

THE EFFECTS OF PARENTAL INVOLMENT IN PROVISION OF QUALITY PRIMARY
EDUCATION IN KENYA.

A STUDY OF MANYATTA DIVISION, EMBU NORTH DISTRICT

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PURPOSE OF THE PAPER:

**IN PARTIAL FULFILMENT OF THE COURSE REQUIREMENT FOR THE AWARD
OF SENIOR MANAGEMENT COURSE (SMC) CERTIFICATE BY GOVERNMENT
TRAINING INSTITUTE (GTI) EMBU**

YEAR: 2012

DEDICATION AND ACKNOWLEDGEMENT

This project is dedicated to all the members of group 5 class 21/2012 for their sacrifice and cooperation researching this paper. Our appreciation goes to MRS KANGETHE and MR KARIUKI for their guidance in preparation of the final document and to our colleagues in the SMC 21/2012 for their support.

ABSTRACT

The effects of parental involvement in provision of quality primary education are many and varied. The study had three independent variables namely; physical facilities, discipline and guidance. The dependent variable was quality primary education. The study was carried out in MANYATTA division of EMBU North District, EMBU County.

Data collection was limited to the school management committees of 24 out of 34 primary schools in MANYATTA division of EMBU North District.

The data was qualitatively analyzed by use of statistical methods and quantitatively explained .the data was presented and interpreted using bar graphs, pie charts and tables. Conclusions were then drawn and recommendations made.

The study found out the following;

- Parents did not contribute adequately in the provision of physical facilities of the school.
- Most parents were satisfied with the levels of discipline of their children
- Most parents were involved in disciplining and guiding their children.

The research recommended that school management committees sensitize parents in order to contribute more funds towards provision of physical facilities

It also recommended that teachers, encourage parents to guide and maintain high levels of discipline in their children.

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DECLARATION

We the following members of group 5 SMC 21/2012 declare that this paper is a result of our teamwork and has not been presented for award of a certificate in any other institution of learning.

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signature

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1.0 INTRODUCTION

1.1 BACKGROUND OF THE STUDY

According to B F Skinner (1964), Education is a process through which one gets to have their talents and abilities developed to enable the individual realize his or her potential in society .It is also what survives when what had been learnt has been forgotten.

The Cambridge international dictionary of English defines parenting as the raising of children with all the responsibilities and activities that are involved in it.

Formal education in Kenya was introduced by the Europeans during the colonial era. It was mainly aimed at imparting basic skills, literacy and numeracy to enable the Africans to read the bible and get converted to Christianity. After independence it was a tool to empower one to get skills for employment.

Policy on the education sector in Kenya has been guided over the years by commissions, task forces and committees. Since independence in 1963, there have been several of these set up to investigate the education system and come up with recommendations that have been

The first one was ``A report of the Kenya education commission" (Ominde report 1964) which proposed an education system that would foster national unity and create sufficient human capital for national development .The report was adopted by the government and formed the basis of the sessional paper No 10 of 1965 on African socialism and its application to planning in Kenya

The next one was the report of the national commission on education objectives and policies (The Gachathi report 1976) which proposed establishment of Harambee schools. It also led to establishment of the National Centre for Early Childhood Education (NACECE) at the Kenya Institute of Education (KIE).

Thereafter we had the report of the presidential working party on education and manpower training for the next decade and beyond (KAMUNGE Report 1988).It aimed at improving

education financing, quality, and relevance. It also proposed the introduction of cost sharing between the government, parents and school community.

The commission of inquiry into the education system in Kenya (KOECH report 2000) proposed curriculum rationalization as well as total and integrated quality education and training-TIQET.

In the year 2003 the Kenya education sector support program (KESSP) was set up with 23 goals covering education from childhood to university .This was meant to provide policy guidelines and interventions such as funding , infrastructure development ,staffing ,curriculum among others so that developments in the sector were well coordinated.

Internationally, Kenya is also a signatory of the millennium development goals (MDGS) WHICH also encompass Education for All (EFA) by 2015. This has also influenced government policy in the sector more so in Free Primary Education and Gender mainstreaming.

In the year 2003 election campaigns, the NARC political party which won the election pledged to offer free primary education to its citizens. The pledge was clearly indicated in their manifesto and therefore when the new government was formed in the year 2003, one of its immediate activities was the introduction of FPE which abolished payment of fees in public primary schools.

The parents were however still required to complement the government's effort by improving the physical facilities, buy uniforms for their children and also provide meals.

In spite of all the developments, the quality of education in Kenya's primary schools' is facing challenges .This project therefore attempts to investigate the extent to which parents are involved in the provision of facilities and the impact of their actions on quality of education provided.

1.2 PROBLEM STATEMENT

Parents have the sole responsibility of providing quality services to their children in education, health and all facets of life Nzuve (1999).

However, the acquisition of quality primary education has been affected by provision of facilities and parental involvement.

1.3 RESEARCH OBJECTIVES

The main objective of this study was to determine parental involvement in the provision of quality education of their children in Manyatta Division Embu District.

The researchers formulated the following specific objectives:-

- 1) To determine ways in which parents are involved in provision of physical facilities in primary schools in Manyatta Division North Embu District.
- 2) To determine the extent to which parents are involved in guiding their children in Manyatta Division Embu North District.
- 3) To determine the extent to which parents are involved in the discipline of their children Manyatta Division Embu North District.

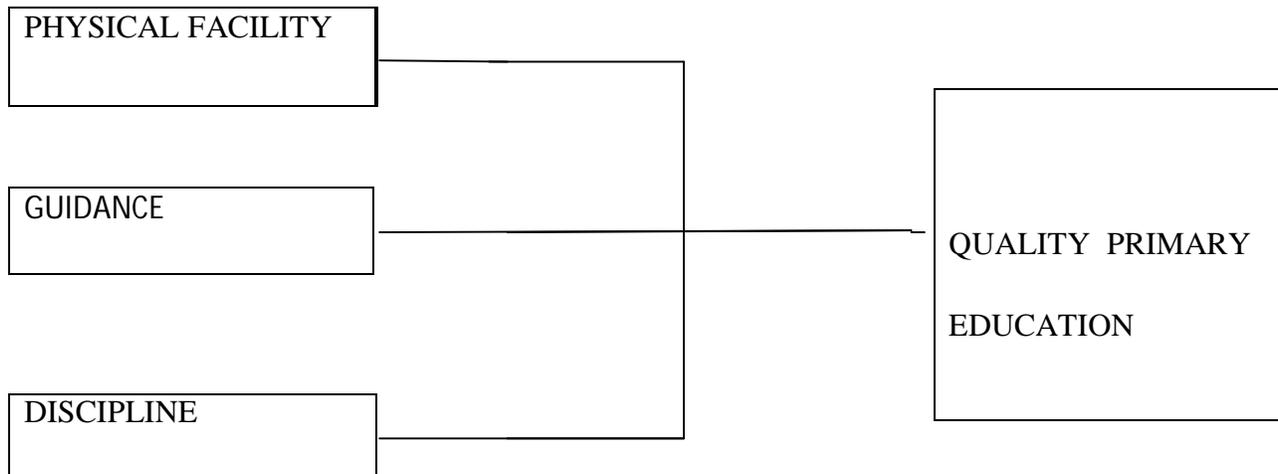
1.4 RESEARCH QUESTIONS:

- i. To what extent are parents involved in the provision of physical facilities in primary schools?
- ii. How frequent are parents involved in the guiding and counseling of their children?
- iii. How frequent are parents involved in disciplining their children?
- iv. How often do parents check their children's academic work?

1.5 CONCEPTUAL MODEL

Independent variables

Dependent variable



1.6 JUSTIFICATION OF THE STUDY

The study has been undertaken due to the inadequate involvement of parents in their children's education which has compromised quality education. The consequences of not dealing with this problem are increased dropout rates, indiscipline, low transition rate and low achievement levels. This will impart negatively on government policies and on attainment of millennium development and vision 2030 goals.

1.7 SIGNIFICANCE OF THE STUDY

The study findings may be important in the following ways.

- ❖ It will help the government in formulating her policies
- ❖ It is expected to add knowledge to the area of educational planning.

- ❖ It will assist education stakeholders to strengthen their roles in management of their schools.
- ❖ The knowledge gained will be the basis for further research.

1.8 METHODOLOGY AND DESIGNS

1.81 METHODOLOGY

The researchers used questionnaires to collect data from the respondents. The questionnaires were physically distributed to the identified respondents and collected after they were filled.

1.82 RESEARCH DESIGN

Descriptive survey design was used in the study. The targeted population was 34 School Management Committee chairpersons. A sample size of 24 was randomly selected using simple random sampling technique. This represented 76% of the target population

1.9 DATA ANALYSIS AND INTERPRETATION

Data analysis was by use of descriptive statistics such as frequencies, percentages and measures of central tendency (mean mode and median).

The data was interpreted by use of bar graphs, tables, and pie charts.

Data was analyzed qualitatively by discussions and explanations

2.0 CHAPTER TWO: LITERATURE REVIEW

According to sessional paper NO 1 of 2005 the GER at public primary level peaked during the early 1990s to stand at 105.4 percent but declined to 87.6 percent in 2002. Similarly, GER at the public secondary level declined from 30 percent to 22 percent over the same period. However,

following the implementation of FPE, there has been an upsurge in enrolment in public primary schools, resulting in a GER of 99 percent in 2003 (102 percent for girls and 97 percent for boys). Every effort is, therefore, required to sustain the current enrolment and address the key issues of improved access, equity and quality.

Pursuit to internal efficiency in our education system requires policy attention. Over the last one decade the cumulative dropout rate in primary education has been as high as 37 percent; and the repetition rate has been 14 percent between standards 1 and 7. The survival rate at the primary school level has also been low, at 40 percent. (MOE. A policy framework for education, training and research, 2004)

According to the UNICEF/GOK report of 2006 the introduction of Free Primary Education (FPE) in 2003 resulted in a rapid increase in the number of children in primary schools, placing severe strain on school infrastructure and facilities which were already inadequate. The school population rose from 5.9 million pupils in 2002 to 7.2 million in 2003, to 8.2 million pupils in 2007. This trend is expected to continue to 10 million in 2012. In 2004, the government committed significant funds, equivalent to KSH 50,000 for every primary school in the country. This was a significant step forward, but unfortunately the funding commitment did not continue beyond 2004-05, partly because resources were diverted to deal with emergencies. Kenya has over 18,000 public primary schools and a large number of non-formal schools offering primary school curriculum. Lacking or poor primary school infrastructure is a major barrier to improving access to primary education in the country.

The UNICEF/ GOK report further states that, there are strong reasons why recognizing the rights of communities, benefits the government and the economy, as well as children. Most obvious is the potential for decline in high wastage through: failure to complete; repetition; dropping out; and children unfriendly' assessment and staging barriers. International experience informs us that, in general, the greater the community stake and participation in, and endorsement of, schooling, the greater the decline in these wastage factors. For example, lowering primary school repetition rates by 1% is estimated to realize a saving of Ksh 0.5 billion p.a.

The UNICEF/GOK report (2006) continues to state that while the FPE policy has been generally positive, it has also had some negative consequences. System resources have been strained, resulting in over-crowding, teacher distribution imbalances and consequent questions over quality of education. In turn, such factors lead to high wastage rates through repetition, dropping out, and low completion and transition rates. Transition rates from primary to secondary school have remained almost constant at an average of 45%, but with a slight decline in 2003. While the gross enrolment in primary school has suddenly shot up, accessible student places in secondary schools have remained almost the same, at least in the short run. This has an effect of lowering the transition rates (p. 73).

In its summary of key education challenges, Sector Report the government of Kenya (ROK/MOE, 2008, p. xv) comments: Despite the achievements, the Government currently faces several challenges in the education sector. These include inadequate transition rates from primary to secondary schools; shortage of classrooms, especially in primary schools (leading to congestion); low cognitive achievement; an escalating teachers' wage bill that currently absorbs 73 per cent of the MOE's recurrent budget; inadequate teaching/learning materials; inadequate teaching staff; high teacher pupil ratio; inadequate capacity for both Quality Assurance and Standards and Education Officers in the field particularly as regards to low establishment .

3.0 RESULTS AND DISCUSSIONS

3.1 RESULTS

RESPONDENTS' ACADEMIC QUALIFICATIONS

TABLE 1

QUALIFICATION	MALE	FEMALE
DIPLOMA	0	0
CERTIFICATE	0	0
O-LEVEL	3	0
KCPE/CPE	2	0

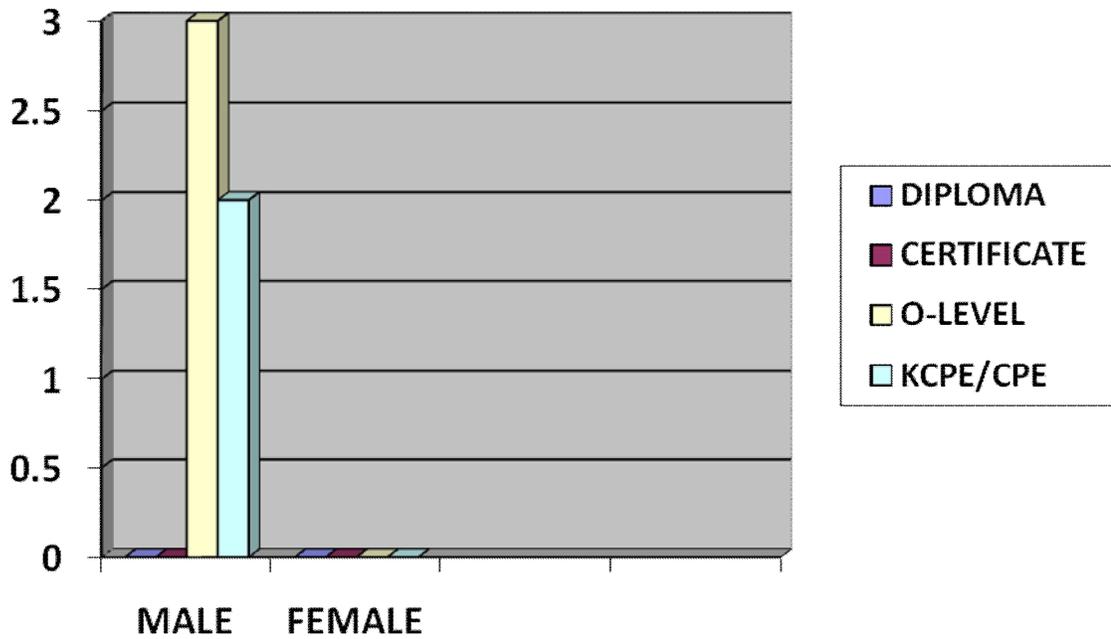


Fig 1

TABLE 2:Length of time respondent has been parent in the school

Length	Male	Female
--------	------	--------

1-2 years	0	0
3-6 years	4	0
Over 6 years	18	2

Number of times parents have attended school meetings in the last 3 years.

Number of times	Male	Women
More than 3 times	9	1
Between 2 and 3	6	1
Once	3	0
None	4	0
Total	22	2

Table 3

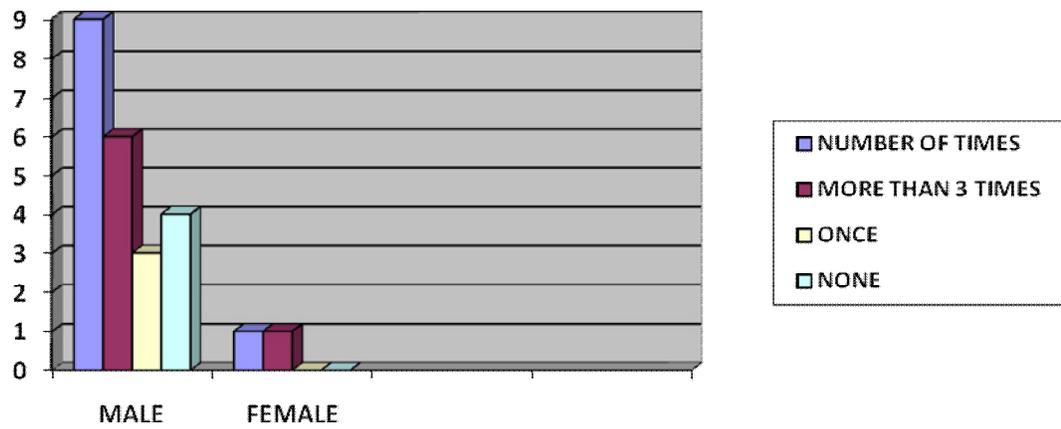


Figure2

Summary of areas discussed in the meetings

AREA	ALWAYS	OCCASIONALLY	RARELY	NEVER
ACADEMIC PEFORMANCE	18	5	0	1
PROVISION OF INFRASTRUCTURE	9	10	3	2
DISCIPLINE	7	10	6	1
GUIDING AND COUSELING	7	6	7	4

Table 4

AREAS DISCUSSED IN PARENT'S MEETINGS

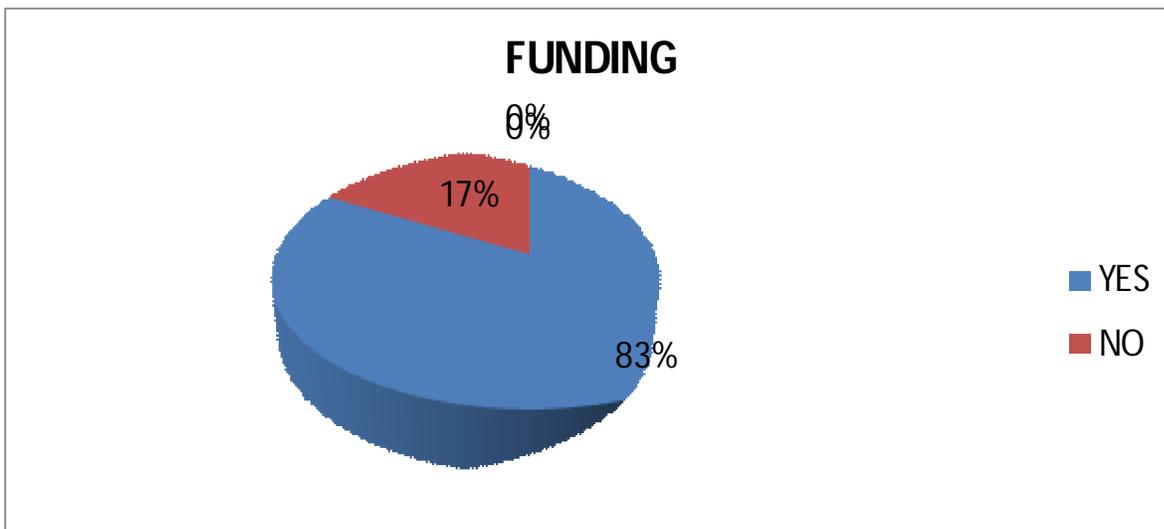
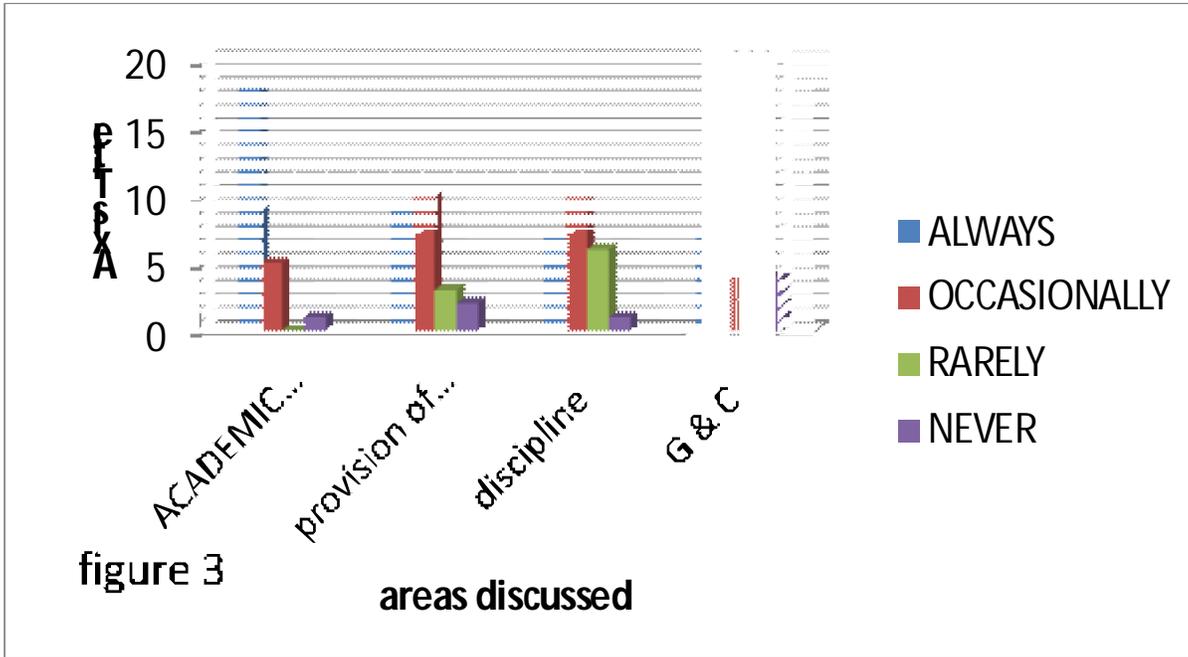


Figure 4

Adequacy of facilities

Facilities	Very adequate	Adequate	Not adequate	Not available
Classrooms	4	9	10	0
Toilets	2	7	13	0
Water	3	5	13	2
Desks	4	9	9	0

Table 5

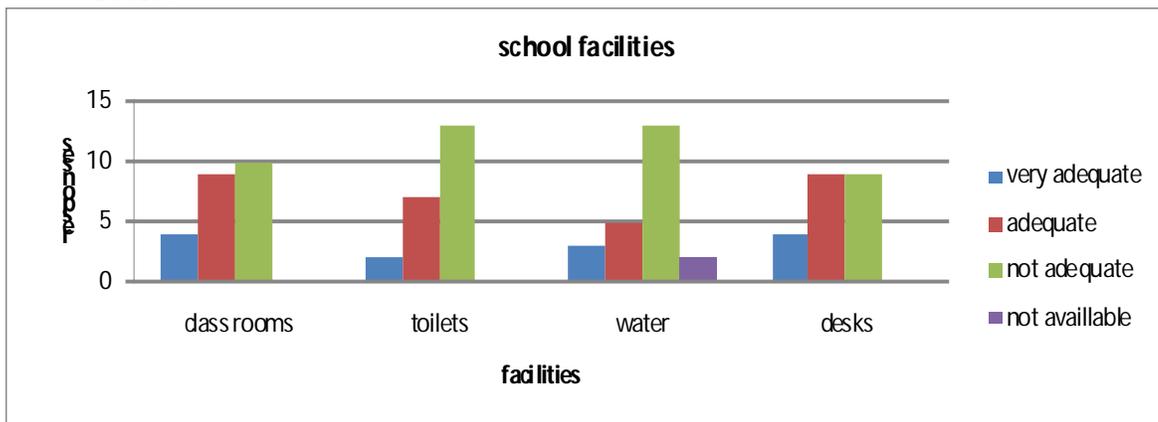


Figure 5

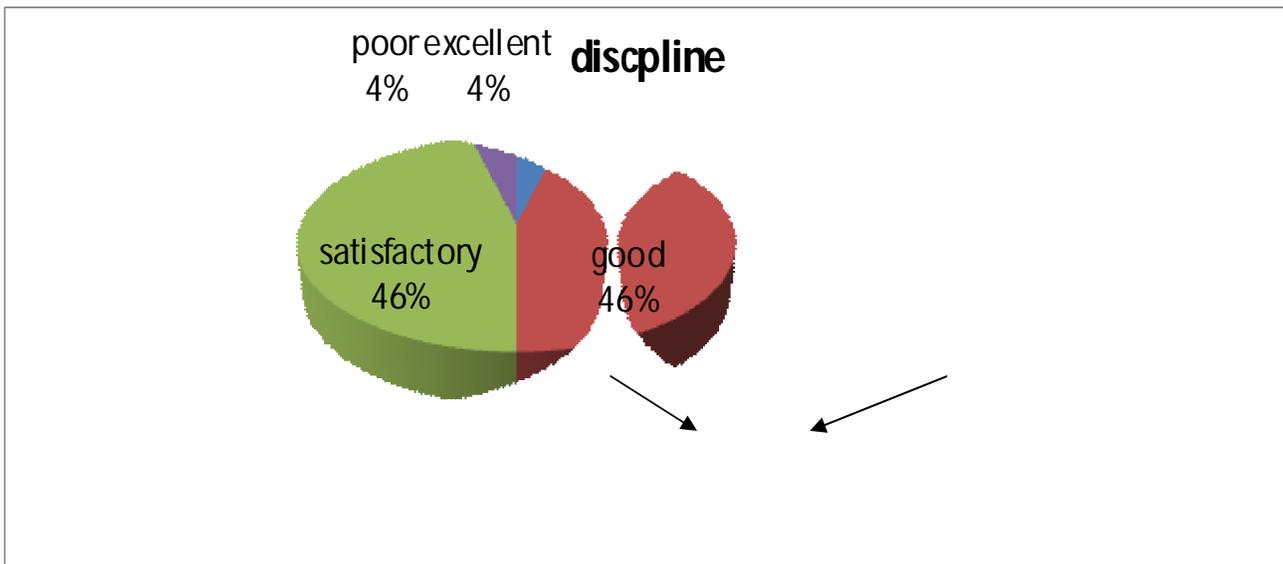


Fig7

Figure 6

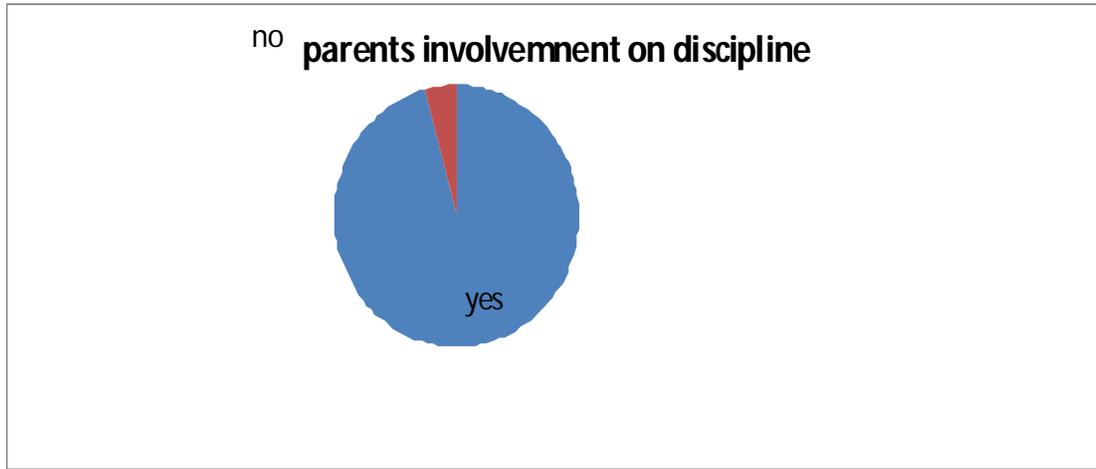


Figure 7

Parent's involvement in guidance.

RESPONSE	FREQUENCY	PERCENT
VERY FREQUENTLY	7	30
REQUENTLY	14	58
RARELY	3	12
NEVER	0	0

Table 6

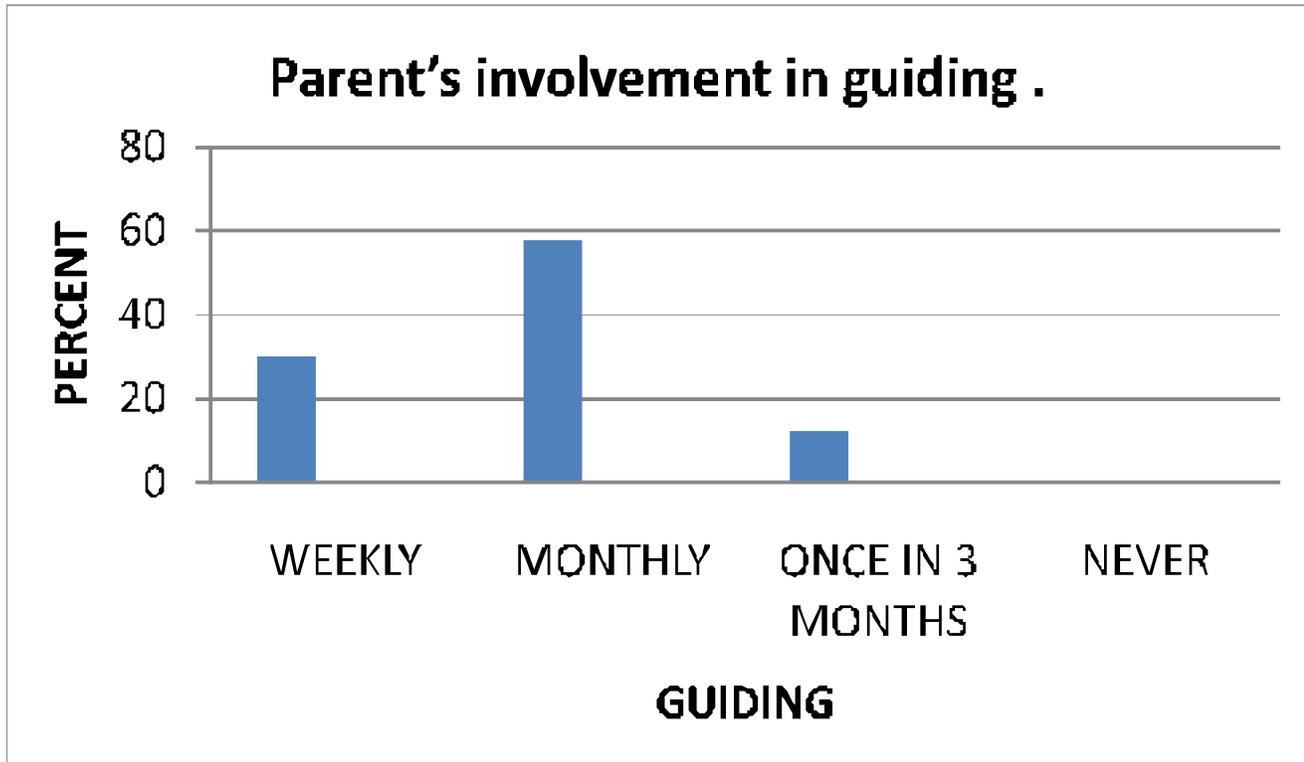


Figure 8

3.2 DISCUSSIONS

- Parents did not contribute adequately in the provision of physical facilities.
- Generally, most parents were satisfied with the levels of discipline of their children. This was 92% of the respondents.
- 96% of parents were involved in disciplining their children.

- 88% of the respondents were frequently involved in guiding their children.

4.0. CHAPTER FOUR: CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSION

- Parental involvement in the provision of physical facilities was noted but was not adequate.
- Majority of parents were involved in guiding their children.
- Findings indicated that parents were involved in disciplining of their children.

4.2 RECOMMENDATIONS

- Parents in MANYATTA Division should be sensitized by their respective school management committees on the need to contribute more funds towards provision of physical facilities
- Parents in MANYATTA division should be encouraged by teachers to continue guiding their children.
- All parents in MANYATTA division should be encouraged to continue maintaining high levels of discipline of their children .The respective school management committees should sensitize parents to support subject INSET for teachers to enhance effective curriculum delivery.
- The respective school management committees should sensitize parents to support subject INSET for teachers to enhance effective curriculum delivery.

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APPENDIX A

INTRODUCTORY LETTER TO RESPONDENTS

Dear respondent,

RE: RESEARCH

We are officers who are currently pursuing a senior management course at GTI Embu .As part of our assessment, we are required to carry out research on parental involvement and its effect on provision of quality primary education in Kenya. A study of manyatta Division ,EMBU District.

The purpose of this letter is to kindly request you to spare some of your time to complete the questionnaire .The information you give will be treated with absolute confidentiality and will only be used for the purpose of this study .

Please try to be honest as possible in your responses and ensure that you attempt all questions.

Yours

GROUP 5 Members 21/2012

APPENDIX B

QUESTIONNAIRE FOR PARENTS

This questionnaire is for the purpose of the research only and the information you give will be treated confidentially .please answer all the questions provided as honestly as possible, to the best of your knowledge.

SECTION A

1. What is your age?

- 1) 20-29 years [] b) 30-39 years []
c) 40-49 years [] d) 50-59 years []
e) Above 60 []

2. Please tick against your gender

- a)Male [] b)Female []

3. What is your highest academic qualification?

- a) Masters [] b) Degree []
c) Diploma [] d) Certificate []
e) Other: (Specify).....

4. How long, you have been a parent in a primary school?

- a) 1-2 years [] b) 3-6 years [] c) over 6 years []

5. Were you involved in the last selection of the school management committee?

- a) Yes [] b) No []

6. How many times have you attended parent's meetings in the last 3 years?

If No, state your reasons

.....
.....
.....
.....

11. How do you rate the level of pupil's discipline in your school?

a) Excellent [] b) good []

c) Satisfactory [] d) poor []

12. Are you involved in the discipline of your child? a) YES [] b) NO []

13. How often are you involved in guiding your child?

a) Very frequently [] b) frequently []

c) Rarely [] d) never []

