giving assistance did not just help solve children's learning difficulties, but it also created a warmer relationship between parents and children. In addition, children felt parents were part of their learning process and thus enjoyed it.

iv) Participating in school-organized activities

The study found out that although most respondents were not very familiar with parents participating in school organized activities, some still supported it. Those who support its use to engage parents in children's intellectual development noted that activities such as sports, tug of war or races created opportunities for parents to discover their children's interests and strong points.

v) Parents receiving training/skills

The need to train parents in educational issues as well as child-rearing found reasonable support from the participants. They noted that at times parents did not participate much in their children's learning owing to lack of proper knowledge. Yet, at times parents who attempted to help their children approached issues wrongly and ended up discouraging them.

6.3 Conclusions based on the summary of findings

From the foregoing summary, a number of conclusions were made regarding parental involvement in children's intellectual development. These were:

- a) It is necessary for parents to ensure children have adequate supplies of basic learning needs such as stationery, prompt payment of fees, giving children time to study or do their school assignments, availing a quiet place of study as well as giving medical attention when necessary.
- b) Parents need to regularly make time be able sit down with their children and talk about school work. This is necessary as it enables children to open up and say whatever difficulties they might be encountering. At the same time, such moments give parents a chance to encourage their children to strive to do their best in school.

- c) Parents add more value to the intellectual development of their children when they assist them to work through their school assignments. This is useful to help children resolve their difficulties instead of having to wait till they get back to school to seek assistance from teachers. Such assistance also enables parents to note difficulties their children might be encountering so that they can mention it to teachers for assistance.
- d) School organized activities are useful to create a meant of teachers, parents and pupils freely mixing together so that that they learn children's interests and strong points other than academic work. This is particularly useful to help motivate even better performance in academic work since any advice given at such moments is informal and friendlier.
- e) Training parents is key and very necessary as this helps parents play a more informed role in their children's intellectual development. Thus, schools and even state authorities ought to initiate serious training programmes for parents.

6.4 Recommendations based on conclusions

From the conclusions made above, the researcher makes the following recommendations:

- i) Parents and schools work out a better approach to ensuring that children get adequate and timely supply of basic learning needs to enhance their intellectual development. Considering that some families might have difficulties meeting these, schools come in handy by giving long term ideas and list of requirements well in advance so that parents can plan for them.
- ii) Whereas some parents might lack knowledge and as to be properly involved in assisting with school assignments and how to motivate their children, schools ought to take training sessions more seriously to help overcome the problem.
- iii) Schools should organize more activities with the input of parents so that parents can get more involved in such activities. In addition, such activities should be planned well in advance and as much as possible assign them times when as many parents as possible can attend..

6.5 Suggestions for Future Research

Considering that this study is the work of an individual, the researcher recommends that further research, financed by the state be carried out to include a wider spectrum of the Kenyan population into the ethical role of parents in their children's intellectual development.

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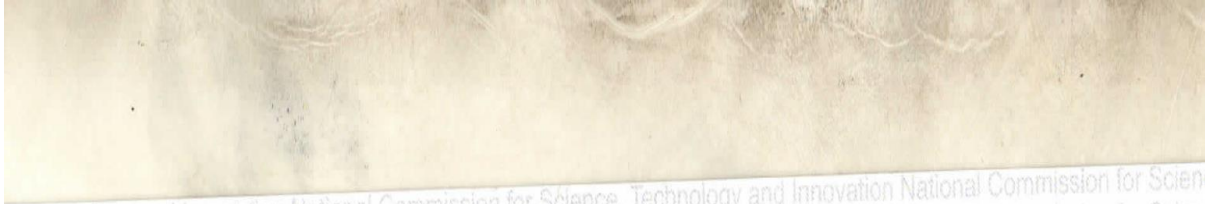
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APPENDICES

Appendix A1

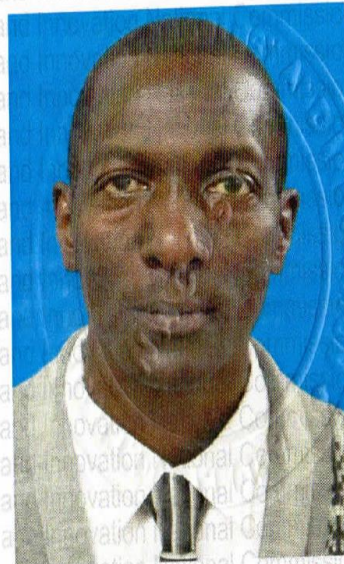


**THIS IS TO CERTIFY THAT:
MR. BERNARD JUMA WANJALA
of STRATHMORE UNIVERSITY, 25095-63
NAIROBI, has been permitted to conduct
research in Nairobi County**

**Permit No : NACOSTI/P/17/78463/20176
Date Of Issue : 22nd November, 2017
Fee Recieved :Ksh 1000**

**on the topic: PERCEPTIONS OF
PRIMARY STAKEHOLDERS ON THE
ETHICAL DUTY OF PARENTAL
INVOLVEMENT IN PUPILS INTELLECTUAL
DEVELOPMENT: A STUDY OF SELECTED
SCHOOLS IN LAVINGTON AREA, NAIROBI
COUNTY**

**for the period ending:
20th November, 2018**



J.P. Kalewa

.....
**Applicant's
Signature**

.....
**Director General
National Commission for Science,
Technology & Innovation**

Appendix A2: Budget for Entire Project

Internet source for materials	Kshs.5,000
Stationery	Kshs.1,500
Printing	Kshs.1,500
Miscellaneous expenses	Kshs.2,000
Total expected expenditure	Kshs.10,000

Appendix A 3: University Authorisation to Carry Out Research

To Whom It May Concern

21st March 2016

Dear Sir / Madam,



RE: REQUEST TO CONDUCT RESEARCH: MR. BERNARD WANJALA (S. N^o066384)

This is to confirm that **Mr. Bernard Wanjala** is a second-year student of the Master of Applied Philosophy and Ethics at Strathmore University.

To complete his Masters he is required to write a dissertation applying the knowledge and skills she has acquired.

His dissertation is titled "*Comparative perception of primary stakeholders on the ethical duty of assisting students in their intellectual development* "and requires him to interview some people under your care. We shall be grateful for any assistance you can give him

He and the university commit to follow all confidentiality regulations and is ready submit the findings to your institution's management before publishing or disseminating them.

We hope that his research will benefit your institution, management and staff.

We shall appreciate any assistance given to him

Yours truly,



DR. JOHN BRANYA

Director, **Master of Applied Philosophy and Ethics**

Ole Sangale Rd, Madaraka Estate. PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 034000

Fax +254 (0)20 607498 Email admissions@strathmore.edu www.strathmore.edu

Appendix A4: Nacosti Research Permit



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No **NACOSTI/P/17/78463/20176**

Date: **22nd November, 2017**

Bernard Juma Wanjala
Strathmore University
P.O. Box 59857-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Perceptions of primary stakeholders on the ethical duty of parental involvement in pupils intellectual development: A study of selected schools in Lavington Area, Nairobi County,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **20th November, 2018.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

G.P. Kalerwa

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

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

Appendix A5: Letter to Schools

Bernard Wanjala

0722877117/0733216896

Email: bwanjala64@gmail.com

The Head Teacher,

.....

Nairobi.

Dear sir/Madam,

Permission to conduct survey in classes 6, 7 and 8

I am a student of Strathmore University, pursuing a Masters of Applied Philosophy and Ethics degree (MAPE).

For this reason, this is to request permission to conduct a survey through questionnaires and some oral interviews in your school for the above mentioned classes and teachers.

The purpose of this survey is to determine how much parents are involved in their children's education as a way to motivate them to perform better in academics.

If granted the chance, rest assured that all information collected will be kept in strict confidence.

Thank you.


Yours sincerely,

BERNARD WANJALA

Appendix A6: Authorization from Schools

Strathmore School

September 19th, 2013



Dear Mr. Wanjala,

Your request for permission to use ~~the~~ certain school documents for the MARE course has been granted. I attach a copy of the school emblem. If you need it in colour, please let me know. Kindly obtain a copy of the BS from the staffroom, Christmas Wreath letter from Mr. Lucas Onyenga and Sports Fixtures from Mr. Asiko. Let me know exact details of talk schedules so that I can facilitate.

With Compliments of the Deputy Principal
STRATHMORE SCHOOL
P. O. BOX 25095 - 00603, Lavington
Nairobi, Kenya
W: www.strathmore.ac.ke

John Paul Sibwa
M: 0722 221221, 0718 222 222, 0733 937 945
Tel: 020 4348315, 020 4348304
E: deputyprincipal@strathmore.ac.ke



World Hope Academy


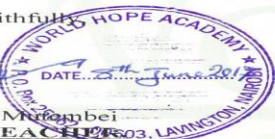
P.O. Box 25062-00603 Nairobi-Kenya Tel: 020-3546171
Email: worldhopeschools@gmail.com

8th, June, 2017

TO WHOM IT MAY CONCERN

This letter confirms that Mr. Bernard Wanjala (S. No. 066384) issued questionnaires to our staff while writing his final dissertation titled "*Perceptions of primary stakeholders on the ethical duty of parental involvement in pupils' intellectual development; A study of selected schools on Lavington Area, Nairobi county.*" for the award of Master of Applied Philosophy and Ethics at Strathmore University.

Yours Faithfully,



DATE... 8th June 2017

Boniface Mwangi
HEAD TEACHER

KAWANGWARE MCK ACADEMY
P.O. BOX 35410-00200,
NAIROBI
6/6/2017

STRATHMORE UNIVERSITY,

To whom it may concern,

Dear Sir / Madam,
RE: RESEARCH BY MR. BERNARD WANJALA.

This is to confirm that the above mentioned person did a research in our school.

The research was conducted between 6th to 10th of January 2017.

He was co-operative and of great help to the institution.

Yours Faithfully



Daniel M. Mbutia
Headteacher.



Name: BERNARD WANJALA
NO: 066384
To whom it may concern

The above named was in our school for his sample survey, we have accessed him the necessary assistance as a Rose of Grace Community.

THE HEADTEACHER
ROSES OF GRACE ACADEMY
P.O. Box 00100-13085, NAIROBI

Yours faithfully
James Kamuk Njira

19/10/2017

TO WHOM IT MAY CONCERN

This is to confirm that Mr. Bernard Wanjala, carried out a data Collection Survey in Kawangware Primary School on 18/10/2017.

It is to the best of my knowledge that the data given above gives the really picture of what goes on and what is happening in the school.



Yours faithfully
Rumagare
Rebecca Magare

MUTHANGARI PRIMARY,
P.O BOX 25051,
NAIROBI.
19/10/2017.

Dear Sir/Madam
This is to acknowledge that Mr. Bernard
Wanjala carried out research in our school.
Thank you.

Your sincerely

SENIOR TEACHER
MUTHANGARI PRIMARY SCHOOL
Dated: 19/10/2017

NAME: BERNARD WANJALA
NO: 066384
To whom it may concern

The above named was in our
school for his sample survey, we
have accorded him the necessary
assistance as a Rose of Grace
community.

THE HEADTEACHER
ROSES OF GRACE ACADEMY
P.O. Box 00100-13085, NAIROBI

Yours faithfully
James Kamuk Njira

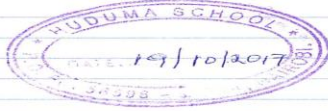
19th / 10 / 2017

TO WHOM IT MAY CONCERN:

This is to confirm that Mr. Benard Kiarjira carried out a data collection survey in Huduma School on 19th / 10 / 2017.

It is to the best of my knowledge that the data given above gives the real picture of what goes on and what is happening in the school.

Yours Sincerely,
Isaac Kimuli.
~~Isaac Kimuli~~



Appendix A7: Pupils' Questionnaire

PART A

1. Please state your class Class 6 7 8
2. Are you a boy or girl? Boy Girl

PART B (Please tick one)

1. Have your parents been fully supporting your learning activities whether at school or at home? YES NO
2. Are there times your parents leave you on your own or to be supported by teachers? YES NO
3. Do you feel free to ask your parents for any help with your home work?
ALWAYS NOT AT ALL SOMETIMES
4. Do your parents ask you about what you learn in school?
ALWAYS NOT AT ALL SOMETIMES
5. Are there times you discuss your school work progress with your parents?
ALWAYS NOT AT ALL SOMETIMES
6. Do you set school performance goals with your parents?
ALWAYS NOT AT ALL SOMETIMES
7. Do your parents reward you when you improve in anything you learn, whether at school or at home?
ALWAYS NOT AT ALL SOMETIMES
8. What about when you perform poorly or make mistakes?

ALWAYS NOT AT ALL SOMETIMES

9. Does your school arrange any meetings or training course for parents?

ALWAYS NOT AT ALL SOMETIMES

10. Do your parent/parents attend them?

ALWAYS NOT AT ALL SOMETIMES

11. Do you like it when school calls your parents for any meetings?

YES NO

12. Do you think your school is helping your parents to become more helpful to you in your learning?

YES NO

13. Does your school organize any outdoor activities like games that involve you and your parents?

YES NO

14. Do you enjoy playing such games?

YES NO

15. Do your parents attend them with you?

YES NO

16. Do you have a good place to study at home?

YES NO

17. Do you always have stationery (books, pen, pencil, ruler, etc) when you need them?

YES NO

18. Are there times you are forced to borrow stationery from friends or teachers?

YES NO

19. Do your parents always take you to hospital whenever you are sick?

YES NO

20. Is your school fee paid by your parents in good time?

YES NO

21. Do you always have good uniform and enough food?

YES NO

22. Would you like your parents to be more involved your learning, both at home and school?

YES NO

23. Do you have any suggestion that you can write down to make parents help you learning even more?

Appendix A8: Parents' Questionnaire

PART A

1. What is your gender? Male Female
2. What is your age? Below 30 Above 30
3. What do you do? Business Employed

PART B (Please tick in the box)

1. Do you feel your child's school asks for too much from you by trying to call you up from time to time; arranging meetings; seminars, etc?
- YES NO
2. Would you be comfortable if school did everything regarding your child's learning process? YES NO
3. Do you consider it right and necessary for you to take charge of your own child's basic, foundational development?
- YES NO
4. Do you find time to help your child with school assignments?
- YES NO
5. Do you sometimes manage to call up your child's teachers to discuss anything about his/her work? YES NO

6. Do you set learning achievement goals with your child and help achieve them?

YES NO

7. Do you encourage your child when he/she improves in school work; say by saying a good word or buying some gift?

YES NO

8. Does your child's school make it easy enough for you to get involved in your child's education? YES NO

If YES, in which ways?

9. Does your child's school arrange for any parenting course?

YES NO

10. Whenever such courses/meetings are organized, do you often create time to attend?

YES NO

11. Do you find the ideas/suggestions by teachers or school authorities helpful to you for the good your child's intellectual development/ academic improvement?

YES NO

12. What suggestions can you make that can help other parents?

13. Does your child's school organize any school activities such as games where you take part with your children?

YES NO

14. Whenever such activities come up, do you create time to attend?

YES NO

15. Do you ideas from school helping you support your child in his/her in educational development, and total growth as a person?

YES NO

16. Would you help organize such activities if called upon?

YES NO

17. What suggestions would say can be better ways of making parents work closely with children and the school?

18. Do you always plan for and ensure prompt supply of your child's provision of needs such as stationery, uniform and food?

YES NO

19. Have you ensured a good study place for your child at home?

YES NO

20. Do you always ensure your child has time to study?

YES NO

21. Do you always manage to pay your child's fees and other expenses in good time?

YES NO

22. Do you personally ensure your child's health care is taken care of whenever necessary? YES NO

23. Please write down any suggestions you might have for parents to make sure children have everything they need to be able to enjoy learning?

Appendix A9: Teachers' Questionnaire

1. Would you say that parents of children in your school appreciate their role as primary educators of their children?

YES NO

2. From the quality of pupils' assignments, would you say parents in your school closely work with their children in their intellectual development?

YES NO

3. Do you feel there are children in your class who do not get much support from their parents or home in general?

YES NO

4. Do you try to emphasize this role as God-given duty?

YES NO

How? _____

5. Would you say they are keen to be guided on their children's intellectual development? YES NO

6. Are there some who feel school is a bother to them?

YES NO

7. Have you noticed any children in your class who have virtually been relegated to caregivers or hired home (tuition) teachers?

YES NO

8. Do you find many children in your class who have problems finishing homework?

YES NO

9. Generally speaking, would you say the quality of homework done by children in your class is good enough?

YES NO

10. Are there any parents who raise questions regarding content of academic work?

YES NO

11. Do you think the involvement of parents in their children's overall intellectual development does contribute to their improvement in performance?

YES NO

12. Would you say parents in your school are doing enough to support their children's school work?

YES NO

13. Do you encourage parents of your pupils to discuss school work and progress with their children at home?

YES NO

14. Do you organize any other activities which bring parents and their children together on a regular basis?

YES NO

15. Do parents readily attend such events?

YES NO

16. Have you as a school; come up with specific strategies of involving parents in their children's learning (such as signing of diaries, signing homework, etc)?

YES NO

Which are these? _____

17. Could you suggest any other ways or activities you think can help parents work closely with their children? _____

18. Do you organize any parents' courses or seminars to help enrich parents' understanding of modern educational and parenting styles?

YES NO

19. Does your school organize any meetings from time to time to review their children's school work?

YES NO

20. Does your school try to follow up with parents who do not show much concern with their children's school activities?

YES NO

21. How would you rate parents' response to school meetings/seminars/courses or activities? **(Please as many as you can).**

They readily come Many turn up

Few turn up They don't keep time

Meetings are cordial Meetings are hostile

22. Do you try to use parents who have the knowledge or show interest in school issues to conduct training courses for fellow parents?

YES NO

23. Do you feel the school needs to do more to train parents so that they do more to support their children's learning process?

YES NO

How? _____

24. Would you say your pupils have ample time to study at home?

YES NO

25. Would you say most of your pupils are properly fed and in proper school uniform?

YES NO

26. Do you sometimes find yourself having to provide needy pupils with learning materials? YES NO

27. Would you say that generally speaking pupils in your class have adequate supply of their basic learning needs?

YES NO

28. Are there cases of school dropouts due to difficulties such as poverty or neglect from home? YES NO

29. What other suggestions would you make on this so as to make pupils enjoy and improve their academic work?

