EFFECT OF PARENTAL INVOLVEMENT ON QUALITY OF EDUCATION IN PUBLIC DAY SECONDARY SCHOOLS IN IGEMBE CENTRAL SUB COUNTY, MERU COUNTY-KENYA

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION AND SOCIAL SCIENCES IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN LEADERSHIP AND EDUCATION MANAGEMENT OF KENYA METHODIST UNIVERSITY

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DECLARATION AND RECOMMENDATION

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Declaration by the student

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

Signature _____ Date: 8th October, 2019

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DEDICATION

To my husband, Anthony David Mureithi and our beloved children, Dr Felicity Karimi and Allan Kubuta.

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ABSTRACT

This study aimed at determining the effect of parental involvement on quality of education in public day secondary schools. The relationship among the variables of the study was moderated by parents' level of education and their occupations. Specifically, the study intended to establish the effect of school-based parental involvement, home–based parental involvement, and academic socialization by parents on quality of education in public day secondary schools. This study was guided by Ajzen's Theory of Planned Behaviour and Albert Bandura's Social Learning Theory. A descriptive correlational study was carried out in public day secondary schools in Igembe Central Sub County in Meru - Kenya. The target population was 28 principals, 7,182 students and 144 parents' representatives. This made a target population of 7,354 participants from the public day secondary schools of Igembe Central Sub County. This study was guided by logical positivism philosophy which greatly regards methods of scientific inquiry and logical analysis of philosophical problems. Qualitative and quantitative data were obtained from a sample of 352 students, 8 school principals and 32 parents selected through random sampling procedures. Questionnaires, an interview guide, and a focus group discussion guide were used for collection of data from students, principals, as well as parents, respectively. Document analysis guide was also used. A sample of two principals, 88 students and 8 parent from two schools in the neighbouring Igembe South Sub County were used for the purpose of pilot testing and refining the research instruments. The reliability coefficient for the indicators of school–based parental involvement, home–based parental involvement, academic socialization by parents and quality of education was 0.730, 0.951, 0.946 and 0.756 respectively. Data was collected from the respondents by the researcher. Both descriptive and inferential statistics were used in data analysis. The quantitative data was analysed using the Statistical Package for Social Sciences version 21.0 (SPSS 21.0) computer software programme. Descriptive statistics such as mean scores, variances, standard deviation; and inferential statistics namely correlation and multiple regression were used to analyse the data. The results provided statistical evidence that a positive and significant relationship exists between parental involvement and quality of education in public day secondary schools. All the predictors of parental involvement were found to have positive and significant effect on quality of education in public day secondary schools. The study also established that mothers' characteristics (level of education and occupation) had partial moderating effect on the relationship between parental involvement and quality of education in public day secondary schools. Thematic analysis for qualitative data was done and data was summarized according to similarities and common themes and presented in narratives and relevant quotes to supplement and strengthen the quantitative data. The results obtained led to the conclusions that expanding the role of parents in education improves school attendance, learning behaviours, academic performance and transition to colleges and universities. Secondly, the study established that among all the predictors of quality of education in public day secondary schools, academic socialization by parents and home-based parental involvement are significant in affecting quality of education in a combined relationship. In addition, it was concluded that all parents can participate in the education of their children, regardless of their level of education and occupation so as to improve quality of education in public day secondary schools. This study, therefore, recommends that parents be sensitized by school management on the importance of their roles in education; and the need of their continuous involvement in education of their children.

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LIST OF ABBREVIATIONS

APHR	African Population and Health Research
ASER	Annual Status of Education Report (India)
BoM	Board of Management
CDF	Constituency Development Fund
CIDP	County Integrated Development Plan
EFA	Education for All
FGDs	Focus Group Discussions
FGM	Female Genital Mutilation
FSE	Free Secondary Education
HSC	Home School Cooperation
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education.
KNBS	Kenya National Bureau of Statistics.
MP	Member of Parliament
NACOSTI	National Commission for Science, Technology and Innovation
NCLB	No Child Left Behind
NCPD	National Council for Population and Development
NESP	National Education Sector Plan
NGO	Non-Governmental Organization
OECD	Organization for Economic Cooperation and Development
OLS	Ordinary Least Square
PTA	Parents-Teachers Association
RoK	Republic of Kenya
SBM	School Based Management
SID	Society for International Development
SRC	School Report Card
TPB	Theory of Planned Behaviour
UNESCO	United Nations Education, Scientific and Cultural Organization.
UPE	Universal Primary Education
USAID	United States Agency for International Development.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Quality of education is a multifaceted concept, hence cannot be measured by a single indicator. Quality education enable individuals to gain essential knowledge, values, and skills which enable them to advance their private and communal development and to play a meaningful role in the society (UNESCO, 2015). According to Mishra (2008), quality provides a lifelong learning journey as it is viewed as a continuous and an ongoing process.

The quality of a country's education is key to its social, emotional and economic well-being. Quality education is an effective means to fight poverty, empower individuals, prepare people to embrace and adapt to change, as well as, manage and influence this change. It is also a human right, a public good and an indispensable element for achieving sustainable development. In addition, it ensures the cognitive development of learners and nurtures their creative and emotional growth, as well as, helping them to acquire values and attitudes for responsible citizenship (UNESCO, 2005). Every learning institution has the goal of enhancing student learning outcomes that gives every learner, regardless of race, ethnicity, gender, class or ability, the knowledge, skills and understanding needed for one to become a valued and valuable member of the society. Parents' roles have significant effect on attainment of this goal throughout the years of schooling. Hence, partnerships between schools and parents are essential for quality education.

Quality of education depends heavily on quality of workforce, their motivation, leadership they experience, resource concentration, and the level of productivity with which an optimum amount of material resources is organized and managed to improve learner achievement (UNESCO, 2015). The Dakar Framework identified four areas that are key to improving quality of education. These include: qualified instructors, textbooks, instructional resources, instructional process, and leadership (Dakar, 2000; UNESCO, 2015). It further emphasizes that the provision of basic education, despite being a core responsibility of the state, could benefit from active collaboration with teachers, parents, communities and the civil society. Parents contribute towards acquisition of instructional materials and procurement of schools' equipment and facilities, and are also members of schools' board of management.

An improved learning environment, which includes the physical facilities and material resources and collaboration among students, their parents and teachers, is an important ingredient of quality in education (UNESCO, 2015). Most of new students entering public day secondary schools in Kenya today come from marginalized groups, affected by low socio-economic status and high illiteracy levels. These background characteristics can be linked to poor educational accomplishment, hence, a decline in quality of education could be anticipated alongside improved enrolment.

Success of schools generally depend on involvement of parents in growth and development of their children and more specifically, their education (Richardson, 2009). Parental involvement can be put in place as one of the many interventions that can enhance quality of education in Kenya's day secondary schools. This is because parents devote more time with their children compared to any other adult and that; they

have a tremendous influence on their children's social, emotional, and academic development (Sheldon, 2009). Additionally, parents usually know their children better than anyone else, including their strengths, their environment, community, and cultural context in which they live. Even when their specific strategies are not effective, parents are almost universally interested in seeing their children's prosperity in school in particular, and also in life generally (Gimpe, Brent, & Collett, 2010).

Parental involvement has multiple definitions which makes it difficult to precisely measure it (Emerson, Fear, Fox, & Sanders, 2012; Fan & Williams 2010). Numerous behaviours and practices like parents' communication with teachers (Epstein, 2011), and aspirations that parents have for their children, are represented in these definitions. Sheldon (2009) agrees with Grolnick and Slowiaczek's (1994) viewpoint that parental involvement denotes investment of resources in schools, at home and in intellectually stimulating activities. Parental involvement in the study designated the parents' behaviours that are related to the child's education which can be perceived as indicators of the parents' commitment to the educational matters of their children, whether at home or in school. In this case, a parent who displays much of these behaviours can be considered as more involved compared to one who displays less of such behaviours.

Epstein (2011) developed a model framework for parents' involvement that specifies six styles of involvement. These include parenting, communication, volunteering, learning, decision-making, and community collaboration. These styles are a comprehensive classification scheme accepted in the United States of America as the gauge for parental involvement programmes nationally. Considerable research and resulting theories on involvement of parents in education derive from her work

(Epstein, 2011; Jeynes, 2007). Based on Epstein's work, parental involvement in this study took the following three forms: school-based parental involvement, home-based parental involvement, and academic socialization by parents.

Association of various forms of parental involvement with quality of education are vital in this study since they explain well the nature of parental involvement which is strongly correlated with quality of education in day secondary schools. Desforges and Abouchar (2003); Emerson, et al., (2012); Harris & Goodall, (2007); and Pushor (2007) are all in agreement on the positive effect that various forms of parental participation have.

Studies from countries like Romania and Mexico underpinned the need for involving parents in education. This is because participation of parents in the education of their children was significantly associated with learners' intrinsic motivation and their academic achievement (Pavalache-Iliea & Irdiab, 2015; Suizzo, Jackson, Pahlke, Marroquin, Martinez, & Blondeau, 2012).

Studies done in the USA, Britain and other European countries, show the benefits accruing from parental participation in education. Some of the benefits include improving students' attainment, increasing school attendance and retention rate, cultivating home work practices among students, fewer cases of suspensions from school and discipline problems, as well as, increased scholastic and career aspirations among students (Epstein, 2011; Harris et al., 2007; Ho, 2013; & Pushor, 2007). Governments in many of these countries have recognized the need for parents' participation in schooling, henceforth targeted parental involvement as resourceful

enhancing quality of education in their nations. Examples of such initiatives include the United Kingdom "*Children's plan*" which aimed at making England the most suitable environment in the world for children's growth. According to the plan, "*Every Child Matters*" The strategy strengthens provision for all families during the initial years of life. In addition, the plan has the objectives of achieving world class institutions of learning and an excellent education for every child, involve parents entirely in learning, ensure availability of thought-provoking things, as well as, provide adequate and safe playgrounds for their children. Partnership with parents is a common theme of the Children's plan.

Furthermore, the "*No Child Left Behind*" (NCLB) legislation in the USA was signed into law in January 2002. It aimed at achieving educational skills and proficiency essential for all children to be successful later in life. The Act requires all parents to be well-versed with ways of participating in improvement programmes of the schools of their children. In addition, the Act stresses that parents be provided with report cards on schools in their district to direct their involvement. According to the law, learning institutions are required to publicize parental involvement in terms of its effectiveness, policies governing it, annual conferences and preparation on parental involvement strategies (United States Department of Education, 2001).

The New Zealand schooling strategy emphasizes that all children aged 6 to 16 years are obliged to attend school every day. According to the strategy, free education is availed to all domestic learners up to the age of 19 years. However, according to the policy parents usually pay for school uniform, writing materials, examination fee, and some course-related costs. Furthermore, parents may be requested to participate in some

learning encounters away from the schools' classroom. Such experiences may include school trips, attendance to sports events and other co-curricular activities. (Bull, Brooking, & Campbell, 2008). This kind of involvement is intended to boost the quality of education in their children's schools.

Furthermore, the Schools' Act of South Africa, 1996 (Act No. 84 of 1996) lays emphasis on the active roles that parents must assume in education in order to make it possible for their children to complete the school work. Besides, the National Education Act of South Africa, 1996 (Act No. 27 of 1996) urges parents to monitor the progress of education of their children while at home. Additionally, the Act underscores the need to keep a record of continuous assessment of children's work so as to be able to evaluate their progress towards achieving the outcomes of the education programme.

Scholars, educational practitioners, and members of public generally agree that parental involvement in education directly influences the students' educational outcomes (Bracke & Corts, 2012). The recognition of parents' involvement as an asset to students has resulted in various policies and initiatives which aim at increasing parental participation in education of their children (Moles & Fege, 2011). For instance, the Basic Education Act of Kenya (2013) emphasizes full contribution of parents' contribution in needs assessment of schools in collaboration with the Boards of Management of the schools (RoK, 2013a). The Ministry of Education in Kenya entirely acknowledges the significant role played by parents in improving quality of education in their children's school (RoK, 2012).

Current studies have shown an apparent decline in parental involvement in education whether in schools, or at home, or in academically stimulating activities (Chen, 2011; Jeynes, 2011). Additionally, few studies focus on how parents collaborate with secondary schools in Kenya to attend to matters of enrolment, attendance, completion, performance and effect of other education problems. Moreover, critical literature on influence of parental participation in education is not adequate and has significant gaps (Kiumi, Wanyoike, & Kibe, 2013). Furthermore, very little information exists on effect of parental involvement on quality of education in secondary schools in Igembe Central Sub County. This phenomenon has been one of constraints in that knowledge of the effect of involving parents in education seems not to have been properly documented. Thus, the study examined the effect of parental involvement on quality of education in day secondary schools.

In an attempt to explain an apparent decline in parental involvement in their children's education, some social scientists have pointed to some reasons like the presence of more parents in the labour force, the fast pace of modern society as a whole, and the diminishing role of the family in education (Jeynes, 2011; Chen, 2011). Besides, Chen (2011) advance three possible reasons for this trend: First, secondary schools may not be as welcoming to parents as primary schools are. Second, parents may be less confident being involved in their children's education since subject material becomes more challenging as their children progress through secondary schools. Third, as children negotiate adolescence and attempt to become more autonomous, they may be less open to having parents involved with their schools. This may in turn affect the quality of education in secondary schools adversely.

Demand for education is shifting to secondary school education after a country's efforts towards achieving Universal Primary Education (UPE). In order to exploit any global opportunity, it is necessary that one acquires more skills, values, and attitudes Thus, providing education of good quality is crucial in generating social and economic development opportunities and benefits. (World Bank, 2005). Most of the upcoming day secondary schools are either sponsored through CDF, and or communities and parents. In most cases parents pay more as they are required to support government's effort in infrastructure development in their schools. Hence, parents still have a burden to shoulder in an effort to enhance the quality of education offered in day secondary schools. Access to education has increased in many countries of the world since the Dakar convention. However, improvement in quality of education has not matched increased enrolment (UNESCO, 2015). This is because many children attend school in conditions that are unfavourable to learning.

The Government of Kenya has consecutively acknowledged the need to improve learners' learning environments by bringing their parents on board. The emphasis on improvement of quality of education mainly aims at improving schooling and learning outcomes, relevant competencies, and efficiency in the utilization of available resources (RoK, 2013a; RoK 2013b). The effort of the government to improve quality of education aims at producing Kenyans with universal competitive skills necessary to supply essential human resource who would transform the nation into a middle income status by 2030. The government's strategy in the Basic Education Act 2013, the Sessional Paper No.14 of 2014 and the National Education Sector Plan (2013-2018), emphasize the delivery of quality basic education.

In practice, FSE programme in Kenya is financed by the government where each student gets Kshs 22,240 per annum for tuition and administration expenses, operation, and general improvement of their schools. The responsibility of providing children with school uniforms and meals in day secondary schools, and accommodation expenses in boarding schools still rest with parents (RoK, 2008a). Additionally, parents are expected to participate actively in the academic attainment and character development of their children (Macneil & Partia, 2005). However, the notion that FSE is government's full responsibility could result to parents' failure in shouldering their responsibility in the FSE programme. This may eventually be injurious to quality of education offered in Kenya's day secondary schools.

A Survey done by National Council for Population and Development (NCPD, 2017) revealed that the major issues affecting the education sector in Igembe Central Sub-County are lack of school fees to further high education due to poverty in some parts of the Sub – County, drugs and substance abuse, child labour mainly in Miraa farms and business, school dropouts and absenteeism by teachers and students. In addition, punishment, including corporal punishment was also an issue affecting education since it led to students' irregular school attendance for fear of being punished. From the survey, the main drivers of these issues were reported as poverty, peer pressure, poor parental guidance and lack of role models. The issues have contributed to school drop outs and low quality of education. As such, the education level of people of Igembe Central Sub–County is low as shown in Table 1.1.

Table 1.1

Education Level in Igembe Central Sub County

Wards	None (%)	Primary school education (%)	Secondary school education (%)	Total Population
1.Akirang'ondu	30.3	60.8	8.9	27,384
2. Athiru Ruujine	24.4	67.3	8.3	38687
3. Igembe East	24.4	66.9	8.7	39082
4. Njia	26.8	63.8	9.4	37,924
5. Kangeta	25.4	64.1	10.5	26,212
Total	26. 0	64.9	9.1	169,283

Source: Kenya National Bureau of Statistics (KNBS) & Society for International Development (SID), (2013)

1.2 Statement of the Problem

The Dakar framework (2000) describes quality education as one which meets learning needs, and enhances the overall lives of learners. The ultimate goal of quality secondary education is to develop the student's mental capacity and character for higher and useful living within the society (RoK, 2008b). Secondary schools provide the youth with opportunities to acquire human capital which make it possible for them to pursue higher education and also improve their knowledge and skills. Human capital development of any country is determined by access to quality of basic education among other determinants (OECD, 2012).

Since independence, the Government of Kenya has made various strides to provide Education for All (EFA). For instance, FPE programme in Kenya was introduced in 2003 with an intention of achieving the aim of Universal Primary Education (UPE). After successful completion of this policy, the government has turned to increasing access to, and promote the quality of education offered in secondary schools. The FSE initiative in Kenya was an approach aimed at reducing the burden of providing secondary school education on parents. Additionally, the Government of Kenya

anticipated improving students' school attendance, progress and students' transition to institutions of higher learning. It was also hoped that the policy would facilitate the production of human resources who would push Kenya into a middle level economy by 2030. FSE was a positive stride in the provision of secondary education.

Free Secondary Education has led to increased access to education and mushrooming of many day secondary schools to cater for the upsurge in enrolment in secondary schools. Provision of quality education is compromised because necessary physical facilities and material resources are inadequate. Education for All (EFA) assessment report in 2010 revealed that Kenya has made significant advancement towards attaining the EFA goals during the first decade of the millennium. In addition, the report exposed critical challenges related to quality of education that required concerted efforts among all education stakeholders in order to resolve them (UNESCO, 2012; Uwezo Kenya, 2012).

Studies done about the status of secondary school education in Kenya have pointed out glaring gaps in the quality of education across the sector, especially in day secondary schools. There are several issues affecting quality of education in Igembe Central Sub-County. The main drivers of these issues include peer pressure, poor parental guidance, lack of role models and poverty (NCPD, 2017). These issues have resulted in poor academic achievement of students in K.C.S.E., irregular school attendance or school dropout, low transition to institutions of higher learning among others. Hence, commitment to promote quality of education by all education stakeholders, parents included, is essential so as to facilitate improvement in students' intellectual capacities, social skills, values, attitudes, habits and even behaviour.

1.3 Purpose of the Study

The purpose of this study was to establish the effect of parental involvement on quality of education in public day secondary schools in Igembe Central Sub County, Meru - Kenya.

1.4 Objectives of the Study

In order to achieve the purpose of the study, the following objectives were addressed:

i. To establish the effect of school-based parental involvement on quality of education in public day secondary schools in Igembe Central Sub-County
ii. To determine the effect of home-based parental involvement on quality of education in public day secondary schools in Igembe Central Sub - County
iii. To establish the effect of academic socialization by parents on quality of education in public day secondary schools in Igembe Central Sub - County
iv. To determine the combined effect of various forms of parental involvement on quality of education in public day secondary schools Igembe Central Sub - County
v. To establish whether parental characteristics moderates the relationship between parental involvement and quality of education in public day secondary schools Igembe Central Sub - County

1.5 Research Hypotheses

A hypothesis is an informed speculation, which is set up to be tested, about the possible association between or among two or more variables (Bryman, 2012). From the objectives, the following hypotheses were formulated which the study sought to test:

H_{01}: School-based parental involvement does not affect the quality of education in public day secondary schools in Igembe Central Sub County

H_1: School-based parental involvement significantly affects the quality of education in public day secondary schools in Igembe Central Sub County

H_{02}: Home-based parental involvement does not affect the quality of education in public day secondary schools in Igembe Central Sub County

H_2: Home-based parental involvement significantly affects the quality of education in public day secondary schools in Igembe Central Sub County

H_{03}: Academic socialization by parents does not affect the quality of education in public day secondary schools in Igembe Central Sub County

H_3: Academic socialization by parents significantly affects the quality of education in public day secondary schools in Igembe Central Sub County

H_{04}: Combined forms of parental involvement does not affect the quality of education in public day secondary schools in Igembe Central Sub County

H_4: Combined forms of parental involvement significantly affect the quality of education in public day secondary schools in Igembe Central Sub County

H_{05}: Parental characteristics (level of education and occupation) do not moderate the relationship between parental involvement and quality of education in public day secondary schools in Igembe Central Sub County

H_5: Parents' characteristics (level of education and occupation) significantly moderates the relationship between parental involvement and quality of education in public day secondary schools in Igembe Central Sub County

1.6 Significance of the Study

This study has provided information necessary for strengthening parental involvement for quality of education in day secondary schools in Igembe Central Sub County. This information can be used by school principals to initiate and encourage parents' participation in education so as to improve quality of education and enhance educational accountability of day secondary schools in Igembe Central Sub County.

Second, the researcher has revealed to the community and education stakeholders the effect of various forms of parental involvement on quality of education. This revelation may eventually help the community and education stakeholders to address the factors that hinder parents' participation education.

Third, insights garnered from this research are expected to be used by school principals to inform parents on the importance of meeting their obligations in the provision of education to their children in day secondary schools, knowing that FSE does not provide everything required by schools to provide quality education to their children.

Fourth, involvement of parents in education affects quality of education and academic outcomes of the students (Hornby, 2011; Jeynes, 2011). Hence, the study may further contribute to the community in alleviating the high wastage rate of students in national examinations. High wastage rate may indirectly result to wastage of parents' resources, and public expenses required for implementing formal education.

Fifth, results obtained from this study are expected to have practical significance because it has documented the effect of various forms of parental involvement on quality of education in day secondary schools of the Sub-County since the assumed effect have not been documented. It is hoped that this study has also added on the existing literature and has extended the dialogue on parental involvement in day secondary schools in developing countries generally, Kenya included.

Sixth, this study may contribute to future policy and practice in parental involvement since it is grounded in evidence and based on understanding of the effect of various types of parental involvement on quality of education.

1.7 Scope of the Study

The study was conducted in Igembe Central Sub County. All the public day secondary schools in Igembe Central Sub County, Meru County- Kenya were targeted. It was delimited to these schools since they are direct beneficiaries of government support in providing education in secondary schools. The respondents were students, school principals, and parents of the selected schools. The study was delimited to students in form three and form four only. Form one and form two students were not

included. There are several other stakeholders whose roles affect quality of education in public day secondary schools, but the study focused on the involvement of parents only. This is because there is little information on parents' role in the education and overall progress of their children in secondary schools. Furthermore, the love that parents possess towards their children cause many parents to make the sacrifices necessary to guarantee the educational accomplishment of their children (Jeynes, 2011) since parents have a tremendous effect on their children's social, emotional and academic development.

1.8 Limitations of the Study

There was a possibility of two biases in data collection, one, attitudinal bias, and second, methodological bias. The first bias was from the general respondents' attitude, particularly, towards research and sharing information in general. To mitigate this bias, the researcher had discussions with the respondents and answered all their questions positively. She also had a healthy interaction with the respondents to whom she explained the purpose of the study. In addition, the researcher interpreted research items in the best way the respondents could understand.

On methodological bias, the researcher made use of qualitative and quantitative methods so as to minimize the weaknesses of each of the approaches. The researcher also did methods triangulation to account for any biases. In addition, during the interpretation of the results a clean convergent situation may not be yielded after comparing the two data sets. In this case the researcher could integrate the analysed qualitative data results with the quantitative data results in the results interpretation for additional information in order to resolve the differences.

1.9 Assumptions of the Study

The study assumed that it was easy to find out about parents' involvement with day secondary schools which are part of their respective communities. Furthermore, it was assumed that each child had parents or guardians who were not aware or had limited knowledge of their roles that affect quality of education, and were truthful in their responses and ready to be involved in the study.

1.10 Operational Definition of Terms

Academic socialization This involves parents' interaction with their children on the importance and expectations from the education of their children. This type of involvement fosters in children internalized motivation for academic achievement and focuses on future plans, providing a link between school work and future goals and aspirations. In other words, it denotes parents' participation in cognitive/intellectual stimulating activities (Emerson, et al., 2012).

Basic education Comprises of pre-primary, primary and secondary cycles (RoK, 2013).

Home-based involvement This refers to the kind of interaction of parents with their children at home, with an intention of enhancing their education and consequent school performance. Some examples of home-based involvement activities consist of providing conducive learning environment, exposing children to community resources that enrich their learning experience or even getting involved with additional parenting activities like monitoring the activities of children ranging from watching television, going out with friends and even the choice of friends (Hill et al., 2009).

Human capital This refers to any stock of knowledge that one has (either innate or acquired) which contributes to his or her efficiency in the society (Haveman, Bershadker & Schwabish, 2003).

Parent Denotes any individual who has a major obligation towards the upkeep of a child. This includes mothers, fathers, siblings,

	grandmothers, grandfathers, aunts, uncles, and guardians, and who might be responsible for a learner's health, behaviour, development, and education Jeynes, 2011; Harris, et al. 2007).
Parental involvement	This means input of parents in the process of learning and the experiences of their children. It involves the entirety of approaches, actions/practices and resources used by parents' education so their likelihood of succeeding from an academic, emotional, economic and social perspectives increases (Bakker & Denessen, 2007). In this study, the term was used interchangeably with parental participation.
Public day secondary schools	These are learning institutions offering basic education and sponsored by the Ministry of Education of Kenya.
Quality of education	This refers to the outcomes of the education process. It includes relevant knowledge, skills, understanding, competencies and values needed for learners to develop to their full capacity and become valued and valuable members of the society (UNESCO, 2012). Widely used measures of quality of education in this context were students' achievement in terms of class grades and lower wastage rates, regular school attendance, high completion rates, higher rate of transition to institutions of higher learning, improved enrolment in higher level programmes, improved academic behaviours and positive attitudes towards school, and high aspirations for placement in post-secondary education institutions for advanced training.

School–based parental involvement	Concerns the contact that parents have with the schools of their children and involvement in activities of the schools like attending to school events, meetings and consultation days, contribution in school management, fundraising for schools, volunteering at school, and communication between other members of the school personnel and parents, among others (Pomerantz et al., 2007).
School levies	Monies contributed by parents to the school to cater for the meals that their children take in school.
Secondary education	This is a stage in education beyond the primary level, usually beginning at age 13 or 14 and generally constituting either terminal education or preparation of students for college education. It is an advanced part of basic education (RoK, 2013).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is an appraisal of works pertinent to involvement of parents in education and its effect on quality of education. It focused on forms of parental involvement vis a vis school-based, home-based, and academic socialization by parents, and their effect on quality of education; and theoretical and conceptual frameworks.

2.2 Quality of Education

Universally, institutions of learning are charged with the task of producing quality human resource which can adapt to the ever changing global environments. Education play a significant role in leading to higher labour market productivity. Students acquire knowledge and competencies (human capital) during their secondary school education, that provide them with both private and social benefits, to the individual and larger society, respectively, over their lifetimes (Haveman, Bershadker & Schwabish, 2003). Quality education is expected to empower children for the job market after school and also supply countries with the educated workforce that is required (UNESCO, 2012).

Among the many indicators of quality of basic education that students receive are high completion rates, high retention in schools, low wastage rates, high academic performance, high rate of transition to institutions of higher learning and improved enrolment in higher level programmes. Other indicators of quality of education associated with parental involvement include; regular school attendance, improved social services and adaptation to the school environment, improved behaviour, improved social capital, strong sense of individual proficiency and efficiency for

learning, more commitment to school work, and conviction in the relevance of education (Gonzalez, Doan Holbein, & Quilter, 2002; and Henderson & Mapp, 2002). The Government of Kenya has made several strides towards providing quality education at all stages. The government's strategy in the Basic Education Act 2013 (RoK, 2013a), the Sessional Paper No.14 of 2014 and the NESP (2013-2018) (RoK, 2013b), emphasize provision of quality basic education. The emphasis on quality improvement mainly aims at efficiency in the use of available resources. The government's efforts to improve quality of education aims at producing Kenyans who are competitive globally and endowed with competencies needed to transform the country's economic status by 2030. In Kenya, the quality of education is determined mainly by performance of students in national examinations and such performance is used to judge the competitiveness of graduates from such education locally or internationally.

2.3 Parental Involvement and Quality of Education

Parents are fundamentally the primary care-givers and first teachers of their children (Harris, et al., 2007; Jeynes, 2011; Njeru, 2015; and Pushor, 2007). According to Jeynes (2011) the love that parents possess for their children has for centuries propelled many parents to make the sacrifices necessary to ensure that their children succeed academically. From research, it is evident that parental involvement affects academic performance of students (Karbach, Gottschling, Sprengler and Hegewald, 2013; Wang, Hill and Hofkens, 2014. Accordingly, involving parents in their children's education is significant in raising standards of education and the educational outcomes of children in the society. Within research literature, operationalization of parental involvement has not been reliable. This is the case because parental involvement has a variety of

interpretations which suggest that parental involvement is multidimensional and complex in nature (Bakker & Denessen, 2007). In addition, parental involvement incorporates a wide variety of parental behaviours in their parenting. For instance, Desforges et al., (2003) describe parental involvement as good parenting at home, which includes providing safe and sustainable setting, cognitive stimulation, interactions between parents and children, the pattern of educational and social values, high prospects for a child's achievement, contacts with the school for sharing information and involvement in school life.

In addition, the conceptualization of parental involvement would also incorporate a multiplicity of other parental behaviours which are indirectly related to schooling. These behaviours include, limiting television watching time, observing definite guidelines to discipline the child, being available for the child when s/he returns home from school (Bakker et al., 2007), regulating the amount of time that the child goes out with friends (Ho & Willms, 1996), watching the child in sports (Hill et al., 2004; Pomerantz, Moorman & Litwick, 2007), and accompanying the child to social events (Bakker et al., 2007), among others. From the aforementioned, it is clear that involvement of parents in education incorporates a multiplicity of parents' activities which directly or indirectly influence intellectual development of the children and general school attainment.

Gimpe, Brent, & Collett (2010) underscore tremendous effect of parents' involvement on children's social, emotional, and academic development. To them, parents usually know their children better than anyone else, including their strengths, their environment, community, and cultural contexts in which they live, and are almost

universally concerned with their children's success. Parents' involvement in education is thus confirmed to have a notifiable significant influence on the quality of education in their schools; not only academically, but also in social and emotional development (Jeynes, 2011). Additionally, during adolescence, there are major changes in school context, adolescents' cognitive growth and biological advances, social development, and re-negotiations of family affiliations, all of which require parental guidance (Grolnick, 2009; Hill & Tyson, 2009). Under these circumstances however, students' academic performance often declines (Hill et al., 2009), thereby increasing the possibility that they may not realize their full potential even in education. This therefore, heightens the need to identify additional sources of support.

Involvement of parents in education is significant in raising standards of education and the educational outcomes of children in the society. Harris & Chrispeels (2006), Ho (2013) & Emerson et al., (2012) maintain that parental participation in education greatly influences the educational attainment of the students and perpetual school performance. According to Gonzalez, Doan Holbein, and Quilter (2002), students feel accountable for their own education when they know that their parents are fully involved. Empirical studies maintain that students are oriented towards excellence when their parents show vivid interest in their education. These students persistently look for challenges, they persevere despite the difficulties they encounter and are contented with school tasks The studies however are not clear on the effect of a variety of parental behaviours in their parenting practice on quality of education in day secondary schools.

From the literature reviewed, no absolute agreement about the forms of parental involvement that have the most important effect on quality of education in schools.

Since parental involvement is very vital in enhancing quality of education, there is need to know much more about the effect of various forms of parental involvement on quality of education in secondary schools.

According to Henderson and Mapp (2002), involvement of parents in education affects the following variables positively: the grades obtained in standardized assessments, the enrolment of the learners in exciting educational programmes, regular attendance and completion of classes, learners' behaviour, the learners' social capabilities and their adaptation to the setting of the school. Moreover, research suggest that parents contribute to high transition rates of their children from one school level to another. (Sheldon, 2009).

The rights entrenched in Kenya's constitution include the right to basic education for everyone. The government has a responsibility of ensuring quality basic education to all her citizenry, while every parent/guardian has the responsibility to present for admission his/her child to a basic education institution (RoK, 2013a). The government and parents/guardians undertake such obligations because basic education contributes immensely to human capital development of any nation. Some of the benefits of basic education include; improved nutrition and community health care, low fertility and infant mortality rates.

Introduction of FSE in 2008 by the Government of Kenya was a way of acknowledging the importance of basic education. Ever since, there has been a substantial investment in secondary education which has increased financial allocations to more than seven percent of the Gross Domestic Product (RoK, 2011). These efforts have occasioned

rapid expansion of day secondary schools and therefore improved overall enrolment in Kenya's secondary schools. Provision of quality education in Kenyan schools is affected by scarcity of material, financial and even human resources. Inadequacy of such resources lead ineffectiveness in education (Achoka, Odebero, Maiyo, & Ndiku, 2007). It is under the existing circumstances that secondary schools in Kenya are striving to provide high standards of education, hence, the need to have parents fully on board.

In Kenya, for instance, it is generally unclear of ways of parents' participation in education in secondary schools. Njeru (2015) conducted a research on parents' participation in education and she concluded that cooperation between parents and their children's schools was minimal. She further added that parents were ignorant of activities that took place in the school. However, the research discovered that parents continued participating in their children's schools in order to improve their academic accomplishment.

Parental involvement is one of the many interventions that can be put in place to enhance the quality of education in Kenya's day secondary schools. This is because parents spend more time with their children than any other adult and have a tremendous influence on the social, emotional, and academic development of their children. In addition, parents usually know their children better than anyone else, including their strengths, their environment, community, and cultural context in which they reside. The attitude and practices of parents provide the basis for children's development of schemas about quality of education and are therefore essential determinants of experiences in secondary schools.

Parents are key stakeholders in education whose involvement can promote quality of education that their children receive, as well as, improve schools' effectiveness. Nonetheless, parents have abdicated some of their responsibilities in education that were generally theirs in the past. This problem of minimal parental involvement in the education of learners may have negative effects on quality of education in the country. In this case, many adolescents in public day secondary schools in Igembe Central Sub County leave school without the knowledge they need so as to thrive in the society and or find decent jobs despite the gains made in enrolment and participation as a result of FSE. The researcher acknowledges that there are many factors that can contribute to this scenario, and among them is low parental involvement in education. To this end, the active and constructive contributions of parents are indispensable, hence, the need to investigate parental involvement in promoting quality of education in public day secondary schools in Igembe Central Sub county, Meru County.

Moreover, literature on how parents collaborate with secondary schools in Kenya to address issues of access, attendance, completion, and other local education problems, and with what effects is inadequate. This dearth of information significantly constrains evidence-based arguments regarding parental role in quality improvement at the public day secondary schools in Kenya generally and Igembe Central Sub County in particular. Hence, the need for research on parental involvement in education, particularly as it relates to quality of secondary education in public day secondary schools of Igembe Central Sub County, Meru County - Kenya.

2.4 School-based Parental Involvement and Quality of Education

This form of involvement incorporates all the activities related to interaction and participation of parents in school activities. Pomerantz et al., (2007) consider such an involvement as home-school cooperation which includes a range of interactions of parents with the schools of their children. These activities vary from attending to school events like Parent-Teacher Association (PTA) meetings and consultation days, contribution in school administration, volunteering, and interaction with members of schools. (Sheldon, 2002). Schools play significant roles in encouraging and also providing occasions where parents can contribute towards their children's schooling. According to Patrikakou (2008), the school expresses fundamental goals of parental involvement in education as its personnel determine how it is achieved in a situation where schools initiate activities that parents are to be engaged in.

Different types of parental involvements are critical aspects that can help determine quality of education that children get. For instance, Desimone (1999) reviewed and synthesised literature on extensive school reform and came up with four categories of school-based involvement practices that affect the academic success of children. These activities comprised (a) volunteering and raising funds for the school, (b) contribution in PTAs, (c) communication with schools about advancement of students, and (d) schools' interaction with parents concerning learners' high school educational plan. Participation in voluntary work at school, parents' interaction with the teaching staff, and participation in the management of schools are some of the strategies of involving parents in secondary schools (Epstein & Sanders, 2002). Generally, school-based involvement of parents entails para-educational activities. These activities include

helping the school in curricular and co-curricular activities, school upkeep responsibilities, as well as, participating in parent-teacher meetings (Kaplan, 2013).

According to Collins and Laursen (2004) parents' role is key in supporting their growing children. Seginer (2006) affirms that involvement of parents in education affect children's academic motivation and school achievement. Epstein (2011) upholds the importance of school activities in influencing the extent to which parents will invest their resources in a variety of activities so as to support their children's education. These outcomes specified that the school personnel affected the magnitude of involving parents in their children's schools. Furthermore, the results confirmed that certain school practices motivated parents and enhanced their participation in school-based activities despite their social-economic background. For instance, parents are contented with quality of education when they consider the school personnel to be comfortable with their involvement and would allow them to participate in strategizing on how they can help their children to succeed (Patrikakou, 2008). This research attempted to identify and assess effect of school-based parental involvement on quality of education in day secondary schools in Igembe Central Sub County, Meru County-Kenya.

Parents concerned with learning of their children will always initiate interactions with the school unlike those parents who are less concerned. Such contacts make it easy for the schools to reach those parents and promote their engagement in education. The parents' role as teachers continue even after their children attend school. This view is upheld by Shearer (2006) who considers parents as the primary and natural teachers. Mulford (2003) reiterates that parents must be considered a steady and an indispensable part of curriculum that would provide students with knowledge and relevant

competencies towards education; alongside teachers who are curriculum implementers in a formal school setting. Generally speaking, quality of education is ensured if curriculum implementation is reinforced by involving parents in education both at home and at school.

During transition from primary school to secondary school, parents and their children encounter particular challenges due to the complexity of competencies that are necessary in addressing and achieving the requirements of the school curriculum, together with academic and career decisions that learners encounter (Hill et al., 2009). This advancement through the years of schooling can be facilitated by active participation of parents.

Parents role as motivators enable them to participate in learning in a supportive capacity. Parental participation during the high school years needs to put into consideration the desire that adolescents have for independence coupled with their burgeoning intellectual capabilities. This is because concurrence between developmental needs of the adolescents, the attitude of parents, and the schools' expectations of involving parents in education contribute positively to educational success of their children (Clinton, Hattie & Dixon 2007; Duckworth et al., 2009; and Kendall, Straw, Jones, Springate & Grayson, 2008). Due to this, there is need to examine the relative success or failure of school-based involvement of parents in enhancing quality of education of their children.

Parents' role as instructional partners can boost education quality and students learning outcomes. Research shows that intervention of parents in learning is treasured (Nag,

Chiat, Torgerson & Snowling, 2014). Research has confirmed that close contact with schools enhances parents' positive attitudes towards teachers and their children's schools. This finding underscores the need for forming strong associations between the schools and the parents. These linkages can ultimately improve the mode of instruction, teacher motivation and commitment, as well as, positively affect the quality of education (OECD, 2011). Noting these concerns, the Government has remained ardent in developing partnerships with the goal of improving learning processes in schools in Kenya.

Henderson et al. (2002) and Westmoreland, Rosenberg, Lopez & Weiss (2009) are in agreement that involvement of parents in schools is interrelated with social development of children, as well as, their emotional adjustment. During the years of schooling, parents acquire effective ways of communicating about learning with their children, and are also comfortable conversing with teachers and other school personnel about the educational and social progress of their children. Nevertheless, effective parental participation changes as children grow and develop, such that it may affect children outcomes either directly or indirectly through better school attendance, positive students' behaviour, and reduction in dropout rates. Nonetheless, evidence that participation of parents in activities that are indirectly related to education influences the quality of education is insufficient. For this reason, there is need to find out whether parents' participation in school-based activities affect quality of education offered in public day secondary schools of Igembe Central Sub County.

From policy viewpoint, participation of parents in education entails the possibility of adding and improving physical facilities and equipment into public institutions. This

ultimately improves the education environments of the learners. Besides, it has the capacity of empowering parents in the running of schools, thereby, making public schools more responsive to their students' educational needs. In most developed countries, evidence of parents' participation in education at home and in school exists. For instance, in United States of America, NCLB legislation of 2001 underscores the relevance of parents' participation in education. The Act empowers parents in determining quality of instructional procedures in their children's schools. (US Department of Education, 2001).

African countries have also formulated policies that support participation of parents in education. For example, in South Africa, the schools' Act (Act 84 of 1996) orders schools to select a board of management comprising of teaching and non-teaching staff, parents, and students (Dubbledan, 2000). Additionally, education policies in Burundi oblige parents to make contributions for improvement of their schools. Furthermore, basic education in Uganda is a free and compulsory public service. Despite this, the 1997 policy on Universal Primary Education specifies the parents' role in education.

Education policies in Kenya mandate parents to participate in the education. Successive governments have acknowledged the important role that parents can play in improving learning environments of their children's schools. An overwhelming majority of parents and teachers are in consensus that parents' participation in education is a significant component in the provision of education. Consequently, Kenya's Basic Education Act (2013) mandated the school Boards of Management (BoM) to involve parents in conducting needs assessment of their schools. (Republic of Kenya, 2013a).

Empirical studies show that schools have a key role in encouraging and providing occasions for involving parents in education. Accordingly, schools explain the vital goals of involving parents in education. Its personnel determine how it is achieved as a school-initiated activity (Driessen, et al., 2005; Patrikakou, 2008). Though parents remain interested in their children's academic achievement, empirical studies show little cooperation between parents and their schools. The studies further show that parents mostly lacked information on the activities that took place in the schools of their children (Njeru, 2015). Despite this, little attention is paid on home-school cooperation with parents since the studies did not clarify how, and to what extent parents are involved in schools in Kenya and with what effect.

The Kenya School Report Card (SRC), is an official document in Kenya that discuss parental participation in education (RoK, 2012). The SRC programme purposed to guarantee quality basic education was offered to children by planning and effecting a mechanism that motivates parental support for their children's schools. The SRC programme covers ten key areas. Additionally, the SRC platform enables parents to measure annual performance of their schools in key areas related to quality of education (Njeru, 2015). According to the 2012 report, Category 10 for example, which is labelled as "Marking and Parental Responsibility," was ranked the poorest nationally, hence the hypothesis that parents were passive participants in schools' activities. (RoK, 2012).

On the other hand, in schools where parents were highly involved, students posted good academic performance in the national examinations (Republic of Kenya, 2012). This report shows a causal relationship between parental participation and learners' attainments. The findings further support research findings from other studies

worldwide (Emerson, et al., 2012; Guolaung, 2010; Harris et al., 2006; Ho, 2013; and Osei-Akoto et al., 2012) that children perform better when parents are involved. Hill et al., (2009) maintains that the opportunities of adolescents are often excluded if parents are not effectively involved in education. The effect of this exclusion include untapped potential of the learners, declining educational and professional accomplishment, and widening gaps in attainment. Thus, investigating the effect of school–based parental involvement in Kenya's day secondary schools is an important strategy of addressing problems of internal inefficiency in provision of education.

2.5 Home-based Parental Involvement and Quality of Education

Interaction between parents and children at home is meant to improve the education of children and consequently school performance. This kind of involvement demands that parents use their resources to support their children's educational accomplishments. Parents can participate in various home-based involvement undertakings so as to help their children. For instance, parents can engage children in cognitively-stimulating activities at home, creating a favourable learning environment at home for their children, exposing children to public services that boost their educational experiences or even getting involved with additional parenting activities like, monitoring the activities that their children engage in, varying from watching television , going out with friends and even selection of friends (Hill et al., 2009; Jeynes, 2005; Patrikakou, 2008).

Seginer (2006) described home-based parental involvement as parents' participation at home in activities that are related to education which bear the following three characteristics: motivation (which entails assisting children and setting for them

standards of achievement); intellectual aspect (which involves the cognitive aspect of training children to read and to compute mathematical problems); and, behavioural aspect (which consists of teaching routines that are related to school).

Home-school cooperation may be linked to improved learning, healthy self-esteem and positive attitudes in life. According to DePlanty, Coulter-Kern, and Duchane (2007), strong relationships between home and school environments have positive effect on adolescents. To them, there are various parental activities that play a very significant role in the social and emotional attainment of their children. These activities include communication about school, assisting children with homework assignments, putting in place rules at home that are correlate with school rules, and sharing parents' aspirations for education with the child. Furthermore, attending events and places that foster academic success with children (for example, museums and libraries), and creating a conducive home learning environment (for example, making instructional materials accessible) are part of home-based involvement practices (Hill et al., 2009; Jeynes, 2005; and Henderson et al., 2002).

Dubois, Eitel, and Felner (1994), conducted a two-year longitudinal study of 157 adolescents aged between 10 and 12 years in small public schools in predominantly deprived and rural locales of South Eastern United States of America. They found out that home-based involvement significantly affected academic achievement of students. Some of the effect included nurturing children through warm and responsive parenting, as well as, assuming additional roles as their children matured. Parents would also discipline their children, teaching them, modelling language, providing stimulating materials, and serving as managers of family routines and schedules (Brooks-Gunn &

Markham, 2005). Hence, home learning environments influence social development of children and are essential contributing factors to quality of education at all the levels of learning (Bull, Brooking and Campbell, 2008; Kendall, 2007). A conducive home learning environment with a diversity of instructional resources and constructive emphasis by parents on the importance of education is essential not only in making learning enjoyable and rewarding but also fundamental in children's cognitive and social growth (Brooks-Gunn et al., 2005). In addition, these environments contribute towards setting children's values and their aspirations for education.

Good parenting at home affects the educational achievement of children positively (Duckworth, Akerman, Morrison, & Vorhaus, 2009; Sheldon & Epstein, 2005). Communication is a feature of this style of parenting which supports academic progress of the child by laying emphasis on learning, and determining appropriate dispositions for education attainment. Through communication, children can be aware of the expectations and educational aspirations of their parents. For example, parents can discuss subjects' selection and choices with their children and also their aspirations after secondary school education (Pomerantz, et al., 2007).

Outside of the school, parents can create a rich learning environment which eventually contributes to better educational outcomes for their children (Jeynes, 2005). Moreover, parents can discuss possibilities for higher education with their children, generally emphasize the importance of education, provide instructional resources, and attend educational social events and places with their children (Hill et al., 2009; Ice et al., 2011). These strategies are crucial in enhancing quality of education offered in schools.

Some parental and home life factors that impact students' achievement include daily family conversations, monitoring of television viewing times and programmes, open displays of affection, learning to delay gratification, print and literacy activities that are engaging, and high parental interest in the child's academic and character growth. These factors are high predictors of school success than socio-economic status. Other parental behaviours that support academic growth are high expectations and a structure for homework completion and school preparation (Bakker et al., 2007; Patrikakou, 2008).

Osei-Akoto, Chowa, and Ansong (2012) conducted a study in Ghana to assess the magnitude of participation of parents in academic performance. The findings showed that most of the parents (83%) barely helped their children in their homework assignments. Besides, Guolaung (2010) carried out a qualitative survey on involvement of parents in students' academic performance in Namibia. The research sampled seven parents whose children had attained high scores in examinations. The results showed high involvement of parents in education. These studies showed that parents can assist their children in maintaining constructive attitudes towards their own competencies and also help them address concerns at school.

Forming culturally aware school-family collaborations is important in that it helps in reducing cultural discontinuities in schools. This helps in creating a variety of learning experiences, improving ethnic and racial perceptions and attitudes, as well as, fostering inter-ethnic relationships. For instance, a positive home-school climate can be created if parents are endowed with resources that can accommodate needs of families from different socio-cultural background. (Harris et al., 2007). In this way, creating more

learning opportunities for children prepare them for knowledge, attitudes and skills acquisition. Such competencies are important and enable positive and productive interaction with people in a multicultural society. When parents support learning, children tend to post good academic performance, attend school regularly and like school more.

Parents are essential components in the overall learning of their children, educational success and school improvement (Emerson et al., 2012). They facilitate a variety of educational experiences and events outside the school. Parents' attitudes and actions towards their children affect learning and educational achievement of the children considerably. Furthermore, parents' genuine interest and active engagement in their children's learning (OECD, 2011) by spending quality time with them give rise to improved educational outcomes. However, the degree of parental involvement in education varies by school and also parent to parent. Usually there is no general consensus on how parents effectively create favourable home environment for learning. Consequently, the influence of home environment to quality of education depends on parents' guidance and encouragement. (Bakker et al., 2007).

Provision of free secondary education in Kenya increased students' enrolment in secondary schools but did not sufficiently improve the quality of education. Due to this, the researcher endeavoured to seek the effect of home-based parental involvement on quality of education in day secondary schools. African Population and Health Research Center prepared a policy brief based upon a classroom observation study of 72 schools from six districts in Kenya. The districts sampled included Baringo, Embu, Garissa, Gucha, Murang'a and Nairobi, representing Rift-Valley, Eastern, North Eastern,

Western, Central, and Nairobi regions, respectively. The sample included public, private, urban, peri-urban, and rural schools. The study showed that parents provide an appropriate learning setting by participating in academic lives of their children. The study further showed that these children did well in school compared to those children whose parents were detached. The studies constantly showed that student delinquency, often a function of the home environment and community status, negatively affected students' grades. The analyses also showed that lack of parental involvement in the classroom affected students' scores negatively (APHR 2010). In spite of this revelation, little has been documented concerning the effect of home-based parental involvement on quality of education in day secondary schools in Igembe Central Sub County-Meru County. This research introduced new knowledge in this area.

2.6 Academic Socialization by Parents and Quality of Education

Academic socialization involves parents' interaction with children on the importance and expectations from their children's education. It involves connecting schoolwork to current events, nurturing academic and professional aspirations, discussing learning strategies with children, making preparations and plans for the future, and linking materials discussed in school with students' interests and goals (Emerson, et al., 2012). During adolescence, a child is able to engage in logical and analytical thinking, problem solving, planning, and decision making. Further, it is during adolescence that goals, beliefs, and motivations are internalized and such inner processes shape adolescents' academic performance and course selection (Wigfield, Byrnes, & Eccles, 2006). Academic socialization, therefore, is important in creating an understanding about the purposes, goals, and meaning of academic performance. Furthermore, it communicates

expectations about parents' involvement in educational activities, as well as, providing strategies that students can effectively use to succeed (Kaplan, 2013).

Academic socialization includes the strategies that will scaffold adolescents' burgeoning autonomy, independence, and cognitive abilities. Besides, this type of involvement fosters and builds upon the development of internalized motivation for achievement, focuses on future plans, provides a link between school work and future goals and aspirations, and is consistent with the needs of secondary school students. In addition, it provides young adolescents with the tools to make semi - autonomous decisions about their academic pursuits.

Three decades of research performed by Hanafin and Lynch (2002) have shown that children are inclined to succeed when schools cooperate with families in supporting education through life. This kind of participation of parents is important both in the beginning of the educational process and also throughout the child's entire academic endeavour. Academic socialization is relevant to secondary school students because it develops abilities in students over time. Such abilities help the students to assess their goals, predict consequences of their actions, and are also able to learn from their successes and failures, independent of their parents (Emerson, et al., 2012).

A study carried out in Romania by Pavalache-Iliea and Irdiab (2015) investigated the connection between parents' involvement towards the school, the inherent drive for learning and the academic achievement of the learners. The respondents in this study were teachers and pupils in grade three and grade four. The findings confirmed the hypothesis that academic attainment, the level of involvement of parents, and intrinsic

motivation of the learners were significantly correlated. This finding is supported by Suizzo, Jackson, Pahlke, Marroquin, Martinez, & Blondeau (2012), who after conducting a study on Mexican low income ethnic minority parents found out that parents who held high aspirations for their children's education conveyed the importance of school through parental academic socialization practices which ultimately influenced the academic achievement positively.

Social and cultural factors can affect parents' expectations and their particular understanding of their roles in assisting their children in their academic pursuits (Berthelsen & Walker, 2008). Parents' beliefs in their capabilities to help their children prosper are fundamental to the form and extent of their involvement in education. Grolnick, Benjet, Kurowski, and Apostoleris (1997) studied parental involvement from various perspectives vis a vis individual, contextual, and institutional and concluded that parents who considered themselves efficacious in their role of a teacher to their children were more likely to become involved in their children's education. They further recommended some cultural factors like parents' ideas in relation to the teaching of their children to be considered so as to intensify parental participation in education.

Moreover, academic socialization can be fashioned by parents' perceptions of general invitations for their involvement from their children's school. In this case, an encouraging, warm school environment, and constant invitations of parents with ways of becoming involved in education whether at home or in school would certainly provoke parents towards the school's efforts. The ways parents' view their children's school greatly affect the perception of the children about school. This perception

eventually contributes either negatively or positively to students' academic, social, and emotional development.

Parents' beliefs about the desirability of their children's outcomes, the persons responsible for the outcomes, stakeholders' perceptions on their involvement, and parental behaviours associated with the beliefs and expectations, are key determinants of parents' perception of their role in their children's education (Emerson, et al., 2012). Parental role construction has impacts on both parents' decisions on whether to participate in education, and in what ways, as well as on academic attainment of their children. The life aspirations and expectations that parents have for their children are other critical aspects which can be directly linked to educational outcomes. During adolescence for example, there is a possibility for both parents and teachers to misconstrue the adolescents' aspiration for independence which consequently becomes an impediment to family involvement in education. Despite this, secondary school students still require involvement of parents in their education if they are to succeed.

The perspective that adolescents do not want parents' involvement in their schools contradicts their belief that they can excel at school when their families are actively involved and expect them to succeed (Patrikakou, 2008). In addition, Sheldon (2009) supported the view that the interest of parents in education increases the rate of educational success. Similarly, parents who have positive expectations encourage their children to perform well, and vice versa. Therefore, quality of education that children receive is to some extent determined by parents' expectations on academic, social, and emotional development of their children.

2.7 Characteristics of Parents and Quality of Education

A child's academic performance is the outcome of the concerted efforts of numerous stakeholders, including teachers, school management, learners, education policymakers, and parents. According to Ngure and Amollo (2017), the role of a parent in their children's educational attainment is paramount. The authors maintain that parents are responsible for creating a supportive atmosphere for their children to learn. This is attributed to the fact that learning is not only confined to the school environment but also at home and other areas where parents have direct influence. Numerous parental attributes are fundamental in a children's academic success. Features like parents' level of education, occupation, social economic status, and or even marital status affect parents' participation in education. For example, well-educated parents are rated highly by teachers on their involvement in education. In addition, single parents may devote more time assisting their children with homework assignments compared to married parents. However, they may not adequately participate in education at home (Harry & Goodall, 2007).

Most researches on parental involvement show variations on the extent of parents' participation in education on the basis of socio-demographic factors like marital status, educational level, and even economic conditions (Schmitt & Kleine, 2010). Lareau (2011) for instance, confirms that parents of lesser socio-economic status in the United States of America hardly consider it as their obligation to manage education. He avers that these parents rarely participate in learning activities at-home or in-school. Parents in lower socio-economic status are characterised by low literacy level, which eventually limits their skills and the kind of knowledge they offer to school generally and to their children in particular. Moreover, parents in inferior socio-economic classes participate

mostly in occupations that demand long and unpredictable working hours. This eventually interferes with their capacity for involvement in education at home or in school.

Research carried out by Becker (2011) shows that parents' academic interaction with their children influences their educational achievement by moulding their skill, behaviour and attitudes towards school. Academic socialization can be influenced by the socio-economic status of parents. For instance, parents who are highly educated can afford more interesting learning contexts for their children compared to those who are less educated.

Research in numerous African and South Asian settings have showed discrimination of parents in accessing management bodies like the school's Board of Management (BoM) and PTA based on their socio-economic status, location, and even gender. In underprivileged localities in countries like Ghana, the natives, who are comparatively more educated in the community engage in decision-making. Their engagements, leave no spaces for representation in school affairs. (Kingdon, et al. 2014; Nyarko, 2011). The educated therefore monopolize decision making process of the schools at the expense of parents who are the overwhelming majority. Such a scenario affects participation of parents in education and ultimately quality of education.

Parents' education level has direct influence on learners' scholarly achievement. According to a study done by Khan, Iqbal, and Tasneem (2015), children born of educated parents tend to perform well academically compared to those whose parents are not educated. The authors contend that educated parents value the worth of

education. Thus, they are more likely to demonstrate more interest and assert more influence on their children's academic attainment compared to parents with low levels of education. Li and Qiu (2018) support the assertion by Khan et al. (2015) by acknowledging that educated parents are more likely to cultivate habits in their children that are consistent with academic success. Despite this, Gonzalez, Moll, and Amanti (2005) opine that parents who lack print literacy also have rich community cultural wealth and funds of knowledge that schools could tap from to enhance their children's learning.

Numerous studies on the subject however, contend that the influence of children's fathers' and mothers' educational backgrounds on education are not similar. Khan et al. (2015) suggest that mothers' scholarly backgrounds are more influential on children compared to that of fathers. This assertion by the scholars is based on the view that the level of attachment between mother and their children is more secure and stronger compared to that of the father. Monaghan's (2016) study on the effect of mothers' educational attainment on their children's education affirms the views of Khan et al. (2015). From the study, it is evident that mothers' completion of an undergraduate degree increases the likelihood of their offspring completing high school and college by 4.5% and 8.5%, respectively. Nonetheless, Monaghan's research offers insights into the role that a father plays. The research indicates that fathers' influence on children's scholarly success is statistically significant. However, that impact is ameliorated only when mothers attain some significant level of education as well (Monaghan, 2016). Therefore, it is possible to suggest that mothers' academic accomplishment has the most fundamental influence on a learners' outcomes.

However, not all scholars support the view that mothers' education is more impactful on children's education compared to the fathers'. Dickson et al. (2016) evaluated research on the subject, with the focus on twin and adoption experiments. On twin studies, the researchers compared the academic achievements of two children born from twin sisters with a similar level of education. The assumption in this assessment was that no genetic biases existed between the two sisters; hence, the mothers' similar educational attainment ought to reflect on their children. Outcomes of the study indicated that the children's attainment varied -the disparities could only be explained by the impact of fathers' genetic make-up and subsequent education level. Similar results were obtained in the adoption studies. The evaluation by Dickson et al. (2016) might, therefore, appear to suggest that fathers' educational level is more vital than mothers'. The study raises critical issues that require further probing.

The effect of parents' academic accomplishment on children's academic success is a common moderating factor regionally and globally. Studies by Monaghan (2016), Dickson et al. (2016), Li and Qiu (2018), and Khan et al. (2015) reflect almost similar sentiments in the United States of America, England, China, and Pakistan, respectively. The same outlook exists in Kenya, as shown by Ngure and Amollo (2017). The two authors focused their study on Unity Preschool in Embakasi, Nairobi County. Outcomes of the research indicate that parents' education accomplishment is a key factor in children's education, with the mothers' level of education being the most crucial. The results of the inquiry provide a viewpoint of the situation in Meru County because education and family backgrounds across the country are largely similar.

Studies done by Schildberg-Hörisch (2016) and Usaini and Abubakar (2015) indicate that parents' occupation is an essential determinant in the quality of education obtained by a child. Generally, the studies suggest that a positive association between parents' profession and learners' academic success exists. However, research also shows that the influence between fathers' and mothers role in education vary. A study done by Hosque, Khanm, and Nobi (2017) in Bangladesh contends that mothers' employment status negatively impacts pupils' school-work. The authors suggest that the collision between caregiving responsibilities and material provision (an occupational factor) creates a trade-off such that the mother has to forego some level of supervision on the child in exchange for earning an income. Hence, it has a negative influence on children's educational attainment. In their econometric analysis, Hosque et al. (2017) determined that the negative association between maternal occupation and learner outcomes does not hold in some professions like teaching. Thus, the inquiry implicitly suggests that to maximize their children's educational outcomes, mothers should preferably become teachers.

Contrarily, Usaini and Abubakar (2015) conducted a study in Malaysia and determined that children whose mothers had prestigious professions (such as teachers, doctors, and bankers) performed better in matriculation exams than pupils whose mothers had less distinguished careers. Accordingly, the view by Hosque et al. (2017) that mothers' employment status (except for some occupations) has an outright negative influence on children's educational attainment may not be correct. However, Hosque et al. (2017) provide a plausible explanation for the view held by Usaini and Abubakar. Hosque and colleagues argue that when a mother's income is used to improve the home environment and facilitate a child's educational experience, then the adverse effects of a mother's

employment may be reduced. Presumably, mothers with distinguished occupations earn higher incomes; hence, they can compensate more for the lack of caregiving.

In all the studies, fathers' occupation positively correlates with learners' educational attainment. Usaini and Abubakar (2015) and Hosque et al. (2017) contend that the higher the status of fathers' profession, the better the performance of their offspring in school. This outcome is achieved without the nuances present in the case of a mother in employment. Consequently, such a view might appear to suggest that for a learner to achieve high academic results, the father is better off as a material provider than as a caregiver.

The diminished significance of the fathers' occupation compared to that of the mother, is highlighted by Schildberg-Hörisch (2016). She notes that a father's working behaviour (which is presumably influenced by the type of occupation) does not have a significant impact in a child's educational achievement in the long-term. Accordingly, it is possible to conclude that while the occupations of the parents are crucial in a child's educational achievement, their impact is not uniform for fathers and mothers. The latter's job has a more significant influence.

2.8 Theoretical Frameworks

A theoretical framework refers to the plan for the whole study which informs and supports a research idea. It shows how a researcher approaches and addresses a research problem fully (Grant, 2014; Kihara, 2016). Mehta, (2013) likens a theoretical framework to the frame and foundation of a house. According to Majumdar (2005), a theoretical framework provides a frame of reference upon which the researcher builds

the argument of the study and a base for observations and generalizations. A theoretical framework is thus important in guiding the entire research process. It is usually used in studies that are based on existing theories.

This study was underpinned on Icek Ajzen's Theory of Planned Behaviour (Ajzen, 1991) and Social Learning Theory by Albert Bandura (Bandura, 1971).

2.8.1 Theory of Planned Behaviour

This is theory in psychology explains and predicts deliberate behaviour. It was developed from the Theory of Reasoned Action, proposed by Martin Fischbein and Icek Ajzen in 1980. According to the theory, there are three kinds of considerations which direct human action. The considerations are behavioural beliefs, normative beliefs, and control beliefs (Ajzen, 1991), which in a combination amount to the establishment of behavioural intentions. The individual's intentions to execute some behaviour is determined by ones' attitude towards the behaviour, subjective norms and perceived behavioural control The theory assumes that intention is a direct measure of behaviour and that no other personal or external factors may prevent execution of the behaviour. The theory therefore explains that intentions to perform behaviours can be projected from attitudes towards the behaviour, subjective norms and perceived behavioural control; and these intentions account for actual behaviour. The theory recommends that one should comprehend the motives that inform intentions so as to anticipate subsequent involvements in a behaviour.

The theory of planned behaviour explained and predicted parents' participation in schooling. According to Perry and Langley (2013) the Theory is adequate in explaining

the dynamic and multifaceted nature of parental involvement in education. Besides, Bracke et al., (2012) affirms that some factors shape subjective norms on parents' role in education of their children. These factors include parents' characteristics and having role models or neighbours who are either involved in education or not Theory of Planned Behaviour explains some of the characteristics that explain the differences between various levels of parents' participation in education.

According to Ajzen (1991), a behaviour which is considered to have beneficial consequences leads to increased intention to execute that behaviour. Similarly, attitude towards an act or behaviour leads to personal beliefs, which form one's opinion towards the behaviour. For instance, parents may intend to participate in education due to their conviction that their involvement has positive effect on the quality of their children's education. Attitude may be affective or instrumental. Affective attitude shows whether or not one enjoys the behaviour, while instrumental attitude displays one's perceived contribution of the behaviour towards their life; as either beneficial or harmful; or both. As a factor, attitude determines the level of parents' participation in education, whether at home, school, or in cognitively stimulating activities, and how it consequently affect quality of education in public day secondary schools.

Parents' attitude seems to have an effect on children through the modelling of values and expectations, reassurance, interest in the child, and admiration for the child as a learner. In addition, children internalize elements of values and expectations of their parents as they grow and form their images as learners. Certainly, attitude vary greatly from parent to parent, thereby causing variations on both the parental expectations and their understanding of the best ways of assisting their children in their academic pursuits

(Berthelsen et al., 2008). Students in secondary schools have confidence in their abilities at school when they know that their parents participate actively in their school work and are apprehensive of their success (Patrikakou, 2008).

Subjective norms involve other peoples' beliefs and opinions that a certain behaviour has positive outcomes. These outcomes advance to peer pressure and social pressure, that ultimately leads to greater intentions to execute the behaviour. Subjective norms are either injunctive or descriptive (Ajzen, 1991). Subjective norms are injunctive if one's social influences such as family or friends encourage the behaviour; and descriptive if these social influences engage in the behaviour, or both. For instance, it is improbable that a child who grows up in a setting where success is rare develops strong ambitions compared to one who grows up in a setting occupied by those who have succeeded. Subjective norms dispose people to reason and act in certain ways, for example students would think about joining college after secondary education or would even prefer joining certain colleges to others.

The esteem of high quality of education is a common disposition that most parents have for their children. For example, a student whose parents regularly emphasize the importance of doing well in school is more likely to attempt to do well in school, than a student from the same school, whose parents do not encourage the importance of their performing well in school. Subjective norms may help to explain why parents have different orientation towards school-based and home-based involvement, and academic socialization by parents.

Perceived behavioural control contributes to the intention of performing the behaviour (Ajzen, 1991). Perceived behavioural control shows self-efficacy towards a behaviour; that is, how hard or how easy one thinks it is to adopt the behaviour. The theory explains that, the perceived behavioural control gives comfort and confidence in executing a behaviour and enables one to overcome potential barriers and challenges. For instance, the perceptions of children about the involvement of their parents in school activities where some would be welcoming and taking pride in it, while others would reject it as a continuation of parents monitoring their lives from home to school and vice versa, would have effect on quality of education. With a negative interpretation, the expected positive result of parental involvement on quality of education that the student gets may not be forthcoming.

Attitudes, subjective norms and the perceived behavioural control determine an intention which consequently predicts the actual behaviour. Where a person perceives a behaviour as enjoyable or beneficial, with the support and encouragement of those close to him/her and feels capable to tackle the activity, they are more likely to develop strong intentions and engage in the behaviour. The prospect of a strong intention, and thus behaviour execution is strong when all the constructs are favourable towards that behaviour. Likelihood decreases if up to two or all three constructs are unfavourable.

2.8.2 Social Learning Theory

The Theory of Social Learning pioneered by Bandura (1971) is a general theory of behaviour which asserts that new patterns of behaviour can be acquired through observing, imitating and modeling the behaviour of others, especially those who are significant like parents (Bandura, 1971). Moreover, this theory emphasizes the role of

environment in shaping one's personality. According to the theory, most of the behaviours that people display are learnt, either deliberately or inadvertently, through the influence of examples or models. The theory therefore affirms that people observe, integrate and emulate behaviour which is positive and rewarding.

According to Nabavi (2014), Bandura in 1961 conducted his famous Bobo doll experiment in order to study patterns of behaviour. In the experiment, the children witnessed aggressive actions of an adult towards a Bobo doll. The children later played within the room with the Bobo. The observations were that the children imitated the violent actions they had earlier witnessed from the adult. The results from the Bobo doll experiment revealed that children observe, learn and imitate behaviours which is seen in others.

Social learning theory explicates ways and reasons why people form emotional affections, assume gender roles, make friends, abide by moral rules, among others. According to the theory, children learn many new things through imitation. Based on this theory, parental behaviour directly or indirectly influences learning and eventually affect children’s attainment. Parents therefore have an obligation of modelling appropriate behaviours and also subjecting their children to various models that can impact positively on the education of their children. In addition, parents should inevitably help their children to set realistic expectations for their academic accomplishments. The social learning theory, therefore, imply that exposing the learners to the right behaviour in education will help in promoting the quality of education in day secondary schools.

2.9 The Conceptual Framework

Different meanings of parental involvement in this study amounts to parents active role in the learning process of students that sustain quality of education in public day secondary schools. The conceptual framework points to forms of parental involvement in education, which is an independent variable. The framework categorizes the variable as school-based, home-based and academic socialization by parents. From the conceptual framework, strengthening parental involvement appears to be critical to improve quality of education offered in secondary schools. Quality of education is a dependent variable, while parents' characteristics is a moderating variable. Figure 2.1 shows the relationships among these variables.

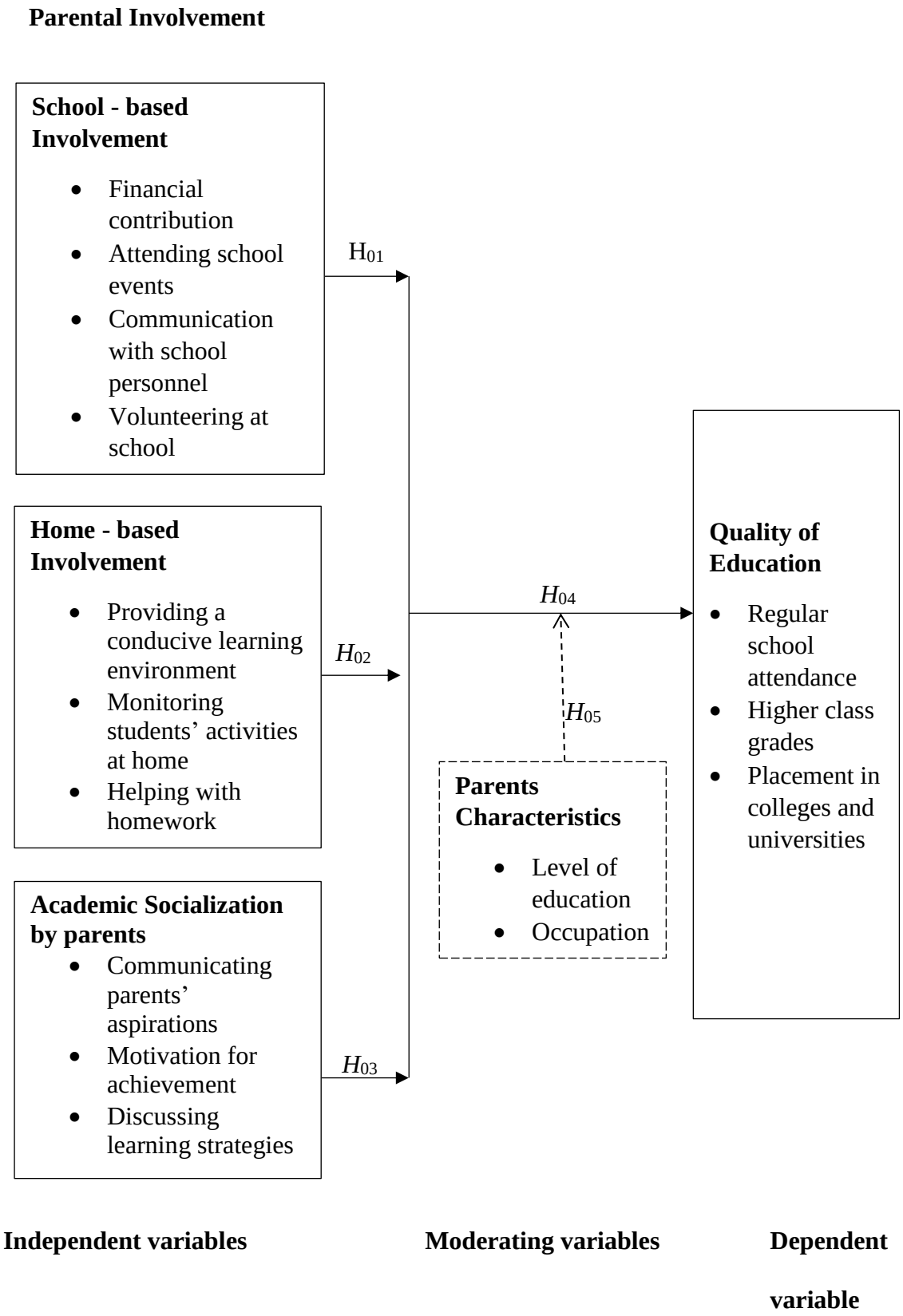

Figure 2.1 **The conceptual framework of variables in the study**

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology employed by the researcher. It covers research setting and design, target population, determination and selection of sample size and the research instruments for data collection. It also describes the procedures of data collection and data analysis in order address the objectives of the study. The chapter further presents ethical considerations observed during the research.

3.2 Location of the Study

The study was carried out in public day secondary schools in Igembe Central Sub County, Meru County - Kenya. The researcher could only get information related to Igembe Central Sub-County schools from the two mother - Sub Counties, though currently, the Sub County has its own education officer.

3.3 Research Design

A descriptive correlational study was used to describe the relationship among study variables. According to Kothari (2008), descriptive survey design involves surveys and fact finding inquiries of a different kind which are aimed at giving an explanation of the present scenario. According to Curtis, Comiskey, and Dempsey (2016), its basic function is to describe relationships between/among study variables. The authors also note that it can be used to predict future outcomes, an element that makes it important for decision making, especially concerning the policy formulation process. The main weakness of this design is its inability to determine causation. Thus, Nilsson, Carlsson, Lindqvist, and Kristofferzon (2017) assert that it is only effective in addressing

foundational issues that concern a research study. The design was consequently employed to examine parental involvement and its effect on quality of education offered in schools. Correlational research design measures two or more relevant variables as they exist naturally with a goal of establishing that a relationship exists among the variables of the study (Creswell, 2012). The researcher collected both quantitative and qualitative The information obtained from the two data sets was combined in results interpretation. The researcher laid emphasis on quantitative data but also used results of the qualitative data to confirm the quantitative data (Hesse-Biber, 2010).

The researcher used mixed methods approach to come up with knowledge about the research problem. Creswell (2008, 2012, 2014), Creswell & Plano Clark (2011), and Hesse-Biber (2010) are in agreement that mixed methods enables the researcher to collect, analyse, and mix quantitative and qualitative paradigms in the study in order to comprehend a research problem than either method by itself. Mixed methods approach was chosen for this study because of its strength of drawing on both quantitative and qualitative research thereby minimizing the bias and weaknesses of each approach (Creswell, 2014; Muijs, 2004).

Mixed methods approach is supported by logical positivism which holds that genuine philosophical problems can be solved by logical analysis. According to logical positivists, scientific inquiry gives rise to all genuine knowledge. Logical positivists employ the principle of verification as a condition for meaningfulness. They stress the importance of sense experience in knowledge acquisition. To them, all meaningful statements can be eventually analysed to the fundamental statements which stand for

observable events. This is appropriate to the most abstract scientific hypotheses as well (Scotland, 2012). Quantitative approach was used to quantify the hypothesized effect of parental involvement on quality of education in the schools, while qualitative approach was used in open ended statements which were expected to cross-examine the variables of the study further.

Quantitative data was collected using questionnaires for students. The questionnaires present the most effective model for gathering data that is useful in describing a large population which cannot be observed directly (Babbie and Mouton, 2007). Quantitative data therefore, yielded specific numbers that were statistically analysed and produced results to measure the frequency and extent of trends. It also provided pertinent information that one would use to describe trends about a huge population.

Furthermore, qualitative data was collected. The data provided actual words of people in the study, offering divergent views on effect of parental involvement on quality of education and providing a broad picture of the phenomena (Creswell, 2012). The phenomena examined in this study were the effect of parental involvement on quality of education in day secondary schools focusing on Igembe Central Sub County, Meru County, Kenya. In depth investigation of individuals and groups was done through a combination of methods such as conducting interviews and FGDs, using questionnaires for students, and analysing documents in order to understand the meaning informants placed on what was being examined (Cohen, Manion, & Morrison, 2011).

3.4 Target Population

This is a group of persons, objects or events bearing common defining characteristics. It comprises all cases about which the researcher can generalize his or her findings (Creswell, 2012). The study targeted all the 28 day secondary schools in Igembe Central Sub-County. Target population in this study comprised of all the 28 school principals, 7182 form one to form four students and 144 PTA representatives, making a total of 7354.

School principals were included because they are the leading authority on the schools' policy, and have definite influence on parental involvement in their schools. PTA representatives were respondents in this study because parents are the primary actors in the life of the child and contribute immensely in the educational, material and moral well-being of their children. Students included in this study because secondary school students are expected to be concerned with their educational accomplishment and the quality of education they receive. Table 3.1 summarizes this.

Table 3. 1

Target Population

S. No.	Ward	No. of Schools	No. of principals	Total No. of Students	Total No. of PTA representatives
1	Akirang'ondu	5	5	1459	32
2	Athiru Ruujine	6	6	1303	28
3	Igembe East	6	6	1322	24
4	Njia	5	5	1276	20
5	Kangeta	6	6	1822	40
	Total	28	28	7182	144

Source: Igembe North and Igembe South Sub Counties' Education Offices, (March, 2016)

3.5 Sample Size and Sampling Procedures

A sample is a segment of a population that represents the entire population (Bryman, 2012). Kothari (2004) maintains that sample size should not be excessively large, or too small. Babbie (2005) recommends that for descriptive studies, a sample size should be between 10 - 20 %. For Leedy and Ormod (2014), the rule is that for a population more than 1500, a sample of 10% is adequate. Mugenda and Mugenda (2003), opines that a sample size of 30% forms a representative sample of the target population This study used 30 % of schools' principals and 10 % of form three and form four students as the size of the sample.

Sampling is a deliberate choice of predetermined number of subjects from a given study for the purpose of representing the entire group in the study (Cohen, et al., 2011). It involves procedures of choosing sub-sections of the population as a representative sample in order to get information concerning the research problem (Kerlinger & Lee, 2000). Kombo & Tromp (2006) consider sampling to involve choosing individuals or objects from a population whose characteristics are representative of the whole group. This study employed both random and non-random sampling techniques to get a sample of informants. Random sampling ensured that each case had equal probability of being selected. Non-probability sampling facilitated selection of certain cases non-randomly, especially where few cases were sampled (Orodho, 2009).

To achieve the purpose of this study, stratified sampling procedures were used to determine the number of public day secondary schools to be included in the study and also the participants of the study from each school. Eight schools were selected for the purpose of the study from a list of twenty-eight public day secondary schools. Since

public day secondary schools in Igembe Central Sub County were not homogeneous, purposive sampling was used. As such, eight schools from the Sub-County that had done KCSE for four or more years consecutively were purposively sampled by the researcher. A total of eight principals of the schools that had met this criterion were chosen purposively to participate in the study. Purposive sampling technique involves selecting particular settings, persons, or even events deliberately so as to get the essential data they can provide which cannot be obtained from other choices (Tashakori & Teddlie, 2003).

Random sampling of informants was done based on Creswell's (2012) definition of random sampling. The researcher selected participants from schools such that every individual had an equivalent chance of being chosen from the population. Through stratified random sampling, three groups of informants, namely school principals, the parents' representatives (PTA) and students of the sampled day secondary schools of Igembe Central Sub-county were selected.

In addition, parents, who were class representatives of form one to form four in the chosen schools participated in the study. PTA forms an important linkage between parents and schools. They meet frequently to discuss matters on the educational, moral and spiritual well-being of the students of a secondary school, and ensure that parents' voices are heard within the school. Only four parents were selected per school. In cases where some of the sampled schools had a double or multiple streams, simple random sampling was used to pick only one parent to represent the class. Eight (8) focus groups of four (4) parents each were formed from the selected schools. A total of thirty-two (32) parents formed focus group discussions.

Form three and form four classes in each selected school were the classes of the study due to their longer duration in the school. In addition, students at this level were expected to be concerned with the quality of education they received from their schools, hence, would have invaluable contribution towards addressing the research hypotheses. Thus 178 form three students and 174 form four students were selected.

Further, stratified random sampling was used to choose form three and form four boys and girls who responded to the questionnaire items. To get these students from form three and form four classes, the researcher obtained class registers from the class teachers involved. This was used as a sampling frame. According to Orodho (2009), systematic sampling is used where lists of the members of population are available and arranged in some order. From the class registers, the researcher prepared separate lists for all boys and girls in form three and form four classes. She then got a sampling interval (K) by dividing the size of the population by the size of the sample. The researcher then established a random start so as to take random samples of students from each subgroup in relation to their class and gender. A total of forty-four (44) students per school were selected.

Generally, a total of three hundred and ninety-two (392) respondents from the eight schools were included in the sample.

Table 3. 2

Sample Size in Relation to Target Population

S.No.	Respondents	Total Population (100%)	Sample Size	Sampling Technique
1	Principals	28	8 (30 %)	Purposive sampling
2	PTA representatives	144	32	Purposive Sampling
3	Form one students	1852	-	-
4	Form two students	1810	-	-
5	Form three students	1778	178 (10 %)	Stratified random sampling ,and Systematic sampling
6	Form four students	1742	174 (10 %)	Stratified random sampling ,and Systematic sampling
	Total	7354	392	

3.6 Instrumentation

Four different types of research instruments were used to collect required data on parental involvement in secondary education. These research tools included; questionnaires for students; focus group discussion guides (FGD) for parents, interview schedules for school heads and document analysis guide.

3.6.1 Questionnaires for students

Questionnaires are written set of tasks to which the subjects respond in writing (Mugenda & Mugenda, 2003). Questionnaires were appropriate for this study since their use enables the researcher to gather large quantities of data in a reasonably short span and the responses can be easily analysed (Orodho, 2005). Questionnaires were presented to 352 boys and girls who were randomly selected from 8 schools. The tool elicited information on effect of parental involvement on quality of education in public day secondary schools of Igembe Central Sub County.

The questionnaire consisted mainly of closed ended questions and one open ended question. It had 18 questions structured in sections that coincided with the objectives of the study. Part A of the tool had ten questions which solicited for background information of the informant on gender, class, age, family type, parents' marital status, parent's occupation, education of parents, and number of siblings. Part B of the questionnaire contained 5-point Likert type questions. The questions required the informants to show the strength of their agreement or disagreement with the set statements on school-based, home-based and academic socialization by parents. The choices provided were: Strongly Agree (SA) which scored the highest score of 5, Agree (A) with a score of 4, Neutral (N), Disagree (D), and Strongly Disagree (SD), scoring 3, 2 and 1, respectively. The tool contained questions that addressed all the variables of the study, either directly or indirectly as shown in Appendix ii.

3.6.2 Interview guide for school principals

Interviews are face to face interpersonal communication that enables the researcher to ask respondents questions with an intention of getting responses that are relevant to the research problem (Kerlinger & Lee, 2000). In this study, an interview implied conversation between the researcher and school principals on effect of parental involvement on quality of education in public day secondary schools in Igembe Central Sub County. Interviews can be used to gather information from participants who are articulate and fluent and who are willing to share ideas freely (Creswell, 2012). The interview was a direct face to face interaction with school principals with an aim of achieving as much in-depth information on effect of parental involvement on quality of education of their children.

3.6.3 Focus group discussion guide for parents' representatives

Focus group discussions are purposive deliberations which investigates beliefs, attitudes and opinions of people. These groups vary depending on the number of participants involved, who can range from four to twelve members (Creswell, 2012; Johnson et al., 2004; Onwuegbuzie, et al., 2007; Orodho, 2005). Troachim & Donnelly (2008) are of the view that five to twelve people can form a focus group discussion. On the basis of the above, the researcher formed focus groups of only four (4) parents per sampled school to participate in the discussion. The focus groups consisted of members who were similar in terms of social class and cultural characteristics from the target population (Schulze & Lessing, 2002). Such homogeneity formed a setting where respondents freely expressed their views and were comfortable with each other. The use of FGDs with the parents enabled them to interact in such a way that stimulated memories, discussion, debate and disclosure. This process of interaction could generate detailed understanding of the research problem. From the FGDs, the researcher got information related to effect of school–based and home-based parental involvement, and academic socialization by parents on education.

3.6.4 Document analysis schedule

The researcher used the guide to collect secondary data which was already documented by schools or education offices regarding students' school attendance, school enrolment and completion for a period of four years (2013 - 2016), information on suspension and expulsion cases from school records, the school's KCSE results analysis for the period 2013 – 2016 and the students' rate of transition to colleges and universities. Other relevant documents from the sampled schools were collected and consulted. These included learner's admission registers, progress records, and class attendance registers.

Official documents within the Ministry of Education, Daily Newspapers, Seminar paper series and discussion paper series were also used to generate secondary data. Notes were recorded against each document studied to facilitate analysis of trends under examination.

3.7 Piloting of the Instruments

Piloting involves pre-testing research instruments in the field prior to the actual data collection. Creswell (2014) argues that a pilot test of instruments allows the researcher to modify the instruments based on feedback obtained from the participants who complete the instrument. The research tools were tried out using a sample of two public day secondary schools in the neighbouring Igembe South Sub County. The selection was in tandem with the recommendations by Mugenda et al., (2003) who suggest that one percent to 10% of actual sample size is acceptable for piloting testing of research tools.

In this research, two schools were randomly selected. Two school principals were interviewed, 88 students from form three and form four classes responded to the questionnaire items, and eight parents, who were PTA representatives, were involved in focus group discussions. Piloting of the research tools helped in establishing whether the questionnaires and interview guides would yield the requisite data. The piloting of instruments enabled the researcher to minimize bias by ensuring proper layout of the questions. Accordingly, questions were refined by either re-phrasing or modifying them, and even removing those questions that seemed irrelevant. In addition, piloting was useful in assessing the actual time for interviews' and questionnaires' administration and also in testing the consistency and accuracy of the research tools.

3.7.1 Validity of the data collecting instruments

Validity means that the individual results from an instrument make sense, are meaningful, and enable the researcher to draw good or relevant inferences from the sample that could be generalized to the population (Creswell, 2012). Orodho (2009) defines validity as the degree to which a test measures what it is supposed to measure or the accuracy and meaningfulness of inferences, which are based on the research results. Validity therefore, signals the extent to which results obtained in a study are a true reflection of what is real and whether the findings can be generalized beyond the sample used. Validity estimation was crucial because it helped to determine if the concept under investigation was estimated accurately.

The researcher developed the research instruments in close consultation with academic supervisors in order to increase validity. Moreover, comments made by a panel of experts comprising the supervisors and lecturers during proposal defence were taken into account. Item analysis was conducted to check whether the items in the research instruments would provide relevant information. Items that were rated as relevant, clear, simple and unambiguous were included in the research instruments. Those items that were found inadequate in terms of generating the required information were modified or dropped and replaced with other items that provided the required information on the basis of suggestions of professional researchers. Furthermore, the questions were related to the objectives of the study so as to yield the essential information on effect of parental involvement on quality of education in day secondary schools.

In order to provide adequate coverage of the research objectives, content validity was guaranteed. Content validity shows whether the instrument fairly and comprehensively covers that which it is intended to cover (Cohen et al., 2011; Creswell, 2008). To estimate content validity, the questionnaires and interview guides were critically examined to ascertain that they catered for all the objectives. The researcher corrected any vagueness in the instruments using pilot study results and ascertained that the instruments elicited the type of data that was expected.

3.7.2 Reliability of the data collecting instruments

According to Mugenda and Mugenda (2003), the researcher should make effort to ensure that data collection instruments are both reliable and valid. Neuman (2006) avers that reliability is chiefly concerned with the consistency of a variable. Kothari (2008) points out that an instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under similar conditions.

Reliability was, therefore, established by administering questionnaires to students during the pilot study. After administration of the instruments, a correlation coefficient was computed by application of Cronbach alpha method (α). The method measures the correlation of items in a set. The of alpha value ranges from zero to 1. An alpha value between 0.70 - 1.00 is accepted as a satisfactory measure of reliability. The reliability estimates for the study variables are as follows

Table 3.3

Reliability Statistics

Constructs	Number of items	Cronbach Alpha
School-based Parental Involvement	15	0.730
Home-based Parental Involvement	15	0.951
Academic Socialization by Parents	12	0.946
Quality of Education	14	0.756

Fourteen (14) items that were indicators of quality of education, had an alpha coefficient of 0.756 as shown in Table 3.3. In addition, the independent variables vis a vis school-based involvement (15 items), home-based involvement (15 items) and academic socialization by parents (12 items) had a reliability coefficient of 0.730, 0.951 and 0.946, respectively. The reliability coefficient obtained from all the variables exceeded the criterion of 0.70 that is acceptable in most social sciences according to Kothari (2008). This showed that the measures of all the study variables were suitable and consistent.

To ensure reliability in interviews, the researcher provided a detailed interview guide for each principal. The interview schedule had the same questions with same format, same sequence of words, and the guide was used for each participant (Cohen, et al., 2011). The researcher interviewed two school principals and conducted two FGDs with PTA representatives during the pilot study. The tools were reviewed before the actual collection of data.

3.7.3 Normality Tests for All Variables

Analysis of data depended on the assumption that data was normally distributed. To test for multivariate normality of variables used in this study, Kolmogorov-Smirnov test was used. The null hypothesis(H_0) which was tested stated that the variables estimated a normal distribution. The rule is to reject the null hypothesis (H_0) if *P*- value is less than $\alpha = 0.05$ and draw a conclusion that the data is not normally distributed; or fail to reject the null hypothesis if *P*-value is greater than $\alpha = 0.05$ and infer that the data is normally distributed.

Table 3.4

Tests for Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Quality of Education	.077	315	.0497	.982	315	.0492
School –based Involvement	.202	315	.000	.941	315	.000
Home – based Involvement	.169	315	.000	.885	315	.000
Academic Socialization by Parents	.125	315	.000	.940	315	.000

a. Lilliefors Significance Correction

Table 3.4 shows that the dependent variable (quality of education) is normally distributed. The study failed to reject the corresponding null hypothesis (H_0) and concluded that data for quality of education was normally distributed. Conversely, Kolmogorov-Smirnov and Shapiro-Wilk tests showed that *P*-values for independent variables in this study, that is, school-based involvement (X_1), home-based involvement (X_2), and academic socialization by parents (X_3), were less than 0.05, hence not normally distributed. Therefore, their corresponding null hypotheses (H_{01}, H_{02}, and H_{03}) were rejected in favour of alternative hypotheses (H_1, H_2 and H_3) respectively. Due to this, the study further investigated the normal Q-Q plots of the

variables to find out whether the data collected matched the line of best fit as shown in Figure 3.1.

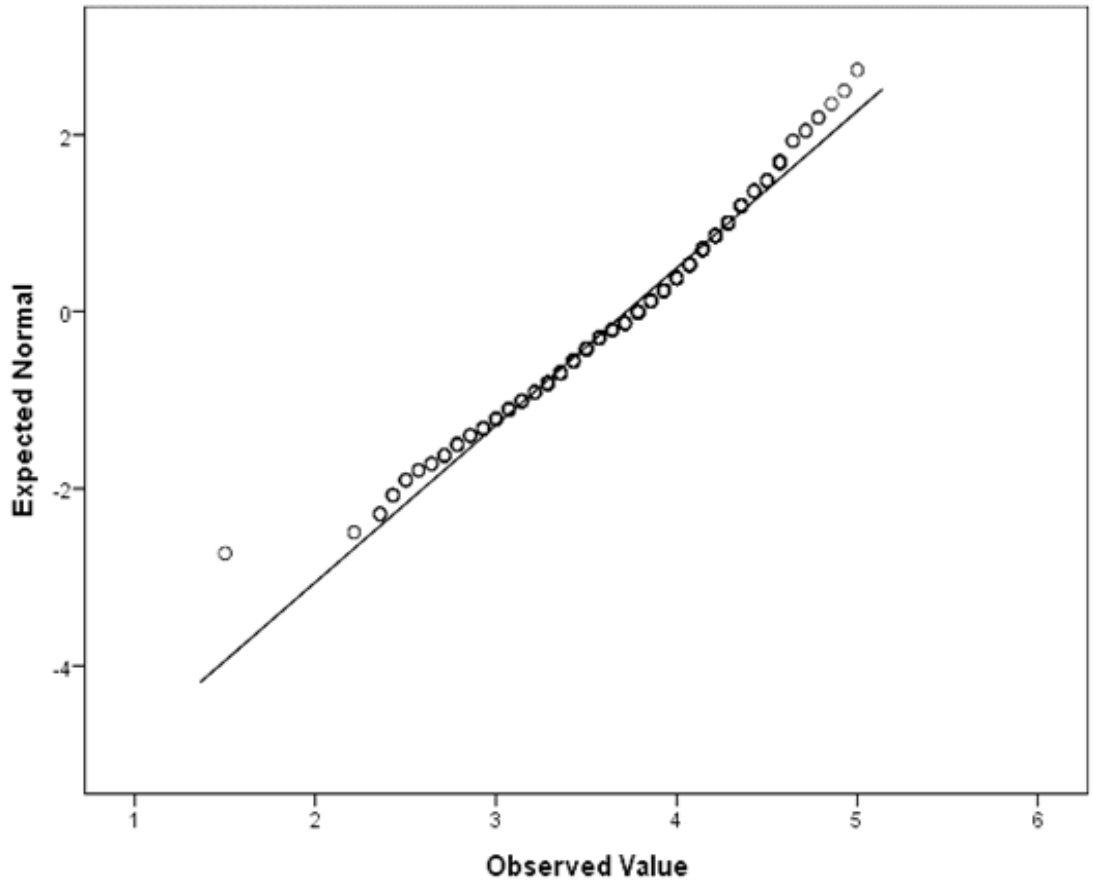

Figure 3.1 **Q-Q Plot for Quality of Education (Dependent Variable)**

The Q-Q plot shows the observed values compared to normally distributed data as represented by the line. The plot shows some few cases as outliers, hence the data collected on quality of education strives to match the line of best fit. Hence, the observations justify that all the data collected to describe the dependent variable (quality of education) was normally distributed. This can also be supported by the histogram in Figure 3.2**.**

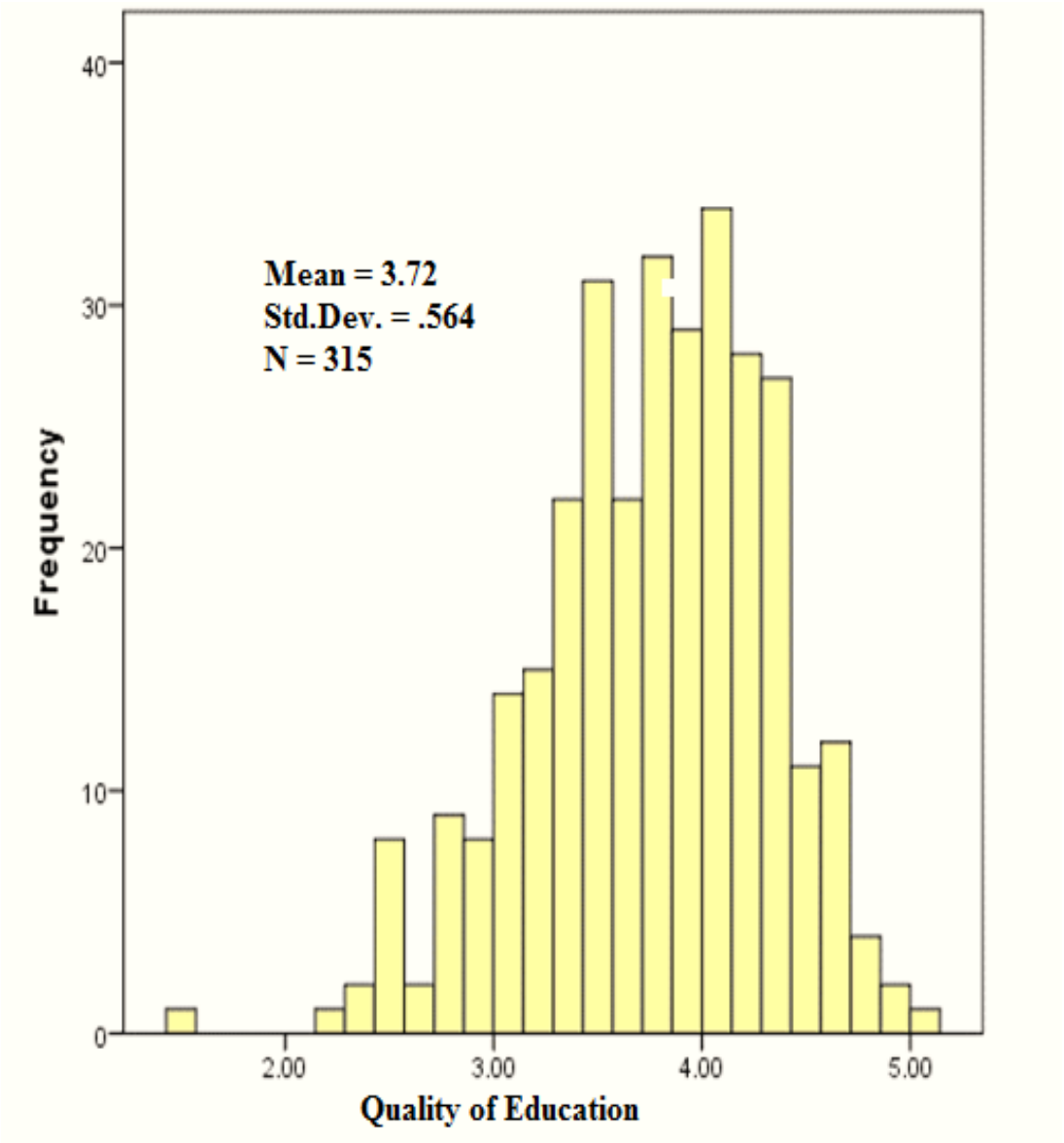

Figure 3.2 **Histogram on quality of education data distribution**

Figure 3.2 shows that the data on quality of education closely approximates a normal distribution.

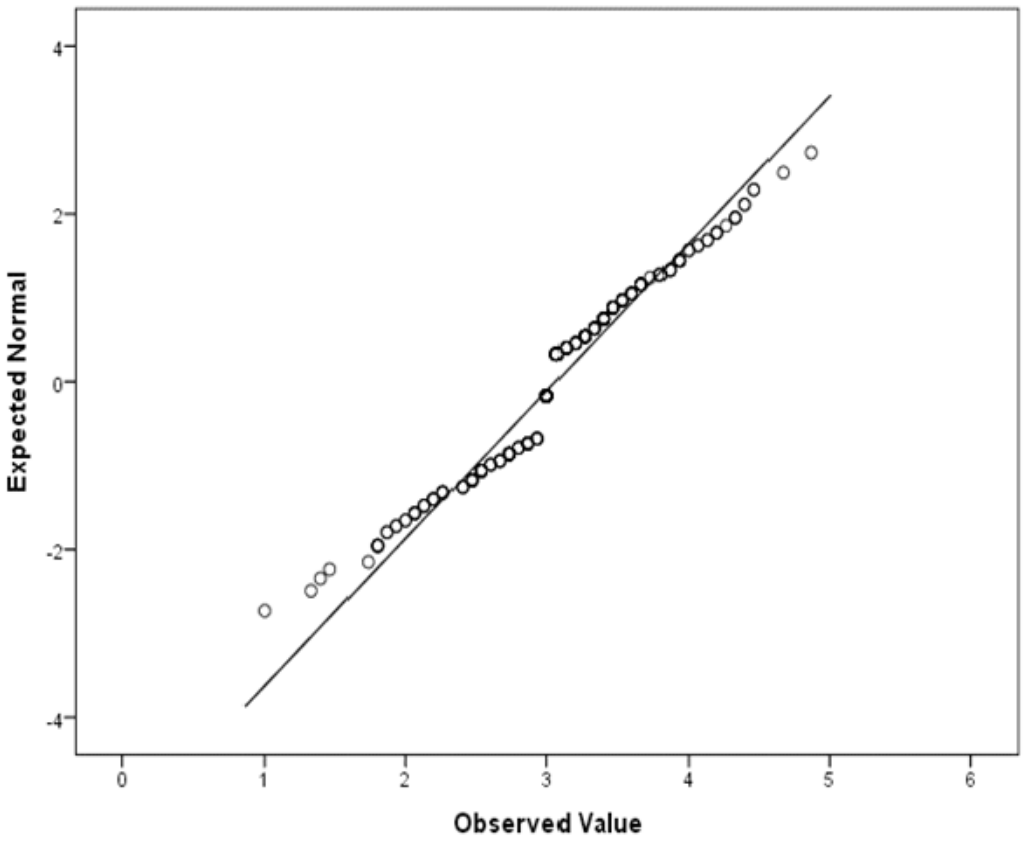

Figure 3.3 **Q-Q plot for school–based parental involvement**

Figure 3.3 shows the Q-Q plot for school-based parental involvement (X_1). The Kolmogorov-Smirnov test in Table 3.4 shows that the *P*-value for school-based parental involvement is 0.000. The Kolmogorov-Smirnov results show that the null hypothesis (H_{01}) should be rejected and the alternative hypothesis (H_1) accepted. The inference is that data is not normally distributed. However, results from the Q-Q plot does not show too much disparity of the data from the line of best fit. This study further analyzed school-based parental involvement (X_1) based on the fact that data on school-based parental involvement fairly estimates the normal distribution.

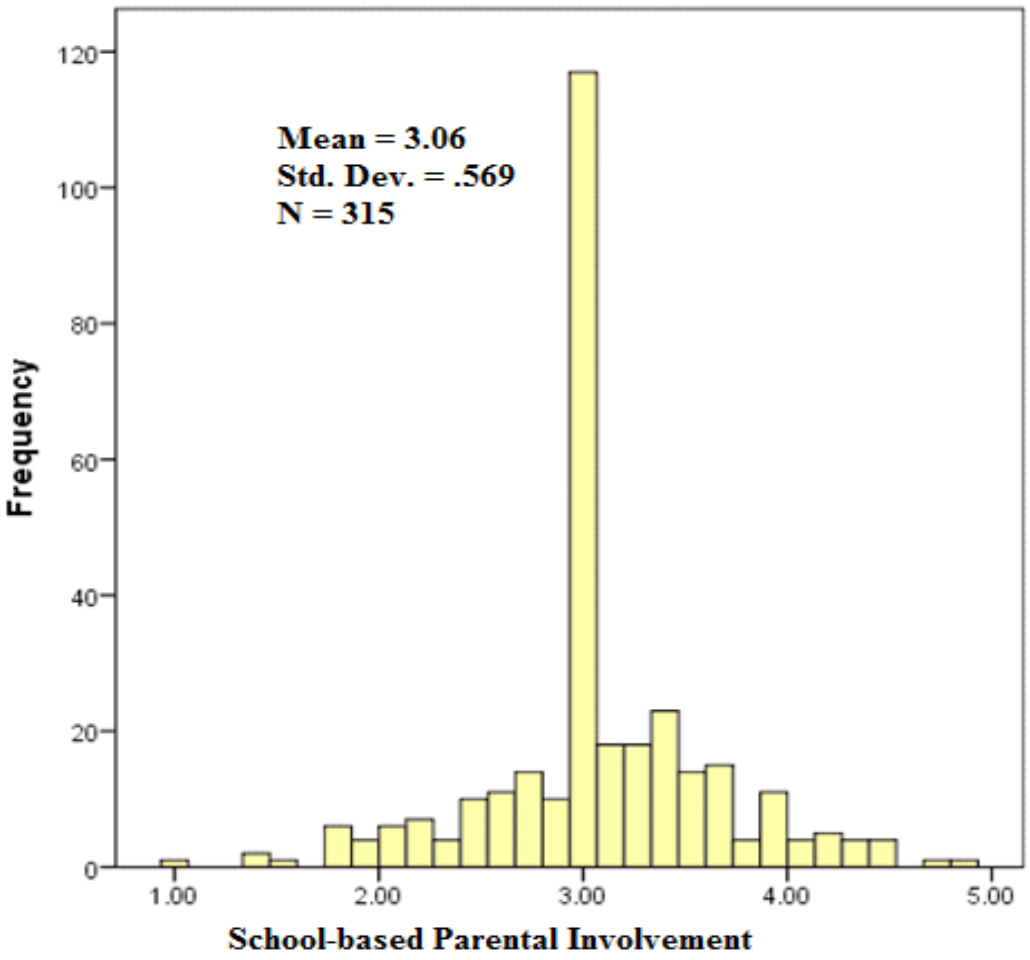

Figure 3.4 **Histogram on School-parental involvement data distribution**

Figure 3.4 shows that the data on school-based parental involvement closely approximates a normal distribution.

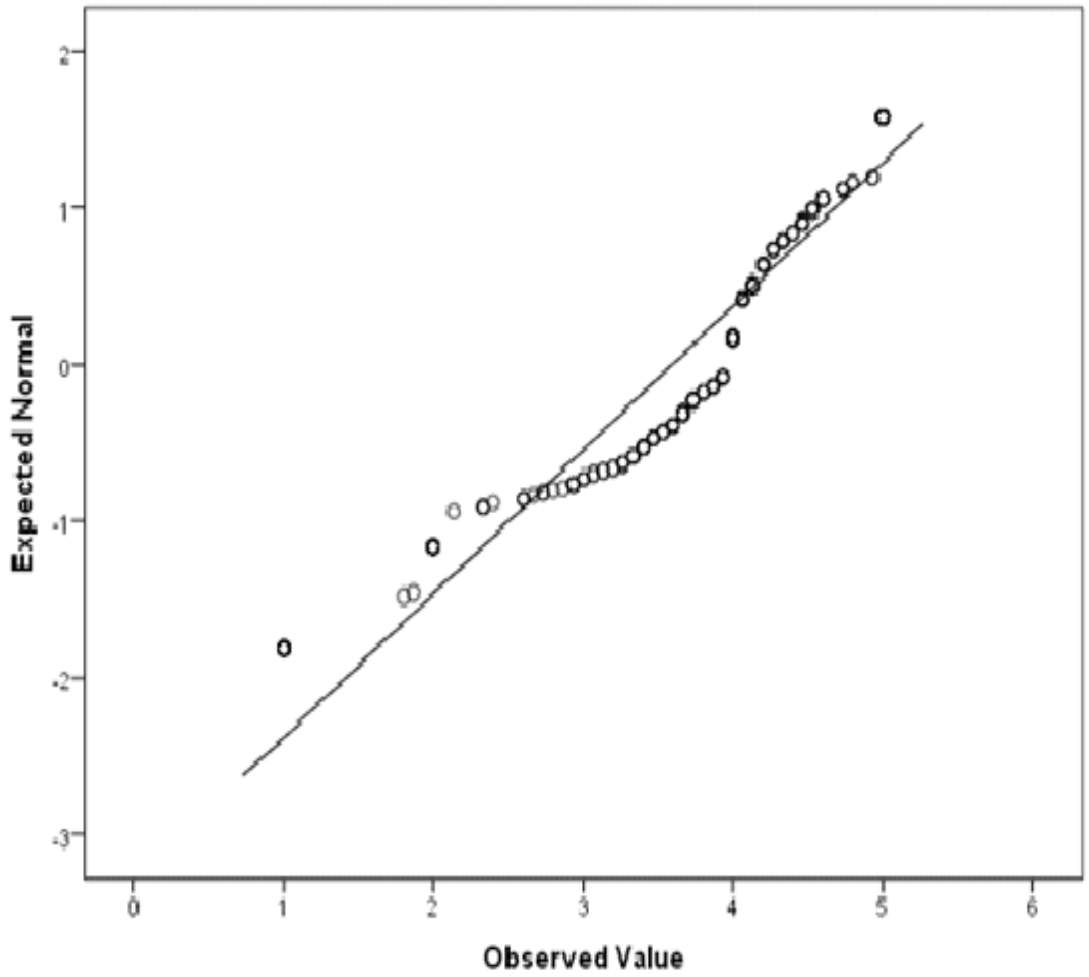

Figure 3.5 **Q-Q plot for home–based parental involvement**

Figure 3.5 show the Q-Q plot for home–based parental involvement *(X_2).* The Kolmogorov–Smirnov test in Table 3.4 showed that the *P*-value is 0.000. These results show that H_{02} should be rejected and conclusion inferred that data is not normally distributed, However, observation from the Q-Q plot has no much deviation from the line of best fit. Hence, the study proceeded for further analysis on home–based parental involvement (X_2) on the basis that the data on home-based parental involvement fairly approximates normal distribution.

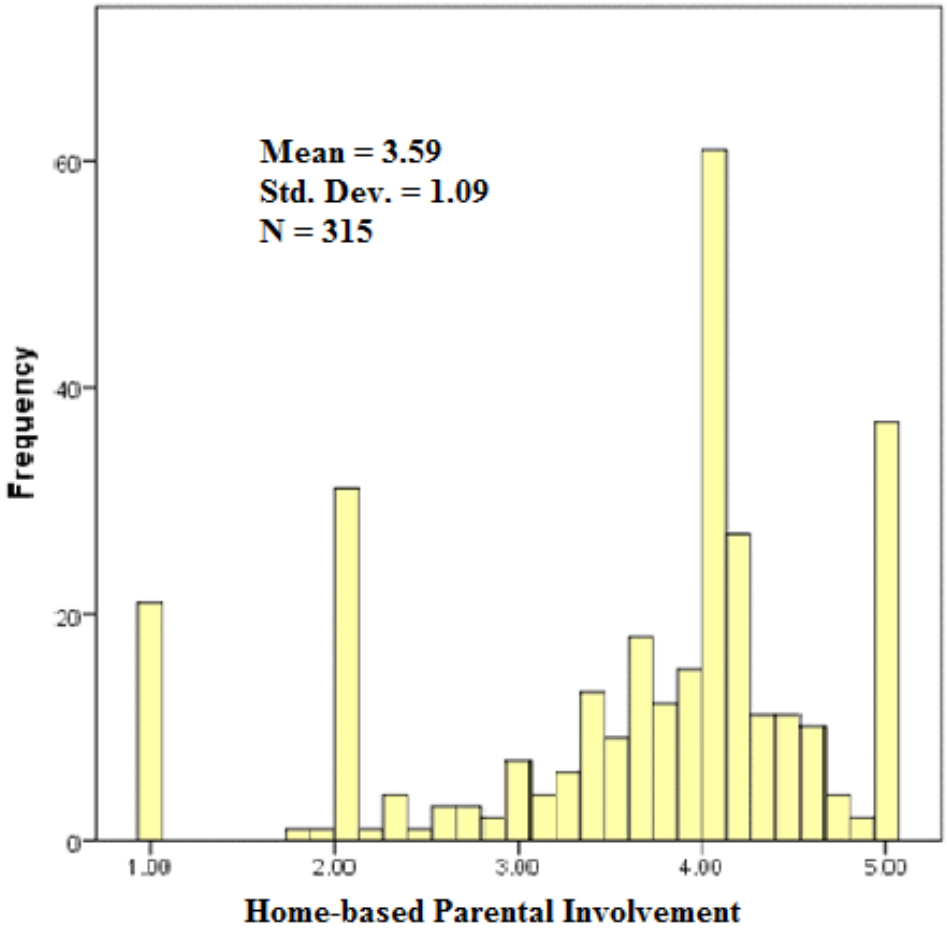

Figure 3.6 **Histogram on home–based parental involvement**

Figure 3.6 shows that the data on home-based parental involvement closely estimates a normal distribution of the variable.

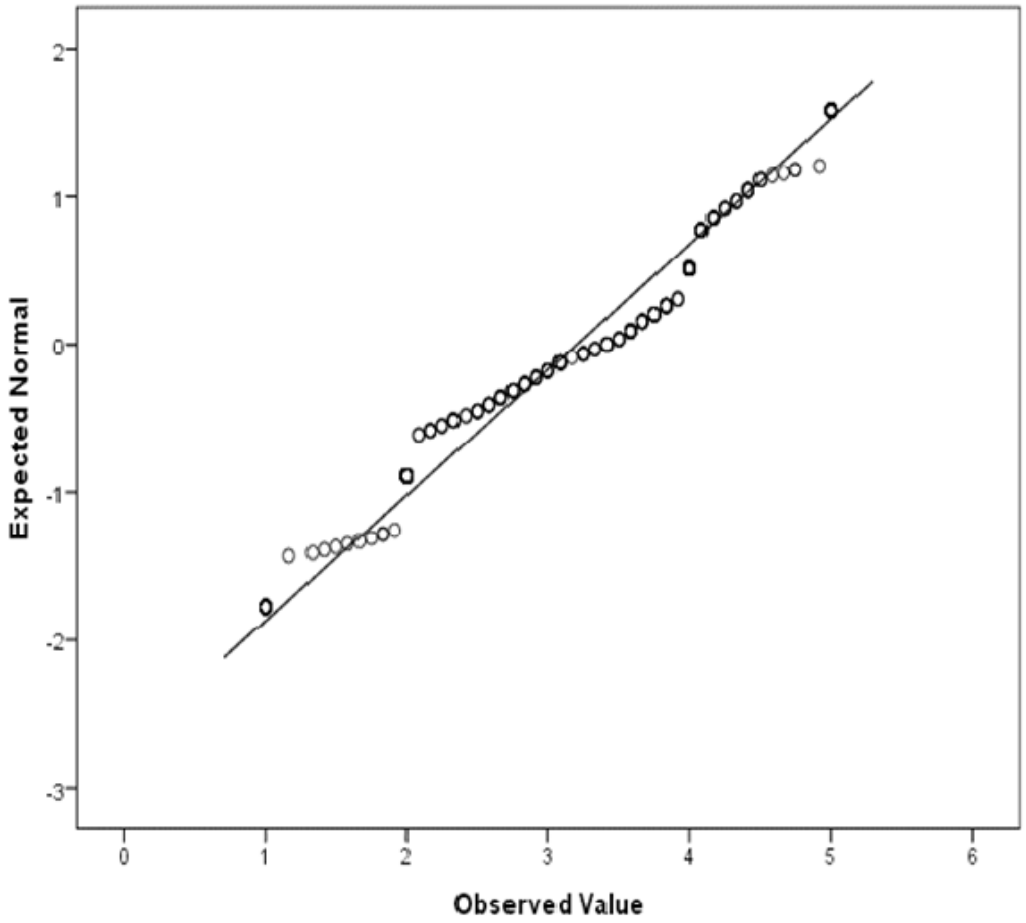

Figure 3.7 **Q-Q plot for academic socialization by parents**

Figure 3.7 show the Q-Q plot for academic socialization by parents (X_3). The study results in the Kolmogorov–Smirnov test show of 0.000 which is below the significance level of 0.05. Even though the Kolmogorov–Smirnov results direct that the null hypothesis (H_{03}) should be rejected and conclusion made that the data is not normally distributed, results presented in the scatter plot does not indicate much deviation from the line of best fit, hence approximates the normal distribution.

The study continued with additional analysis on variable (X_3) on the basis that data on academic socialization by parents as seen in Figure 3.7 and Figure 3.8 approximates the normal distribution.

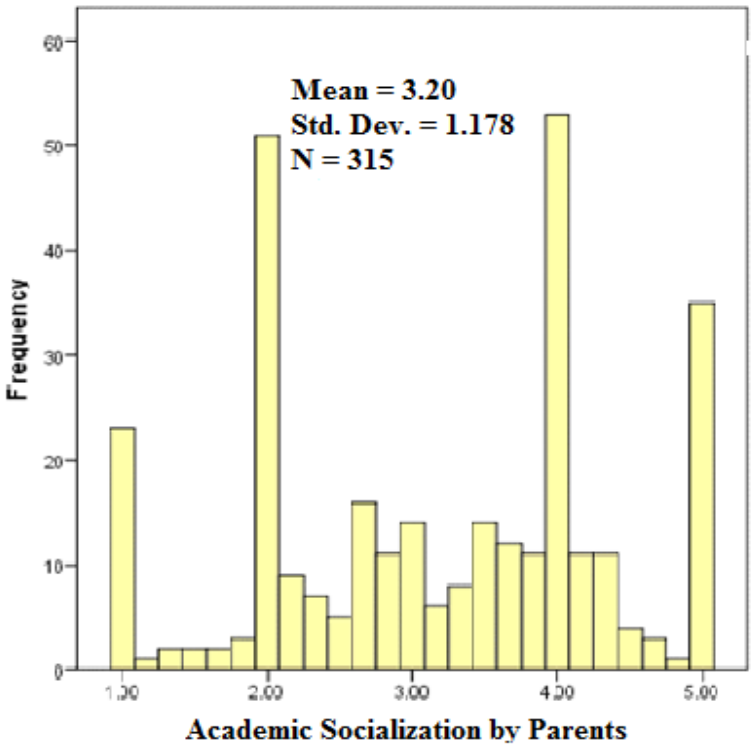

Figure 3.8 **Histogram on academic socialization by parents' data distribution**

Figure 3.8 shows that the data on academic socialization by parents' closely estimates a normal distribution of the independent variable.

3.8 Data Collection Procedure

According to Hesse-Biber (2010) triangulation of methods strengthens and augments the conclusions of a study. This makes these inferences more acceptable to researchers engaged in both qualitative and quantitative methods Triangulation involves use of many methods to study the same research question so as to scrutinize similar dimensions of a research problem (Creswell, 2014). The researcher used various approaches of data collection in the study in order to enhance reliability of the research findings. These included use of questionnaires, conducting interviews and focus group discussions, and document analysis.

Both primary and secondary data was used. Primary data was collected using questionnaires for students, in-depth interview guide for school principals', and Focus Group Discussions (FGDs) with parents. Major attention was given to the primary data for the purpose of this study. On the other hand, secondary data was collected from examination of relevant school documents and official documents within the Ministry of Education.

With permission from the schools' principals, form three and form four students from eight day secondary schools were approached and asked to complete the questionnaires. The researcher administered the questionnaires to the students, gave them instructions on what she expected of them and waited in class for 20 minutes so as to collect the duly filled questionnaires.

The researcher interviewed school principals using an interview guide which contained questions structured around effect of parental involvement on quality of education. She first sought for convenient appointment times with the principals for interview sessions. Interviews allowed the researcher to clarify and elaborate purpose of the research to the respondents so as to enable them give useful information. Further, during the interviews the researcher asked questions and probed the responses from each participant at a time in order to obtain more information from them. The data was audio recorded by the researcher during the interviews after obtaining consent from the informants. This was necessitated by need for a precise and relatively complete record of the informant's responses to the research questions (McMillan & Schumacher, 2006). A notebook was used to make notes as the interview progressed. Comprehensive notes, as well as, relevant quotes were captured as the interview with the principals proceeded. The

researcher transcribed information as given by the informants. Each of the interviews took approximately 50 – 60 minutes.

Focus group of PTA representatives consisting of four parents each were constituted in each selected school with an intention of capturing parents' views on effect of parental involvement on quality of education in day secondary schools. All of the FGD members were literate and had at least primary education. They were, therefore, able to follow instructions and participate fully in the group discussions. The researcher facilitated FGDs with the selected parents. Each FGD was assigned an identity number/code that ranged from 1-8, identical to the school (see Table 3.5). The researcher contacted the parents' representatives through the school principals and requested them to contact each other so as to help in scheduling the meetings. It was not easy to schedule the focus groups discussions because the parents could not avail themselves at the schools at the scheduled time. This forced the researcher to be patient with them as long as there was a promise of availing themselves. Sometimes, the researcher could wait for more than one hour to have all of them on board.

The researcher used questions as per the FGD guide with the parents, though she could sometimes probe for additional information. The parents gave their views on school-based involvement, home-based participation and academic socialization by parents and their influence on quality of education in their children's schools. The FGD sessions took one hour to one and half hours. The majority of parents who participated in FGDs were female. This was possibly because mothers were the ones who mostly attended school meetings and when elections for class representatives were done more women were elected. The researcher moderated the focus group discussions and

encouraged all participants to talk to each other in turns. With the parents' permission, the researcher audio taped the discussions and also took comprehensive notes, as well as, capturing relevant quotes as the discussions proceeded.

Data collection took four months. It was done from September to end of October, 2016, and then January and February, 2017. The instruments were delivered to the informants by the researcher. Delivering the research instruments physically helped the researcher to establish rapport with the informants, thereby increasing the likelihood of generating a 100% response rate.

3.9 Data Analysis

After data collection, instruments were serialized in preparation for data entry and analysis. Both sets of quantitative and qualitative data were analysed separately. The results were then integrated in the interpretation of the overall results with the intention of comparing two different perspectives on effect of parental involvement on quality of education (Creswell, 2014; Hesse Biber & Johnson, 2015).

3.9.1 Measurement of variables

This section shows how the main variables in this study were measured. The variables were: the independent variables and dependent variable (quality of education). The researcher constructed statements which attempted to establish the correlation among the study variables as psychometric measures (questionnaire items, interview and FGD questions and the documents analyses guide) of the independent and dependent variables in this study.

a. Quality of education

Quality of education was measured by regular school attendance, higher class scores, increased successful completion of classes, placement in colleges and universities, enrolment in advanced education programmes, improved social skills and behaviour, and positive emotional development.

The researcher developed a 5-point Likert scale items comprising of fifty-six items to capture information using statements which were indicators of parental involvement variables and quality of education. Each item was a statement to which participants were expected to agree or disagree with the statements. The measure ranged from Strongly Disagree (SD) which had a value of 1 to Strongly Agree (SA) whose value was rated as 5. The items were meant to capture information relevant to four areas namely: school-based parental involvement, home-based involvement, academic socialization by parents and quality of education The mean score was computed on the basis of the average of 5 items of the Likert scale. Mean score of 3.4 and above was considered an agreement with the given statement, whereas a mean of below 3.4. showed disagreement with the statements. High mean score meant that the respondents agreed with the statement in question, as a lower mean score showed disagreement with the statement in question (Boone & Boone, 2012; Bryman, 2012).

b. School-based parental involvement

The effect of this form of parental participation on quality of education was measured. The researcher developed fifteen, 5-point Likert scale items in order to measure the variables under school-based parental involvement. The responses varied from Strongly Disagree (SD) which was rated as 1 to Strongly Agree (SA) whose value was 5. The

mean score was calculated based on the average of 5 items of the Likert scale for the fifteen statements. A mean score of 3.4 and above was considered an agreement with the given statement, whereas a mean grade of below 3.4. showed disagreement with the statements. A higher mean grade showed stronger effect of the statement on quality of education. Besides, a lower mean score characterised weaker effect of the stated school-based activity on the quality of education.

c. Home–based parental involvement

In order to measure the effect of home-based parental involvement on quality of education in public day secondary schools, fifteen, 5-point Likert scale items were used. The responses varied from Strongly Disagree (SD) whose value was1 to Strongly Agree (SA) which was rated as 5. The mean grade was calculated on the basis of the average of 5 items of the Likert scale for the fifteen statements. A mean score of more than 3.4 was considered an agreement with the given statement, whereas a mean grade of below 3.4. indicated disagreement with the statements. A higher rating showed stronger effect of the statement on quality of education. Besides, a lower mean score characterised weaker effect of the stated home-based activity on the quality of education.

d. Academic socialization by parents

Indicators of academic socialization by parents were appraised using twelve 5-point Likert scale items. The researcher calculated the mean score as the average of the 5 items for the twelve statements. The greater the mean score of the statement on academic socialization by parents, the greater the effect on quality of education offered in schools, and vice versa.

e. Parents' characteristics

Parents education level and their occupation was used to moderate the association between parental involvement variables and quality of education schools. Parents' level of education ranged from: has never attended school, primary school certificate, high school certificate, college certificate after secondary school, diploma, first degree, master's degree, among others. On the other hand, parents' occupation was measured by full time job, part time, self–employed among others.

3.9.2 Quantitative data analysis

Quantitative data was analysed using SPSS version 21.0, a computer software programme. The programme was used because of its capability in controlling large amounts of data and could perform all of the analyses covered in the text (Muijs, 2004). Descriptive and inferential statistics were used in quantitative data analysis. The researcher developed a 5-point Likert scale comprising of fifteen items on school-based parental involvement, fifteen items on home-based parental involvement, twelve items on academic socialization by parents and fourteen items on quality of education. Each of these items were statements which the respondents were either to agree or disagree with. The responses ranged from (1= Strongly Disagree, 2= Disagree 3= Neutral, 4=Agree, 5= Strongly Agree). The researcher calculated the rating as the average of the 5 items. A greater ranking of a statement meant that the respondents have agreed with the construct.

The internal reliability of data collection instruments was assessed using Cronbach's alpha method(α), which checked the goodness of the data leading to reliability of

measures in the Likert scale items. An alpha level of 0.70 and above was acceptable. (Kothari, 2008; Bryman, 2012).

Relationship between independent and dependent variables were investigated using inferential statistics. The ordinary least square regression (OLS) analysis determined the suspected relationship between the variables. Pearson's r correlation tested linear relationship between the variables. The range of correlation coefficient (r) is +1 to -1, whereby the sign + signifies positive direction of relationship, while the -(minus) sign show negative direction of the relationship. The correlation coefficient is significant if the *P*-value is less than alpha (α), and not significant in cases where the level of significance is greater than alpha (α) (*P*-value >0.05).

The results got in OLS analysis showed the model summary and overall fit statistics. The coefficient of determination (R^2) and F-statistics were used to choose line of best fit. The *R* square (R^2) output above 0.75 was considered good for the model fitness. In addition, F-statistics has the null hypotheses that there is no linear relationship between the independent and dependent variables and an alternative hypothesis that independent and dependent variables are linearly correlated. The F-statistics was significant when *P*-value was less than 0.05 and insignificant when the *P*-value was greater than 0.05.

The hypotheses in this study were tested on the basis that the significance level (*P*-value) was set at alpha (α) = 0.05. Given the null hypothesis (H_0) and the alternative hypothesis therefore, the rule is to reject the null hypothesis (H_0) in instances where *P*-value is less than alpha and accept alternative hypothesis (H_1). If the *P*-value is greater

than alpha, then one should fail to reject the null hypothesis (H_0) but reject alternative hypothesis(H_1).

The bivariate analysis was done to explore if there existed any relationships between any two variables. Pearson's product moment correlation examined these relationships. The correlation coefficient has an equivalent *P*-value for each given variable. The rule in this case is to reject the null hypothesis (H_0) if $P < 0.05$ and accept the alternative hypothesis (H_0) for *P*-values that are greater than alpha. The null hypotheses (H_0) was rejected if *P*-value was $P < 0.05$ in favour of alternative hypotheses (H_1), and vice versa. This would mean that the predictor variables have significant influence on the dependent variable (quality of education). This multiple regression model used in this research endeavoured to predict the magnitude of impact that four independent variables exerted dependent variable. In the general model, the researcher anticipated that all the indicators of quality of education were explained by school-based parental involvement, home-based parental involvement, academic socialization by parents, and combined parental involvement indicators as expressed in the following equation (Cohen, Manion & Morrison, 2011, 2011; Kihara, 2016):

Quality of education (dependent variable) = Constant + βschool-based parental involvement + βhome-based parental involvement + βacademic socialization by parents + βcombined parental involvement indicators + error term: Where, β represented Beta coefficient or constant in regression analysis. Each of the four predictors has its own Beta weighting in relation to the quality of education.

The general model included ordinary predictors of quality of education in public day secondary schools before any moderation effect of parents' level of education and occupation. Further, the following models were developed to show that the variables in this research were tested in a hierarchical order so as to achieve the purpose of the study:

i. The first model hypothesized that quality of education (Y) is predicted by school-based parental involvement only (X_1). Thus $Y = \beta_0 + \beta_1 X_1 + \varepsilon$

Where;

β_0 is the Y intercept / constant.

Y is quality of education

X_1 is School-based parental involvement

ε is the stochastic disturbance error term.

ii. The second model specified that quality of education is predicted by home-based parental involvement (X_1). $Y = \beta_0 + \beta_2 X_2 + \varepsilon$

iii. The third model hypothesized that quality of education is predicted by academic socialization by parents. $Y = \beta_0 + \beta_3 X_3 + \varepsilon$

iv. In the combined model, the hypothesis is that general parental involvement indicators are significant predictors of quality of education in public day secondary schools. $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

The researcher used these models to test the effect of the predictor variables (school-based involvement, home-based involvement, academic socialization by parents, and parental involvement) on the dependent variable (quality of education). The models comprised predictors of quality of education before any effect of moderation through parents' level of education and their occupation.

The following regression model was used to test whether the moderating variables are significant predictors of the relationship between parental involvement and quality of education in public day secondary schools.

v. $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_j Z_j + \varepsilon$

Where:

Z_j is the moderating variable (level of education and occupation)

B_j is the coefficient of the moderator as a predictor; The rest of the variables are as defined in the models, i, ii, iii and iv.

Model v hypothesized that parents' characteristics moderates the association between involvement of parents in education and quality of education. The regression model tested whether the moderating variable (level of education of parents and parents' occupation) significantly predicted the relationship between parental involvement and quality of education in public day secondary schools.

This regression model brought in the interaction terms between X_i and Z_j.:

vi. $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_j Z_j + \beta_{ij} XiZ_j + \varepsilon$

$X_i Z_j$ is the interaction term between variable X_i (i = 1, 2, 3, 4) and moderating variable Z_j (j = 1, 2), B_{ij} is the coefficient of the interaction term.

The rest of the variables are as defined previously.

This regression model was used to bring in the interaction terms between X_i and Z_j. The model was used to test whether the level of education of parents and parents' occupation have any moderating effect on the relationship between parental involvement and quality of education in public day secondary schools.

3.9.3 Qualitative data analysis

In addition, qualitative data analysis was done by summarizing recorded qualitative data into daily briefs after each interview or FGD session. The researcher read through the transcriptions so as to categorize relevant sections that would address the research objectives. Analysis of qualitative data collected was done thematically. Thematic analysis is a qualitative analytic technique which involves extraction of key themes from the obtained data (Bryman, 2012). The researcher read through data continuously identifying patterns, developed categories and codes. This helped to organize and describe data set in detail The researcher reviewed original transcripts continually throughout the analysis in order to capture a reliable and a true picture of effect of parental involvement on quality of education, and reveal the experiences of the informants.

Finally, a write-up containing informants' views on objectives of the study was compiled. The report captured intensity with which various informants discussed particular issues. Furthermore, selected vital quotes made by informants that were considered relevant in addressing the research hypotheses were presented. Besides, informants' views were presented indirectly through paraphrasing, while ascertaining that the original meaning was maintained. Qualitative data was summarized according to similarities and common themes and was used to complement the quantitative information. The analysed qualitative data results were incorporated into quantitative data results in results interpretation.

3.10 Ethical Considerations

Ethics in research ensures that none of the respondents suffers adverse consequences from research activities (Cohen, et al., 2011). In order to honour the ethical requirements in research, the researcher got an introductory letter from the Dean, Research, Development and Postgraduate Studies of Kenya Methodist University to facilitate her in acquiring research licence from National Commission for Science, Technology and Innovation. Local authorization was also pursued from County Director of Education, County Commissioner, as well as, heads of sampled schools of Igembe Central Sub County. The researcher then proceeded to the sampled schools, introduced herself to the principals and also enlightened them on the purpose of her study. She sought their consent so as to collect research data from their stations. She also booked appointments with the sampled informants from the schools for data collection.

The researcher also wrote to the respondents seeking for consent to be involved in the study. The researcher did not compel the respondents to give information. In addition, informants were sensitized on their right to withdraw or refuse to disclose any information that they would not want to divulge. Consent for students' participation in the study was sought from the schools' principals. The schools' principals were explained the purpose and nature of the research (see Appendix i).

In addition, informants were assured of confidentiality in handling data and assured that the data was purely for academic purpose (Creswell, 2012; McMillan et al., 2006). As such, identification numbers were used by the researcher, rather than names of the participants or those of their schools, as shown in Table 3.5. The informants were

reminded not to identify themselves on any part of the research instruments by either writing their names or the names of their schools. In this case, settings like the schools and personal details of the informants were not disclosed, hence, code names were used to help distinguish the respondents and their schools. McMillan et al., (2006) recommends the use of code names (pseudonyms) whenever there was need. Moreover, interviews took place in reserved places to guarantee confidentiality.

Table 3.5

Coding of the Informants

School	Principal	Parents (PTA)
SC1	PSC1	PTSC1A – PTSC1D
SC2	PSC2	PTSC2A – PTSC2D
SC3	PSC3	PTSC3A – PTSC3D
SC4	PSC4	PTSC4A – PTSC4D
SC5	PSC5	PTSC5A – PTSC5D
SC6	PSC6	PTSC6A – PTSC6D
SC7	PSC7	PTSC7A – PTSC7D
SC8	PSC8	PT8SCA – PTSC8D

Table 3.5 shows how coding was done for the informants who responded to interviews and participated in FGDs. SC stands for schools and the figure 1 the school number, hence, there were 8 schools (SC1 up to SC8). PSC1 - PSC8 stands for the principals in the respective schools. Similarly, PTSC1A stands for the first parents' representative in school 1, respectively up to PTSC8D which stands for the fourth parent from the eighth school. Finally, all the authorities cited have been acknowledged by including them in the list of references.

3.9.4 Operationalization of variables

Table 3.6
Operationalization of Variables

Type of variable	Name	Operationalized indicator of the variable
Dependent Variable	Quality of Education	Regular school attendance, higher class grades, higher successful completion of classes, placement in colleges and universities, enrolment in higher level programmes, improved social skills and behaviour, and positive emotional development.
Independent Variables	School-based Involvement	Pay school fees and PTA levies, attend school parents' meeting/ committee meetings / clinic day, follow up on academic progress, maintain good discipline at school, thank teachers at school for helping with learning, help with school fund raising, communicate frequently with teachers, provide teaching and learning resources, participates in setting school performance standards, give school information about special circumstances at home, attend school's sport events, play, concerts, volunteer in school.
	Home-based Involvement	Talking about school and homework assignment, help me with homework; discuss grades on tests and schoolwork; ensure daily school attendance; help to plan for homework, chores, and other responsibilities, Limit time for going out with friends; Monitor out- of- school activities; Doing outdoor activities together; Provide a secure and stable learning environment; supervise homework; Gets me to help with tasks around home; discuss news and talk about current events with parents; limit television watching time/watch television with me; When I return home from school I get my parents' home; buy relevant text books for me, and provide all personal effects.
	Academic socialization by parents	Communicate their expectations for education and its value; Link school work to current events, interests and goals, discuss learning strategies, Encourage and reward good grades; I discuss grades on tests with parents; Parents talk with me about my future; Parents talk with me about plans for college after secondary education; Parents discuss with me about work after school; Model reading behaviour; Compliment good work; 0Parents tell me importance of secondary school education.
	Parental Involvement	School-based involvement; Home-based involvement; Academic socialization by parents
Moderating Variables	Parents' Characteristics	Fathers' and mothers' level of education and their occupation

3.9.5 Hypotheses of the Study

Hypotheses testing was done with the help of a variety of tests.

Table 3.7

Testing of Study Hypotheses

Variable	**Null Hypothesis**	**Type of Analysis**	**Interpretation**
School-based involvement	**H_{01}** No significant difference	Pearson Correlation Linear Regression	*P < 0.05 reject null* *P* > 0.05 fail to reject null
Home-based involvement	**H_{02}.** No significant difference	Pearson Correlation Linear Regression	*P < 0.05 reject null* *P > 0.05 fail to reject null*
Academic socialization by parents	**H_{03}.** No significant difference	Pearson Correlation Linear Regression	*P < 0.05 reject null* *P > 0.05 fail to reject null*
Parental involvement	**H_{04}.** No significant difference	Pearson Correlation Linear Regression	*P < 0.05 reject null* *P* > 0.05 fail to reject null
Moderation: Parents' occupation & Level of education	**H_{05}.** No significant difference	Pearson Correlation MMR	*P* < 0.05 reject null *P > 0.05 fail to reject null*

Table 3.7 shows various tests done on the hypotheses of the study. The results show that all parental involvement predictor variables were significant in explaining the effect of parental involvement on quality of education. However, the effect of the variables in a joint relationship was insignificant. Hence, the researcher failed to reject the null hypotheses.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the results of the study. Data was gathered using questionnaire for students, interview guide for school principals, focus group discussion guide for PTA representatives, and document analyses schedule. The research tools were designed in line with the research hypotheses. The researcher used an audio-tape recorder to record the informants' responses during the interviews and focus groups discussions. Comprehensive notes were also written. Both transcripts served as the primary source of data.

This research intended to investigate effect of parental involvement on quality of education in public day secondary schools in Igembe Central Sub County. Specific objectives were to determine the effect of school-based involvement, home-based involvement, and academic socialization by parents on quality of education.

4.2 Response Rate

It is important to determine the rate at which informants responded to research items. This is so because validity and reliability of results obtained from research is affected by low response rate. Mugenda and Mugenda (2012) describe response rate as the percentage of participants in relation to the sampled eligible participants. Accordingly, all the eight (8) targeted principals were cross-examined using interview schedules recording 100 % response rate. Questionnaires for the students were distributed to 352 students sampled from form three and form four classes in eight (8) public day schools. All questionnaires were returned but only 315 (89.5%) were complete and were used

for data analysis. According to Jordan, Walker, Kent & Inoue (2011) suggest that non-response issues should be addressed adequately so as to avoid non-response bias in overall survey estimates. Non-response severely restricts the ability of the researchers to make inferences to a target population. To them, 85 % response must be achieved if the researcher should assume that validity and reliability of the results are not threatened by non-response. The questionnaires return rate was, therefore, within the acceptable rate. In addition, eight (8) groups each comprising four parents who were PTA representatives participated in FGDs. The researcher was able to conduct all the eight (8) FGDs in eight (8) schools. Table 4.1 gives summarizes the instruments return rate as follows:

Table 4. 1

A Summary of Instruments Return Rate

S.No	Category of Informants	Number Sampled	Instrument Used	Number Completed	Return Rate (percentage)
1	Principals	8	Interview schedule	8	100%
2	Students	352	Questionnaires	315	89.50%
3	PTA Representatives	32	Focus group discussion guide	8 FGDs	100%

4.3 Demographic Characteristics of the Respondents

The respondents targeted in this study were students, PTA representatives and school principals. Demographic characteristics of the students, their parents and school principals in terms of gender, age, marital status, occupation, and level of education, among others, were investigated. This is because these categories of respondents were of primary concern of this study. Results of respondent's characteristics are presented.

4.3.1 Students characteristics

a. Students' gender

From the research findings, it was established that out of 315 students who returned their questionnaires, 50% were boys, while 50% were girls. This means that gender parity was realized in as far as the students' responses were concerned. Hence, the outcome of the study would be impartial in terms of views of either gender. The respondents were equally distributed amid the form three and form four classes, which were the classes of concern to this study. The students in these two classes were considered to have had adequate stay in public day secondary schools and would be able to examine the quality of education in the aforementioned schools.

b. Students' Age

It was further established that 12.1% of the students were aged above 18 years, with majority of the students (53.7%) aged 18 years, 28.6% aged 17 years, whereas, 5.7% were aged 16 years as shown in Figure 4.1. These results indicate that the students in form three and form four classes were adequately represented in terms of age, since more than four fifths were aged either 17 or 18 years. Furthermore, having students that are over 18 years of age in secondary schools show that probably the students began school late, or they were affected by repetition, or they may even have dropped out of school at some stage. Figure 4.1 shows the distribution of students involved in the study by age.

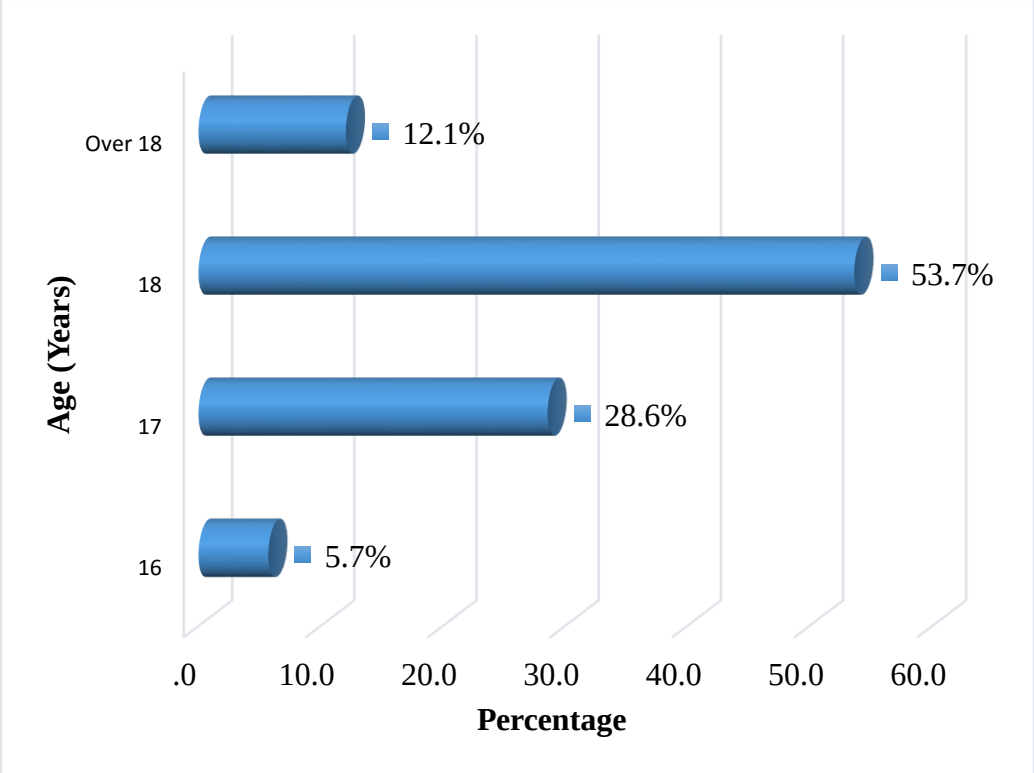

Figure 4. 1. **Distribution of students by age**

c. Students' Education Support

The study sought to further establish the persons or institutions that was responsible for financing the students' education. A majority of the students (46.7%) stated that their fathers were responsible for their educational support, 27% indicated of their mothers' support, while 17.1% indicated that both parents were responsible for their education. Besides, 5.1% reported that well-wishers supported their education, 1.6 % of their education was supported by their grandparents, while 2.5% indicated that their education support was from other groups. The findings suggest that the education support of the students sampled was largely by their parents since less than a tenth stated otherwise, as shown in Figure 4.2.

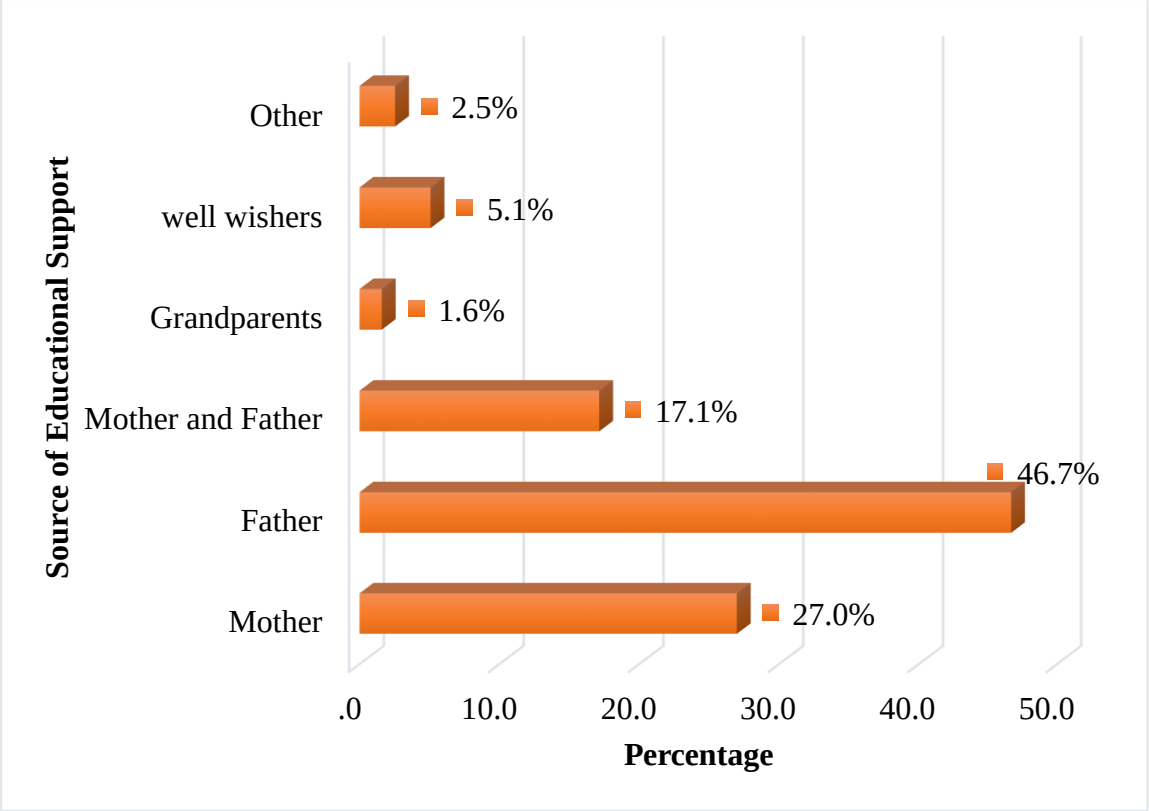

Figure 4. 2. **Students' education support**

d. Marital status of the students' parents

In regard to marital status of the students' parents, a high majority of the students (75.6%) reported their parents' married status, 9.2% stated widowed status, and 8.9% indicated never married status. In addition, 3.5% pointed separated status, 2.2% said they were orphaned, while .6% indicated divorced status of their parents. This pointed to a significant number of the students whose parents were not living together as approximately a fifth of the students reported so. Figure 4.3 presents the marriage status of the parents of the students.

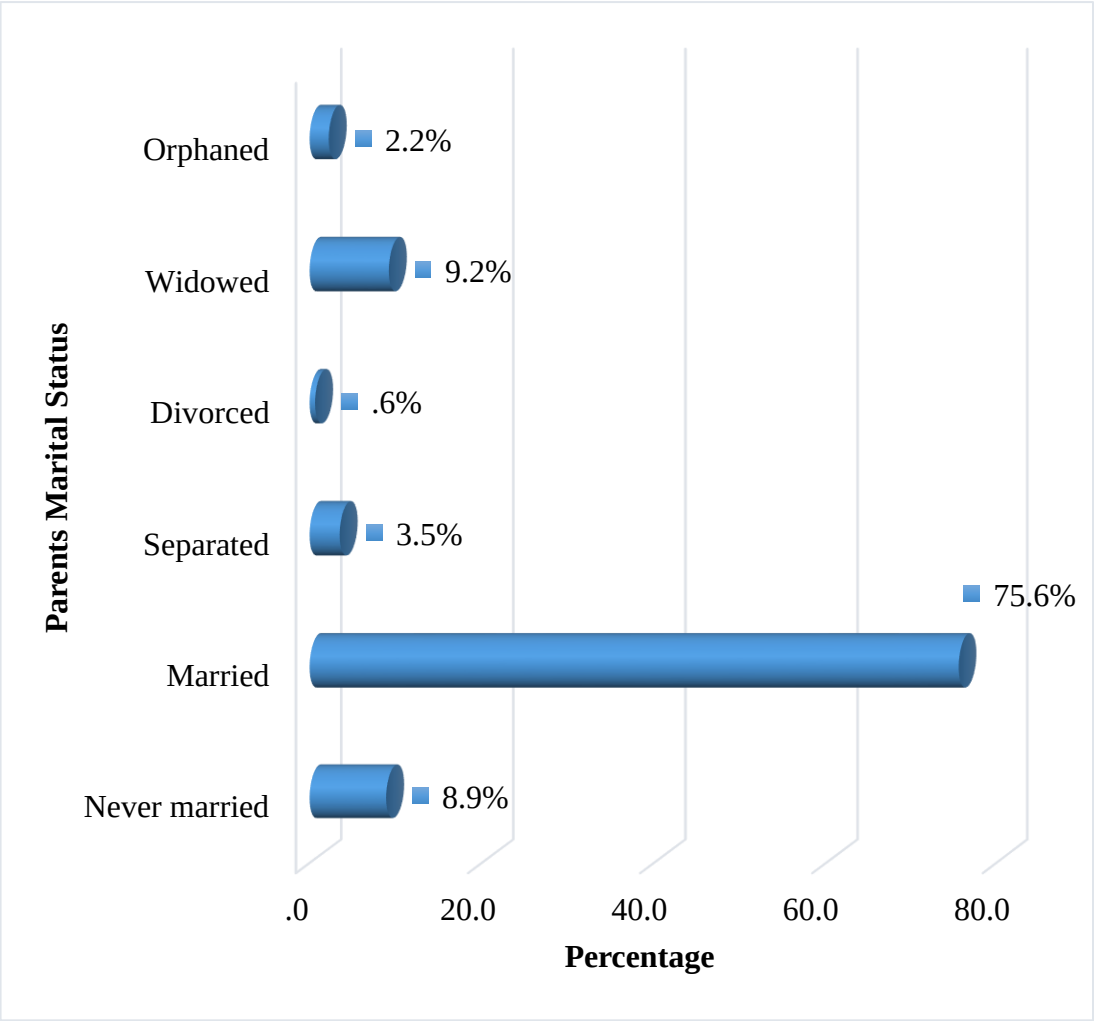

Figure 4. 3 **Marital status of the students' parents**

e. Students' number of siblings

It was also established that 8.3% of the students had more than 10 siblings, 8.9% had 9 to 10 siblings, 22.5% had 7 to 8, 31.1% of the students had 5 to 6 siblings, 24.1% had 3 to 4. Besides, 3.2% had 1 to 2 siblings, while 1.9% had no siblings, as shown in Figure 4.4. This showed that most of the students sampled were from large families as only less than a third had less than 5 siblings or none.

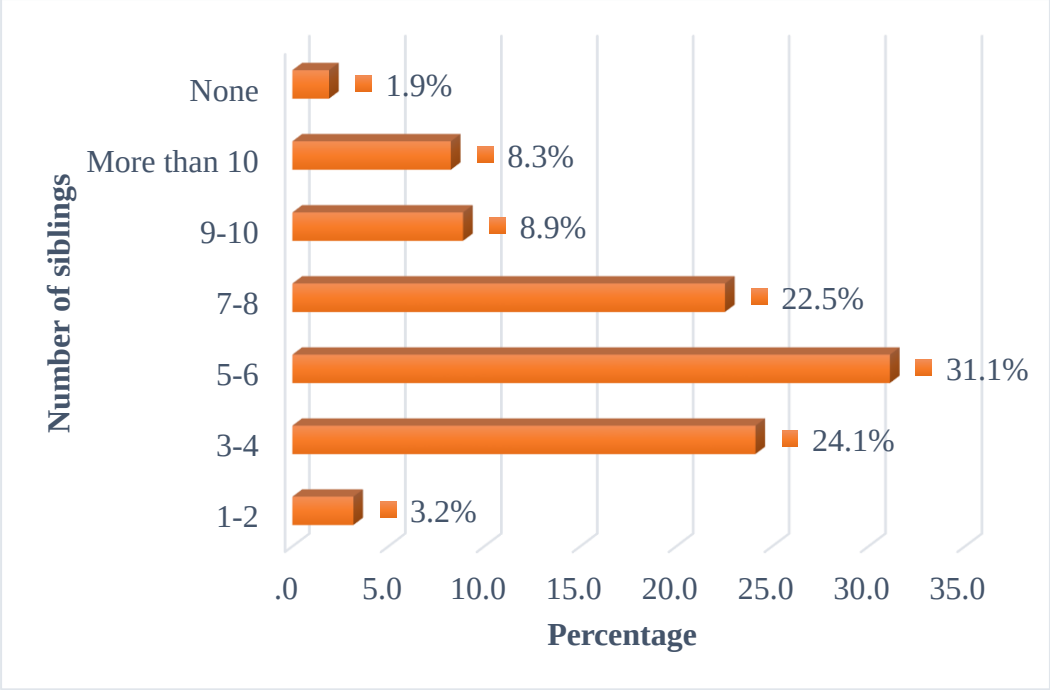

Figure 4 4 **Students' number of siblings**

f. Students' family type

From the study, it was evident that students' family backgrounds varied. Some students were from single parent families, others from nuclear families, while others were from polygamous families as shown in Table 4.2.

Table 4.2

Family Type of the Students

S.No.	Family Type	Frequency	Percentage
1	Single parent	58	18.4
2	Nuclear	216	68.6
3	Polygamous	34	10.8
4	Other	7	2.2
5	Total	315	100

On analysing information about the type of family that students came from, the study revealed that 216 of the students (68.6 %) belonged to a nuclear family and lived with both parents. The study also showed that 58 students (18.4 %) lived with single parents,

34 students (10.8 %) lived in polygamous set-ups, while seven (2.2 %) of them were taken care of by guardians who were not their biological parents.

From the FGDs, parents from SC2 and SC5 observed that some students in their schools were orphaned, others were from single parent families, while others were from polygamous families. They further noted that some of these students were committed, obedient and disciplined, though some attended school irregularly or dropped out altogether.

PTSC2A had this to say:

> *Children of this school are so committed to their studies that they are always in school by 6.30am each school day. However, some are discouraged by the nature of problems they encounter at home since some have no parents and others have absent and / or irresponsible parents. Ninety percent of the students in this school come from extremely poor homes where parents cannot afford boarding school fees.*

PTSC1C, PTSC3A, PTSC3C, PTSC4B, PTSC5A, PTSC6B, and PTSC7D had similar sentiments. However, PTSC1A, PTSC2D, PTSC5D and PTSC8C had a different opinion. According to them,

> *Most students are hardworking while others are negatively aggressive. For example, they fight, insult, and have no courtesy towards teachers and other students. This puts their schools' discipline at stake. Some are however obedient.*

If students possessed such negative traits as described, this would most likely affect quality of their education adversely.

4.3.2 Parents characteristics

The researcher had discussions with parents in eight focus groups of four parents each. The parents included in the discussion were PTA members who represented parents

with children in form one to form four classes of various schools. Nineteen (19) of the parents engaged in the discussions were males while thirteen (13) were females.

The study indicated that parents' involvement decrease, especially with children in secondary schools. For example, some parents were positive about secondary school education, while others had negative attitude towards it. For instance, principal PSC1 reported to have sued some parents to the provincial administration so that they would be forced to support the education of their children. In addition, some mothers confessed to principal PSC3 of their husbands fighting them because of taking their children to secondary schools. In school meetings attendance, it was evident that about only 10% of the fathers attended school meetings.

a. Mothers' Age

The study showed that parents' involvement the education of their children decreased with children's age. Table 4.3 show the ages of students' mothers who participated in education in form three and form four classes.

Table 4. 3

Mother's age

Age (in years)	Frequency	Percent	Cumulative Percent
31-35	53	17.5	17.5
36-40	100	33.1	50.7
41-45	61	20.2	70.9
46-50	41	13.6	84.4
51-55	24	7.6	92.1
56-60	17	5.6	97.7
Above 60	7	2.3	100.0
Total	303	100.0	

Table 4.3 displays the ages of students' mothers in both form three and form four classes as gathered from the students' questionnaire. From the table it is clear that most of the mothers were aged 36-40 years (100 mothers) and 41-45 years (61 mothers) representing 33.1% and 20.2% respectively. From the study, only seven (7) mothers aged over 60 years, had children in public day secondary schools.

b. Fathers' age

Table 4. 4

Father's age

Age (in Years)	Frequency	Percent	Cumulative Percent
31-35	3	1.2	1.2
36-40	49	19.6	20.8
41-45	62	24.0	44.8
46-50	54	21.6	66.4
51-55	28	10.8	77.2
56-60	30	12.0	89.2
Above 60	27	10.8	100.0
Total	253	100.0	

Table 4.3 and Table 4.4 show that most of the students' parents were aged 36-40 years (100 mothers and 49 fathers) and 41-45 years (61 mothers and 60 fathers) representing 51.3% and 34.6% of mothers and fathers, respectively. Very few fathers (1.2%) were aged between 31 and 35 years. Twenty-seven (27) fathers who were aged over 60 years, had children in secondary schools. Only seven (7) mothers compared to twenty-seven (27) fathers who were aged over 60 years, had children in secondary schools. Twelve of the students involved in the study had no mothers, while 62 of the students had no fathers as shown:

c. Mothers' Level of Education

Table 4.5

Mothers' Level of Education

	Frequency	Percent	Cumulative Percent
Never attended school	68	22.4	22.4
Dropped out of primary school	111	36.6	59.1
Primary certificate	68	22.4	81.5
Did not complete high school	29	9.6	91.1
High school certificate	20	6.6	97.7
College certificate	1	0.3	98.0
Diploma	3	1.0	99.0
First degree	1	0.3	99.3
Others	2	0.7	100.0
Total	303	100.0	

Additionally, 68 mothers had never attended school completely whereas 111 mothers had not completed primary school. In addition, 68 mothers were primary school leavers. It is clear from Table 4.5 that only 27 mothers had secondary school education and above. This showed that literacy level among mothers of children in public day secondary schools in Igembe Central Sub County was quite low.

d. Fathers' Level of Education

Becker (2011) avers that the academic achievement of fathers together with household income correlates with the academic performance of children.

Table 4.6

Fathers' Level of Education

	Frequency	Percent	Cumulative Percent
Never attended school	34	13.4	13.4
Dropped out of pry school	81	32.0	45.5
Primary certificate	55	21.7	67.2
Did not complete high school	32	12.6	79.8
High school certificate	34	13.4	93.3
College certificate	4	1.6	94.9
Diploma	9	3.6	98.4
First degree	1	.4	98.8
Others	3	1.2	100.0
Total	253	100.0	

Table 4.6 shows that 34 fathers were either illiterate or semi-literate for they had never attended formal schooling while 81 fathers did not complete primary school. In addition, 55 fathers were primary school leavers. It is clear from Table 4.6 that only 51 fathers had secondary school education and above. This showed that literacy level among fathers of children in public day secondary schools.

e. Mothers' Occupation

Table 4.7

Mothers' Occupation

	Frequency	Percent	Cumulative Percent
Full time job	7	2.3	2.3
Part time job	185	61.1	63.4
Self employed	106	35.0	98.3
Other	5	1.7	100.0
Total	303	100.0	

This study showed that 58.7 % (185) of the students' mothers had no steady jobs but worked on a part time basis. It was also evident that 35 % of the mothers were self-employed. Only 2.3 % (7) of the mothers had full time jobs. 3.8 % of the students had lost or had absent mothers. A small percentage of mothers (1.7%) were engaged in other jobs like casual labour. The above findings revealed that learners' family backgrounds varied.

f. **Fathers' Occupation**

Table 4. 8

Fathers' Occupation

	Frequency	Percent	Cumulative Percent
Full time job	15	5.9	5.9
Part time job	101	39.9	45.8
Self employed	132	52.2	98.0
Other	5	2.0	100.0
Total	253	100.0	

This research showed that 5.9 % of the fathers were on a full time job, 39.9 % of the students' fathers worked on a part time basis, while 52.2 % were self-employed. It was reported that some students joined school through support from their local churches, while others through non-governmental organizations (NGOs), self-help groups, CDF bursaries and their area member of parliament (MP).

The principals opined that majority of parents in day secondary schools were poor and economically unstable since they did not have regular sources of income. Some of the parents used alcohol and did not relate well with their children; but a good number attended school meetings. The parents were very poor in payment of school levies, majority were illiterate and lacked understanding on the importance of education. They

were ignorant of their responsibilities in as far as their children's education in secondary schools was concerned. The researcher also noted that some parents, especially fathers, were completely absent in their children's school life as gathered from principals' interviews.

All FGDs echoed similar sentiments on the parents' characteristics. In addition, they mentioned extremely poor backgrounds of some students where parents could not afford the required school levies. The groups noted that such vulnerable and needy children were barely consistent in school attendance for they were usually sent home to get the said school levies.

4.3.3 The Principals Characteristics

The researcher conducted face-to-face interviews with eight school principals. Half of them were males and the other half females. This implies that there was gender parity in allocation of leadership positions of principals in the Sub–County during the time of the study in 2016. Table 4.9 summarizes the characteristics of school principals as follows:

Table 4.9

A Summary of Principals' Characteristics

Principal	Age	Gender	Marital status	Highest academic qualification	Teaching experience (in years)	Number of years as a principal
PSC1	48	Female	Married	Bachelor's degree	24	5
PSC2	48	Male	Married	Master's degree	22	10
PSC3	49	Male	Married	Bachelor's degree	24	10
PSC4	58	Female	Married	Diploma in Education	33	12
PSC5	46	Male	Married	Bachelor's degree	15	3
PSC6	48	Female	Married	Master's degree	20	4
PSC7	50	Male	Married	Bachelor's degree	24	12
PSC8	49	Female	Married	Bachelor's degree	22	4

The findings in Table 4.9 show that seven out of the eight principals interviewed had a bachelor's degree in education, and one had a diploma in education (Science). None of the school principals resided within the school compound. The interviews further revealed that all the school principals were married, six of them fell within the age bracket of 48-50 years. One was aged 46 years while the other was 58 years old. Each of the principals had a teaching experience of more than fifteen years. The eldest of the principals (PSC4) had a teaching experience of thirty-three years. Four of the principals who participated in the study had worked in headship positions for ten years and above. The other four had between three and five years' experience as school heads. This shows that these principals had the necessary information concerning effect of parental participation in their schools, even after the inception of free secondary education (FSE) in 2008, and had an experience with parents and community around their schools.

4.4 Descriptive Statistics of Quality of Education in Public Day Secondary Schools

This section examines the statistics on the quality of education in public day secondary schools under the general subtopics of quality of education, school-based involvement, home-based involvement and academic socialization by parents.

4.4.1 Students' satisfaction with quality of education in Public day secondary schools

The students were asked whether they were satisfied with quality of education they received in their schools or not. About two thirds (67%) of the students affirmed that they were satisfied with quality of education offered in their schools while 33% of the students registered dissatisfaction. Their responses are presented in Figure 4.5

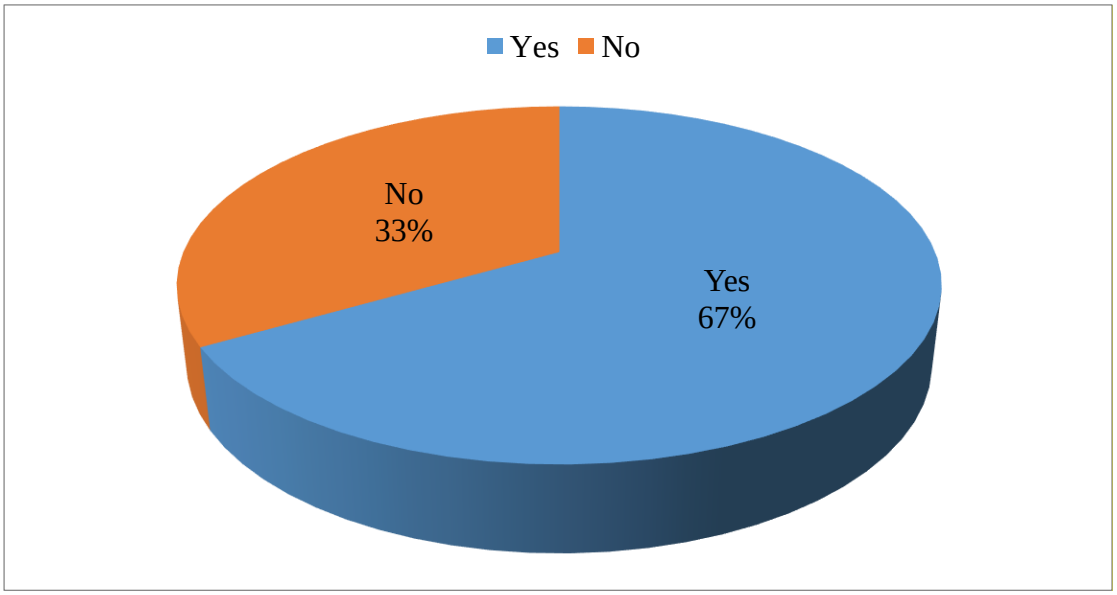

Figure 4.5 **Students' responses on satisfaction with quality of education**

The research sought to know why students were either satisfied or dissatisfied with quality of education in their schools. Table 4.10 and 4.11 displays the results.

Table 4.10

Reasons for Satisfaction

S/N	Reasons Items	Frequency	Percentage
1.	There are trained and experienced teachers who teach well	47	22.4
2.	Good performance in Examinations	39	18.6
3.	Adequate books for revision	28	13.3
4.	Students' transit to tertiary colleges and Universities	28	13.3
5.	Good syllabus coverage	26	12.4
6.	Adequate facilities	21	10.0
7.	Education in the school is affordable	21	10.0
	Total	210	100.0

Table 4.10 shows that more than half of the students (210) involved in the study were satisfied with the kind of education offered in public day secondary schools. The students who indicated contentment with the education quality were asked to cite the reasons for their satisfaction. The major reason for their satisfaction cited by majority of the students (22.4%) was presence of trained and experienced teachers who taught well. The second most popular reason for satisfaction as cited by 18.6% was good performance in examinations. Some 13.3% pointed out adequate books for revision as the reason for their satisfaction, which was the same as that, students transited to tertiary colleges and universities, while, 12.4% were satisfied with the kind of education because of good syllabus coverage. Ten percent specified adequate facilities and affordable education for their satisfaction, as indicated in Table 4.10. The results suggest that presence of trained and experienced teachers who taught well and good academic performance of the students were significant factors in students' contentment with education as each was cited by approximately a fifth of the informants.

On the other hand, 105 of the students were dissatisfied with the quality of education as shown in Table 4.11.

Table 4.11

Reasons for Dissatisfaction

S.No.	Dissatisfaction Items	Frequency	Percent
1	Lack of necessary facilities to aid learning	42	40.0
2	Inadequate time at home to do school work	16	15.2
3	Teachers' negative attitude towards students' ability	13	12.4
4	Always sent home for school levies	12	11.4
5	Poor syllabus coverage	10	9.5
6	Poor performance in National examinations	5	4.8
7	Lack of revision books	4	3.8
8	No co-curricular activities	3	2.9
	Total	**105**	**100.0**

The students dissatisfied with quality of education in their schools cited lack of necessary facilities to aid learning. Fifteen percent (15.2%) of the students pointed out inadequate time at home to do school work, while 12.4% specified that teachers' had negative attitude towards their ability. Moreover, 11.4% stated that they were always sent home for school levies, 9.5% specified poor syllabus coverage, whereas 4.8% indicated poor performance in national examinations. Lack of revision books and absence of co – curricular activities were quoted as reasons for dissatisfaction by 3.8% and 2.9% of the respondents, respectively. The results suggest that lack of necessary facilities to aid learning was the most significant dissatisfaction factor as stated by close to half of the students. This ultimately affected quality of education in their schools.

Table 4.12

Students' Academic Performance

Grade	Frequency	Percent	Cumulative Percent
Mostly A related	14	4.4	4.4
Mostly B related	130	41.3	45.7
Mostly C related	167	53	98.7
Mostly D related	4	1.3	100
Total	315	100	

From the students' responses on academic performance, only 4.4% achieved A related grade (A, A-) while 41.3% achieved Bs (B+, B, B-), more than half of the students (53%) reported that they achieved C related grades (C+, C and C-), while 1.3% achieved D related grades (D+, D, D-) as shown in Table 4.11. None of the students reported to have achieved an E grade.

The study showed that students had no time to do their studies at home. Majority, especially girls were overburdened at home since they were expected to help with household chores like fetching water and firewood and even cooking. In addition, a lot of freedom, especially to young boys often misled them. For example, most school boys visited shopping canters in the evenings and spent better part of their evenings outside their homes. Some got involved in drugs, illicit sex, attending night clubs, betting and even chewing of "miraa" (khat). In such instances, issues not related to education were discussed. These young people hardly got time to do schoolwork at home. Eventually, the students registered poor results which consequently made them drop out of school. Principal PSC8 reported that,

> *Children in public day secondary schools have a lot freedom but misuse it, for instance, some watch television from dawn to dusk, use cell phones for chatting on WhatsApp, Facebook and Twitter. Some other students misuse religion, for example, youth gatherings as excuses to exit the home. This permissiveness has negative implications on quality of education that they get from day secondary schools.*

This practice was in contrast to research findings by Bakker et al., 2007; and Patrikakou (2008) who suggested that some parental behaviours such as daily family conversations, monitoring of television viewing times and programmes, as well as, having a structure for homework completion and school preparation, were high predictors of academic success than socio-economic status.

4.4.1 Descriptive statistics on the effect of parental involvement on quality of education

This section presents the respondents' views on the effect of parental involvement on quality of education in public day secondary schools.

Table 4.13

Descriptive Statistics on Quality of Education in Public Day Secondary Schools

N = 315	Mean	Std. Deviation
Majority of students complete school	3.69	1.291
Students attend school punctually and regularly	3.49	1.317
Students much disciplined	4.05	1.115
Students perform well in national examinations	3.32	1.071
School able to retain students from Form one to Four	3.70	1.317
School has adequate teaching and learning resources	3.40	1.452
Students have positive social skills, relate freely with members of society	3.83	1.279
Students emotionally healthy and motivated to learn	3.83	1.212
Many students join colleges and universities	3.56	1.108
Students get employed	3.51	1.042
High self-esteem and positive attitude towards education	4.03	.879
Feelings of security and life skills outside school	4.00	.871
Get to know the importance of education	3.87	.952
Conducive learning environment both at home and in school	3.86	1.030
Valid N (listwise) 315		

From Table 4.13, the respondents agreed with 13 out of 14 statements on quality of education in schools but disagreed with the statement that students performed well in examinations (mean score, 3.32). From the FGDs the researcher was able to get possible reasons for disagreeing with the statement. For instance, when parents were asked of their views on quality of education offered in their children's schools, some parents

considered performance in examination as a pointer to quality of education. To them, quality of education was poor in day secondary schools since most students performed poorly in national examinations. The parents held that none of the students from their schools ever scored A related grade since their schools were established.

From the documents analysed, the researcher noted that there was irregular school attendance especially in form four classes. The school principals affirmed that there was chronic absenteeism from schools, especially after national examinations registration in the schools' first term. These students would only resurface towards the examination period. Having not studied throughout the year, such students perform poorly in national examinations. On average, it was established that few students got C related grades (C+, C & C-) and above, and the overwhelming majority scored D related grades and below.

Table 4.14

Sampled Schools' Students' Performance in KCSE for the years 2013-2016

	2016		2015		2014		2013		2013 - 2016 Aggregate	
Grade	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**Totals**	**%**
A	0	0	0	0	0	0	0	0	0	0.00
A-	0	0	0	0	0	0	1	0.2	1	0.04
B+	0	0	0	0	6	0.9	1	0.2	8	0.28
B	1	0.1	2	0.3	5	0.8	3	0.5	13	0.44
B-	4	0.6	8	1.3	11	1.7	9	1.5	37	1.27
C+	4	0.6	25	3.9	32	5.0	27	4.5	102	3.48
C	27	4.0	58	9.1	60	9.4	48	8.1	224	7.63
C-	29	4.3	96	15.1	101	15.9	89	15.0	365	12.46
D+	79	11.8	129	20.3	158	24.8	134	22.6	580	19.77
D	151	22.6	162	25.6	178	28.0	186	31.3	784	26.76
D-	291	43.6	116	18.3	79	12.4	89	15.0	664	22.66
E	81	12.1	33	5.2	6	0.9	1	0.2	139	4.76
X	1	0.1	5	0.8	0	0.0	6	1.0	14	0.48
Entry	**668**	**100**	**634**	**100**	**636**	**100**	**594**	**100**	**2932**	**100**

KCSE results analysis from the sampled schools showed that only 161 out of 2932 students managed to score grade C+(plus) to A-(minus) in KCSE for the years 2013 to 2016, as shown in Table 4.14. This represented only 5.51 % of the students from the sampled day secondary schools who did KCSE examination in the Sub County within the four years. These were the only students eligible for direct entry into the university from the selected day secondary schools. On the other hand, 2167 out of 2932 candidates managed to score grade D+ to grade E for the four years, translating to 74.49% of waste rate. The trend presented in Table 4.14 showed that there was need for intervention measures to be taken in order to address the dismal performance and also improve on quality of education offered in day secondary schools in Igembe Central Sub County. Parental involvement would be key among these measures.

From the principals' interviews, it was also reported that day secondary school students performed so poorly in national examinations due to a wrong perception that such schools cannot perform well. In addition, some principals believed that some of their students were very weak to perform well in an examination. For instance, principal PSC7 averred:

> *In day secondary schools, we admit students with very poor marks, as low as 100 marks at the Kenya Certificate of Primary Education (KCPE), and there is no way we would expect such a student to get "quality grades" (university requirements). However, there is value addition since we note some tremendous improvement even in the way these students socialize with others.*

The FGDs supported the fact that there was value addition in terms of their children's ability to use positive social skills in their day to day life. According to parent PT3D;

> *My daughter is in form two and I am happy that she has learnt the importance of cleanliness and neatness. When she is at home, I am always a very happy person. During her free time in the evenings and over the weekends, she sweeps the house and the entire compound. She has even planted some flowers in our homestead.*

Poor performance in examinations could result from delinquency and irregular school attendance which are considered a function of the home environment that negatively affected students' grades (APHR, 2010). Other parents, however, indicated that education could be of high quality if children were disciplined, and the school was well developed, with good infrastructure, qualified teachers and adequate teaching and learning resources.

The school principals considered quality education as that which added value to the learner. To the principals, the indicators of quality education included, feedback from those who had absorbed students from their schools, good discipline, quality grades, uptake in higher education institutions, students of high integrity, honesty and were preferred products in the job market. Principal PSC1 testified;

> *Our students are very good, virtuous and disciplined, and are quite complimented by the public. Some are in gainful employment working as teachers, nurses, others in the disciplined forces, and prison officers, among others.*

4.4.2 School-Based Parental Involvement and Quality of Education

The students chose statements which showed how their parents participated in school-based activities in their schools. The format of answering the questions was based on a 5-point Likert scale. The section seeks to describe school-based parental involvement and quality of education from the results obtained during the study. The results are presented in Table 4.15:

Table 4.15

Descriptive Statistics of School–based Parental Involvement

N= 315		Mean	Std. Deviation
Pay school fees and PTA levies		3.82	1.038
Attend school parents' meeting		3.74	1.022
Help with school fund raising		3.10	1.212
Attend open day/clinic day		3.46	1.267
Volunteer in school		2.24	1.313
Attend committee meeting in school		2.68	1.415
Give school information about special circumstances at home		2.57	1.209
Thank teachers at school for helping with learning		3.19	1.337
Attend school's sport events, play, concerts		2.24	1.183
Maintain good discipline at school		3.50	1.355
Supervises homework		3.17	1.272
Communicates frequently with teachers		3.00	1.119
Makes follow up on academic progress		3.67	1.223
Participates in setting school performance standards		2.79	1.353
Provide teaching and learning resources		2.79	1.280
Valid N (listwise)	315		

The results in Table 4.15 show that out of the 15 items posed to the students on school-based parental involvement, five (5) items yielded a mean of between 3.46 and 3.82 implying that the students agreed that their parents were regularly involved in paying school fees and PTA levies (mean score, 3.82), attending school's parent meetings(mean score, 3.74), attending school's open/clinic days (mean score, 3.46), maintaining good discipline at school, and monitoring their children's academic progress (mean score, 3.67). The five responses from the statements on school-based parental involvement indicated that involvement of parents in five of the listed items was impressive, hence, an indication that quality of education would be ensured if school-based instruction was reinforced by parents' involvement at school. This kind of participation affected positively the quality of education.

Nevertheless, ten (10) items registered a mean of between 2.57 and 3.19, meaning that the students disagreed with the statements on their parents' school-based involvement. Specifically, the respondents disagreed with the following psychometric constructs: they disagreed with the statements that parents volunteer in school (mean score, 2.24) and attend school's sport events, play, concerts (mean score, 2.24). This position was emphasized by principals' interviews from where the researcher gathered that a few parents sometimes volunteered to plant trees in the schools' compound, discipline their children, attended academic clinics, as well as, annual general meetings (AGMs), contribute in schools' "harambees" (fund raising) and were also involved in school's infrastructure development through PTAs and BoM levies.

In addition, the respondents disagreed that parents gave school information about special circumstances at home (mean score, 2.57) and also disagreed that parents communicated frequently with teachers (mean score, 3.00) and thanked teachers at school for helping with learning (mean score, 3.19). This was probably because parents were not comfortable to interact closely with teachers. From the principals' interviews, it was also apparent that parents could interact with the schools of their children through infrequent annual general meetings and schools' clinic days. The researcher gathered information that parents interacted with their children's class teachers, the deputy principals and other members of support staff during school's clinic (education) days. However, such occasions were inadequate to sensitize parents on the necessity of being more actively involved in education.

Clinton et al. (2007) claims that a compromise between children's growth requirements, parents' competencies, and schools' expectations of family involvement in education

contribute positively to success of children in education. This alluded to the fact that teachers would probably feel more motivated if their students' parents showed more concern as per the OECD (2011) that forming stronger associations between the schools and the parents can improve the instructional process, and indirectly enhance teacher motivation and commitment. These relationships have positive and significant effect on the quality of education.

Furthermore, when schools organized parents' meetings, the same group of parents attended, especially mothers, whose children performed well academically. Thus, the parents who were supposed to be present were the ones who did not appear, making it difficult to build a relationship with them. This implies that the parents' own perception of their children's academic abilities seemed to influence their involvement in school activities and eventually had adverse effect on quality of education.

Furthermore, the respondents disagreed that parents attended committee meeting in school (mean score, 2.68), as well as, participated in setting school performance standards (mean score, 2.79). In relation to this finding, five out of eight school principals pointed out that the limited level of involvement shown by the parents was mostly by the children's mothers, especially when it came to attendance of meetings. To these principals, fathers would rarely show up and when they did, it would usually be much later than expected or in crises meetings, particularly those concerning use of the school finances. Generally, the fathers appeared negligent and ignorant of their role and would not show up to discuss issues of education or discipline of their children.

Regarding the issue of school fees payment, principal PSC7 commented as follows:

> *Parents do not pay fees willingly but are forced by authorities. Almost half of the students remain out of school for a month or more, due to non-payment of school levies. This eventually affected students' attitude towards school and even towards their academic performance.*

The situation described by PSC7 suggests that low socio-economic status of the parents affects parental involvement in school, consequently affecting students' school attendance and ultimately their academic performance.

From Table 4.15, the respondents further disagreed that parents provided teaching and learning resources (mean score, 2.79) and also helped with school fund raising (mean score, 3.10). This scenario might have resulted from parents' reluctance to contribute towards school development and in payment of other school levies alleging that the government had already catered for their children's education by introducing FSE funds. Additionally, low socio-economic status of most parents as evidenced in school principals' interviews may have contributed to the scenario. For example, principal PSC7 had this to say:

> *Majority of the parents are poor and do not pay school levies in time. A few take alcohol and are quite ignorant of their responsibilities in education in secondary schools is concerned. Most of them are illiterate/semi-literate. To say that majority lack understanding of the importance of education for their children is an understatement!*

As PSC7 asserted, socioeconomic status is one of the determinants of parental involvement in their children's education. For example, Lareau (2011) found that family income influenced parental participation in learning activities in school or at home in the United States of America. Similarly, parental attainment played a role in participation where illiterate and semi-literate parents felt alienated from their children's schooling because they felt that they lacked knowledge necessary to support their children academically, (Lareau, 2011). The principal's views above shows

existing challenges to healthy home-school relationship in disadvantaged communities. It should be noted that besides literacy levels, language of instruction is not understandable by such parents, and possibly their children may be having similar struggles at school. As such, there is epistemic exclusion of the already disadvantaged masses from accessing necessary knowledge and skills (Kiramba, 2018) for engagement in a global world. The impact of the parents' socio-economic status has been reported in several other studies, where parents from low socioeconomic status often relegate all schooling responsibilities to schools (Schmitt & Klein, 2010).

The FGDs noted that, while some parents made efforts to be involved in school-based activities, some others were hardly involved. Thus, a lot of sensitization was needed to educate these parents on the importance of their participation in activities of their children's schools. The principals recounted the unwillingness of some parents to enrol children in school, and would only do so as a last resort because of threats they received from the provincial administration. In such instances the parents would take their children to day secondary schools since they were 'free' (no costs involved). The underlying assumption was that there were not many requirements for day scholars since they were at home every evening. This mind set also led to a situation where many parents would not provide for their children's personal effects. For instance, principal PSC1 recounted to have reported some parents to the provincial administration so that the parents would be forced to support the schooling of their children. In addition, some mothers confessed to principal PSC3 that their husbands were fighting them because of taking their children to schools.

From the principals' interviews, very few parents cared about what their children did in school. Principal PSC1 and PSC5 opined that:

> *Our students' parents are very reluctant in keeping time on school issues. For instance, they attend academic clinic days because it is mandatory. Very few commit themselves to the education of their children. Majority of parents do not even ask of their children's academic performance or even report form by the end of the term. They only request for report forms when they need them to apply for bursaries and CDF assistance. Very few parents care about what their children do in school.*

The definition of care by PSC1 and PSC5 seemed to ignore the educational levels of the parents, the socio-cultural understanding of the roles of parents and teachers. Similar views have been reported in previous studies suggesting that teachers have held low expectations about illiterate and poor parents and believe that they do not care about their children's academic progress, (Trotman, 2001). As noted above by PSC7, majority of the parents are poor and illiterate or semi-literate, and, thus, their children are already disadvantaged by these factors. In such a situation, parental roles at school besides paying school levies becomes blurred for such parents.

The issue of parental apathy in education was also raised in the FGDs. The general practice was that parents would discriminate against their children by failing to give them pocket money and would not pay their school levies in time, alleging that they were always at home with them. Their counterparts in boarding schools would, however, be prioritized since they were going away from home, and since 'their demands were more and their school systems very strict.' This would eventually cause students to have negative attitude towards public day secondary schools, engage in chronic absenteeism and or have increased dropout rates resulting in poor performance. Such negative attitude towards day secondary schools might explain the reluctance of some parents in getting involved in the activities of these schools.

The respondents also disagreed that parents supervised students' homework (mean score, 3.17) as shown in Table 4.15. This was probably due to quite low literacy level among parents of children in public day secondary schools. The answers from the ten statements on school-based parental involvement showed that parents' involvement in ten of the items was less than satisfactory, hence, predicting low quality of education.

From the investigation, parents did not understand that the government had not paid for everything that their children needed, to be able to complete school. The poor payment of school levies could also be attributed to high poverty levels among parents, parents' ignorance and their failure to prioritize education. Government's policy that schools should release students' certificates upon school completion regardless of any outstanding school balances made parents develop lethargy in such payments. This resulted in time wastage as students were usually sent home for school levies thus increasing dropout rates and contributing to poor performance in examinations, hence, compromising quality of education.

The study revealed that majority of parents were poor and economically unstable since they did not have regular sources of income. Some of the parents consumed alcohol and had poor relationship with their children. However, a good number of parents attended school meetings. In addition, the parents were very poor in payment of school levies, majority were illiterate and lacked understanding on the importance of education. They were ignorant of their responsibilities in as far as the education of their children in secondary schools was concerned. The researcher also noted that some parents, especially fathers, were completely absent in school life of their children as gathered from principals' interviews. All the FGDs admitted that parents in day secondary

schools were poor in fees payment and would only pay fees upon their children being sent away from school. PTSC3C confirmed that, "school levies for d*ay secondary school students are never paid in full. This demotivates students who are always sent* hat collaboration with the parents with a common goal of enhancing quality of education was indispensable. At the same time, the study brought out the need for school personnel to strategize and communicate to the parents clearly on specific ways they could be involved in education. This could probably be done by sensitizing parents on the relevance of their involvement in education and make them feel instrumental in the success of their children. Parents blamed the school personnel as a hindrance to their active participation in education as expressed by parent PTSC6C:

> *Sometimes even when we are concerned about the performance of our children, we fear talking to their teachers, as we do not want to expose their weaknesses, as this might cause negative attention from the teachers. Additionally, if we discuss some circumstances at home, for example, explaining late payment of fees, we might cause our children to be victimized. So we prefer to stay silent and do the best we can on our own.*

PTSC6C views above suggests that confidentiality in communication between schools, teachers and parents is often violated by the teachers, which affects open communication. Healthy communication between parents and teachers is said to improve teacher-parent relationships and is a recipe for continued engagement and willingness to participate in school activities (Wilcox, 2007). This shows that there is need to create trusting and supportive partnerships in educating students, especially those from disadvantaged backgrounds. Sentiments by PTSC6C brought out an important aspect that parents would only feel comfortable to interact closely with teachers if the environment for interaction at school was friendly, accommodative and reassuring. According to Patrikakou (2008), parents feel satisfied with quality of education when they believe that the school personnel are comfortable with their

involvement and would allow them to participate in strategizing on how to help their children succeed. Additionally, a positive teacher parent relationship creates space for encouragement and mutual support between parents, students and teachers.

4.4.3 Home–based Parental Involvement and Quality of Education

The interaction between parents and children at home affect quality of education offered in public day secondary schools of Igembe Central Sub County. Parents engage in a variety of home-based activities to help their children. For instance, parents provide a home setting for the learning of their children though at varied degrees. This is consistent with Jeynes' (2005) views that parents can create a conducive learning environment which eventually contributes to better educational outcomes of their children. Students were asked to rate home–based involvement of parents in terms of its effect on quality of education in their schools. See Table 4.16.

Table 4. 16

Descriptive Statistics of Home-based Parental Involvement and Quality of Education

N = 315	**Mean**	**Std. Deviation**
I talk to my parent about school	3.94	1.308
I talk about my homework assignment	3.43	1.460
My parent(s) help me with homework	2.49	1.542
Monitor out-of-school activities	3.63	1.465
Parents ensure I go to school everyday	4.22	1.294
Parents help me plan for homework, chores and other responsibilities	3.37	1.484
Doing outdoor activities together	4.05	1.336
Limit time for going out with friends	3.99	1.353
Provide secure and stable learning environment	3.86	1.378
Gets me to help with tasks around home	4.03	1.381
I discuss news and talk about current events with parents	3.30	1.357
Parents limit television watching time	3.23	1.478
I get my parents at home when I return from school	3.43	1.360
Parents buy me relevant text books	3.31	1.449
Parents provide personal effects for my comfort in school	3.62	1.550
Valid N (list wise) 315		

Out of the 15 items posed to the students on home-based parental involvement ten items registered a mean of between 3.43 and 4.22 meaning that the students agreed that their parents participated in the listed home - based activities. Five (5) items enumerated a mean score of between 3.23 and 3.37 implying disagreeing with the statement as shown in Table 4.16. My parent(s) help me with homework (mean score, 2.49); Parents help in homework and other responsibilities (mean score, 3.37); Parents limit television watching time (mean score, 3.23); I discuss news and talk about current events with parents (mean score, 3.30). The research showed that majority of parents who participated in many home-based activities were not able to help with homework. Parents reported their inability to help with homework since they did not comprehend the topics. The principals' interviews also established that parents showed little concern about their children's homework. Because of this, holiday assignments were carelessly done. From the principals' interviews:

> *Some parents are intimidated by the school work of their children and feel inadequate in helping them in their studies. This is because majority of the parents are either illiterate or semi-literate. Due to this challenge some parents are never involved with homework assignments (PSC4).*

Principal PSC4 assertions corroborate the low literacy levels in the research setting. With low percentage of parents who have secondary education, it is expected that parents may not have the requisite knowledge to support their children to complete assignments. Furthermore, some parents felt that secondary school students were mature and responsible enough, hence, needed freedom to do their homework assignments. In addition, some other parents were very busy fending for the family and hardly had time to supervise or help their children with homework or even discuss with them about current events in their schools.

The results of this research corroborate with the work of Osei-Akoto, et al., (2012) which revealed that majority of parents who attempted to help with homework assignments were not able. Similar sentiments had been emphasized from a study by Jeynes (2011) and Chen (2011), who observed that, parents may be less confident being involved in education because of challenging content as their children advance in their secondary education.

The study also showed that students had no time to do their own studies at home. Majority, especially girls, were overburdened at home since they were expected to help with household chores like fetching water and firewood and even cooking. In addition, a lot of freedom, especially to young boys often misled them. For example, most school boys visited shopping centres in the evenings and spent better part of their evenings outside their homes. Some got involved in drugs, illicit sex, attending night clubs, betting and even chewing of "miraa" (khat). In such instances, issues not related to education were discussed. These young people hardly got time to do schoolwork at home. Eventually, the students registered poor results which consequently made them drop out of school. Principal PSC8 reported that,

> *Children have a lot of freedom but misuse it, for instance, some watch television from dawn to dusk, use cell phones for chatting on WhatsApp, Facebook and Twitter. Some other students misuse religion, for example, youth gatherings as excuses to exit the home. This permissiveness has negative implications on quality of education since it hardly leaves time for the student to do school work.*

This practice concurred with research findings by Bakker et al., (2007), and, Patrikakou (2008) who suggested that some parental behaviour such as daily family conversations, monitoring of TV viewing times and programmes, as well as, a structure for homework completion and school preparation, were high predictors of academic success than socio- economic status.

4.4.4 Academic Socialization by Parents and Quality of Education

Parents' interaction with their children on the importance of education and their interests and aspirations for their children to succeed, affected quality of education. From this type of involvement, students internalize motivation for achievement, focusing on future plans and ability to make semi-autonomous decisions which have effect on their academic pursuits. Students were asked to measure academic socialization by their parents in terms of its effect on education attainment. Results are shown in Table 4.17.

Table 4.17.

Descriptive Statistics of Academic Socialization by Parents on Quality of Education in Public Day Secondary Schools

N = 315	N	Mean	Std. Deviation
Parents communicate their expectations for education and its value		3.51	1.479
Parents link school work with current events, my interests and goals		3.12	1.464
Discuss learning strategies with me		2.87	1.472
Encourage and reward good grades		3.28	1.541
I discuss grades on tests with parents		3.17	1.490
Follow specific rules in disciplining		3.42	1.507
Parents talk with me about my future		3.59	1.474
Parents discuss with me about work after school		3.11	1.489
Exemplary reading behaviour		2.90	1.511
Compliment on doing well in school		3.39	1.507
Parents talk with me about plans for college after secondary education		2.83	1.452
Parents tell me importance of secondary school education		3.23	1.440
Valid N (list wise)	315		

Information in Table 4.17 indicates that quite a number of selected activities were rated as important in improving quality of education by majority of the students. Out of the

12 items posed to the students on academic socialization by parents, 4 items registered a mean of between 3.39 and 3.59, meaning they agreed that their parents were regularly involved in the following psychometric constructs: talking with them about their future (mean score, 3.59), communicating their expectations on the value of education (mean score, 3.51), and also follow specific rules in disciplining their children (mean score, 3.42), and compliment them on doing well in school (3.39). The students agreed that such involvements of their parents affected the quality of education positively.

Eight items out of twelve enumerated a mean of between 2.83 and 3.11 implying that the respondents disagreed with the statements as shown in Table 4.17. This implied that most parents did not engage in the stated academic socialization activities whose effects on quality would be great. The respondents disagreed that: parents talked with them about plans for college after secondary education (mean score, 2.83); discussed with them about work after school (mean score, 3.11); as well as, linked school work with current events, their children's interests and goals (mean score, 3.12); and, told them the importance of secondary school education (mean score, 3.23).

From the principals' interviews, however, it was apparent that quite a large proportion of parents did not know what to expect of their children after school. To them, parent's expectations were never communicated to their children. Most of the principals were in agreement that some parents took their children to school just because their peers had done so. According to principal PSC3, majority of parents considered form four education/certificate as terminal. To him, the parents lacked preparedness for school after form four. Besides, most of the students' KCSE certificates were never collected. This is an indication that the parents were not quite interested in what happened to their

children after form four. This sort of attitude frustrated the children's efforts; since they would then see no future in their education after secondary school. For example, some students had high expectations but felt inadequate due to a misconception that they could not qualify for some courses like medicine or engineering as long as they were from a day secondary school.

From the study, it was clear that students whose parents held high expectations for them and communicated these expectations clearly, made a difference in their school attendance, discipline and academic attainment. The principals testified that students whose parents showed interest in school activities and had high expectations on their children's achievements displayed positive attitude towards education showed improved school attendance and showed positive behaviour. This resonates with findings from previous studies (Patrikakou, 2008) that children believe in doing well at school when their parents expect them to succeed and are interested in their schoolwork. This finding is contrary to the widespread opinion that children do not want parents to be involved in their education at secondary school level.

From the study, quite a number of parents displayed high expectations for education, for instance, PTSC2C expected his son to,

> "*become a great person in the government and society; to fill the gap that I should have occupied. That is why I work very hard and all my money goes towards his upkeep and his education".*

PTSC3D declared, "*I look forward to a time when my son will be able to support himself in future and be able to earn a living".*

Parent PTSC6A had similar expectations for her daughter's education. She professed:

> *Well, I expect that what my daughter gets from school will equip her for life. I hope that she will do well in her exams. I pray that her education will take her where she wants to go.*

Parent PTSC2D added:

> *I expect my son to do well in school, join the university and later get himself a job which will make him somebody dependable in our society.*

From all the FGDs, it seemed that majority of the parents had high expectations of the education of their children. All the parents aspired that their children should do well in school and become "something" (a valuable person in the society). All the parents wanted better lives for their children compared to their own. These parental expectations could be realized if parents got fully engaged in education whether, at home or in school, in order to enhance regular school attendance, discipline, and subsequently improved academic performance.

The respondents also disagreed that their parents manifested exemplary reading behaviour (mean score, 2.90) and discussed learning strategies with them (mean score, 2.87). This was attributed to the fact that most of the students' parents were either illiterate or semi–literate. Moreover, the respondents disagreed that parents encouraged and rewarded good grades (mean score, 3.28) and also discussed their grades on tests with their parents (mean score, 3.17). This study found out that very few parents inquired about what their children were doing in school, which is consistently seen as a factor of their literate levels. They hardly checked on their children's progress, as reported by principal PSC5:

> *"Most of our students' parents are not concerned with their children's schooling. Very few check on the performance of their children. They do not even ask for the report forms of their children."*

The statement by PSC5 above was however contradicted by parental views. The lack of concern may be interpreted as the lack of pre-requisite knowledge and skills to support secondary school work. From the FGDs, parents seemed aware of the importance of their role in education. All felt that their involvement would lead to

betterment of their children's future lives. They would also be able to socialize their children well so as to fit well in the community. Besides, they knew that education would help them to eradicate poverty and enhance their children's independence in old age. Parental views above confirm that they cared about schooling as a possible gateway to better socio-economic life for their children.

4.5 Bivariate Correlations results: Forms of Parental Involvement and Quality of Education

Table 4. 18

Bivariate Correlations Results: All Variables

		Quality of Education (Y)	School-based Involvement (X_1)	Home-based Involvement (X_2)	Academic Socialization (X_3)
Quality of education (Y)	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	315			
School-based Involvement (X_1)	Pearson Correlation	.227**	1		
	Sig. (2-tailed)	.000			
	N	315	315		
Home-based Involvement (X_2)	Pearson Correlation	.504**	.381**	1	
	Sig. (2-tailed)	.000	.000		
	N	315	315	315	
Academic Socialization (X_3)	Pearson Correlation	.449**	.193**	.388**	1
	Sig. (2-tailed)	.000	.001	.000	
	N	315	315	315	315

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

Results in the correlation matrix (Table 4.18) revealed that a significant correlation was found between school-based parental involvement (X_1) and quality of education in public day secondary schools (r = 0.227**, P <.001). Literature reviewed has identified school-based parental involvement as one of the key variables that affects quality of education in public day secondary schools. This means that participation of parents in the schools of their children school has a significant effect on quality of education offered in the schools. The findings of the study also showed a positive and significant effect of home-based parental involvement (X_2) on quality of education in public day secondary schools (r = 0.504**, P < .001).

The findings of the study showed positive and significant effect of home-based parental involvement (X_2) on quality of education (r = 0.504**, P < .001). In addition, a positive and significant effect of academic socialization (X_3) by parents on quality of education (r = 0.449**, P < .001) was shown. The literature identified academic socialization as one of the significant variables that affect quality of education positively. The results of this research agrees with this observation. The findings further revealed that home-based parental involvement has the strongest and significant effect on quality of education compared to school-based involvement and academic socialization by parents.

4.6 Multiple Regression Analysis

The first model under investigation in this study intended to establish the effect of parental involvement on quality of education in public day secondary schools. This model was expressed as;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_{4+} \varepsilon$$

Where: Y= Quality of Education, β_0 = Intercept, β_1, β_2, β_3, β_4= slope coefficients, representing the relationship of the associated independent variable with the dependent variable, X_1 = School–based involvement, X_2 = Home–based involvement, X_3 = Academic socialization by parents, X_4 = Parental involvement and ε = error term; was the basis under which the first four objectives outlined in chapter one were set. Each of these objectives and the hypotheses were tested and analysed to find out whether the independent variables were relevant and useful to explain the quality of education in public day secondary schools.

4.6.1 Effect of School–based involvement on quality of education

Objective 1: To determine effect of school – based parental involvement on quality of education.

Results in Table 4.18 indicated a positive and significant association of school-based parental involvement and quality of education in public day secondary schools (r = 0.227**, *P <.001*). This implies that the quality of education in public day secondary schools improves significantly when parents are involved in the schools of their children. These results were further analysed to determine the effect of school-based parental involvement on quality of education in public day secondary schools.

Table 4.19

School-based Parental Involvement and Quality of Education: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.139	1	5.139	16.983	.000[b]
	Residual	94.703	313	.303		
	Total	99.841	314			

a. Dependent Variable: Quality of Education

b. Predictors: (Constant), School-based Parental Involvement

Table 4.19 show that with F ($_{1, 313}$) = 16.893, $P < .001$) the test is significant, hence the explanatory variable (X_1, School-based parental involvement) is significant in explaining the variations in quality of education in public day secondary schools.

Table 4.20

School-based Parental Involvement and Quality of Education: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.227[a]	.051	.048	.55006	.051	16.983	1	313	.000

a. Predictors: (Constant), School-based parental involvement

The adjusted R^2 of the model is 0.048 with $R^2 = 0.051$ as shown in Table 4.20. Muijs (2004) suggests that an adjusted R^2 of less than 0.1 shows poor fit. The finding therefore means that school-based parental involvement (X_1) explains only 5.1 % of the total variation on quality of education. The Table 4.20 however showed that a strong and significant relationship between school-based parental involvement and quality of education existed (P=0.001), hence the need to proceed with further analysis.

Table 4. 21

School-based Involvement and Quality of Education: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.035	.170		17.863	.000
	School-based Involvement	.225	.055	.227	4.121	.000

a. Dependent Variable: Quality of education

Table 4.21 shows coefficients, constant and significance level of all coefficients. The coefficients in the regression model show that school-based parental involvement in public day secondary schools will always exist (β_0 = 3.035, P < .001). A Standardized Beta coefficient of 0.225 was found for the variable "school-based parental involvement" which showed positive and significant relationship with quality of education (β_1 = 0.225, P < .001). This inferred that constant participation of parents in schools will always improve quality of education significantly. This approves the results of the bivariate correlations in Table 4.18 which showed that when parents engage more in their children's school, quality of education will also improve. The test in Table 4.20 was significant (P < 0.001), thus supported objective 1 that school-based parental involvement has significant effect on quality of education.

i) Test of Hypothesis One

H_{01}: *School-based Parental Involvement does not affect quality of education in Public day secondary schools*

The null hypothesis (H_{01}: $\beta_1 = 0$) was tested to find out if there is any effect between school-based parental involvement and quality of education. Results presented in Table 4.18 show a relationship between school-based parental involvement and quality of education (r =.227**, P < 0.001). In addition, results in Table 4.21 show a positive and significant effect of school–based parental involvement on quality of education in public day secondary schools (β_1= 0.225, P < .001). Thus, the null hypothesis (H_{01}) is rejected. This study, therefore, infers that school-based parental involvement has positive and significant effect on quality of education.

1. Discussion of the findings on effect of school–based parental involvement on quality of education

This section discusses the effect of school-based parental involvement on quality of education from the results obtained during the study. The results in Table 4.18 and Table 4.21 indicate that school–based involvement of parents has a positive and significant effect on quality of education. This denotes a strong link between participation of parents in their children's schools and quality of education. This finding is in agreement with earlier researchers who concluded that parents are key sources of support for their children (Collins & Laursen, 2004). Seginer (2006) also maintains that involvement of parents in education affects children's motivation and their school achievement. Hence, there is need to bring parents fully on board in school-based activities, as well as, sensitize them on the relevance of participating in their children's schools.

The FGDs, identified some ways in which parents participated in education. These included buying school uniforms and shoes, buying required textbooks and to some extent, discussing progress of their children with the teachers. Results obtained from this research agree with findings from other researches that attempted to associate school-based parental involvement with students' achievement. For example, Nag, et al., (2014) found out that parents' interventions in supporting the learning of their children are promising and valuable and can boost education quality and students learning outcomes. The literature reviewed also show that parents who have close contacts with the schools of their children often exhibit more positive attitudes towards teachers and the schools. According to Patrikakou (2008), parents are contented with quality of education when they believe that the school personnel are comfortable with

their involvement and would allow them to participate in strategizing on how to help their children succeed. This finding recommends that forming strong associations between parents and the schools of their children can promote teaching and learning and, indirectly, teacher motivation and commitment which positively affect the quality of education. (OECD, 2011).

The findings also agree with Henderson et al. (2002) and Westmoreland, et al. (2009), who are in agreement that parents' participation in the schools of their children is positively connected with social and emotional adjustment of children. The findings further support research findings from other studies (Emerson, et al., 2012; Guolaung, 2010; Harris et al., 2006; Ho, 2013; and Osei-Akoto et al., 2012) that educational performance improve when parents are involved. As children get older, parental involvement in school-based activities may affect student outcomes indirectly through improved attendance and behaviour, and reducing dropout rates (Kendall et al., 2008).

The FGDs observed that majority of parents in public day secondary schools were quite reluctant in participating in the education of their children. However, some parents made efforts and were passionate about their involvement in the activities of their children's schools. This observation could be due to challenges which parents and their children encounter, either during transition from primary school to secondary school, or due to the complexity of knowledge and skills that is required to address and achieve school curriculum requirements together with academic and career decisions that students are faced with (Hill et al, 2009). Consequently, there is need for sensitization to educate these parents on the importance of their support if at all quality of education was to be achieved in the schools of their children.

The school principals were asked whether there was any written policy on parents' involvement in schools. According to principal PSC8:

> *There is no written policy on parental involvement but I expect parents to support the school's administration in ensuring that there is a conducive learning environment. Currently, parents are poorly involved in the attendance of school events and payment of school levies. There is, therefore, need to sensitize parents on the importance of their involvement in education and generally in their children's lives.*

It has been argued that successful schools build bridges to promote and strengthen parents and community's relationship, in order to support learners (Epstein, 2001). The lack of framework to guide parental involvement in schools means that there might be conflicts in understanding of parental roles beyond the financial roles. The need to sensitize parents to take part in school activities, as well as, sharing possible roles they may take up, including volunteering time, contributing to debates about their children's curriculum, attending educational workshops, etc., are invaluable.

4.6.2 Effect of home-based parental involvement on quality of education in public day secondary schools

Objective 2: To determine the effect of home-based parental involvement on quality of education.

Table 4.18 presented a positive and significant association between home-based parental involvement and quality of education in public day secondary schools (r =.504**, $P < .001$). This finding implies that parents who are able to provide a favourable home setting for their children help the children to attain better academic results. These results were further subjected to univariate linear regression so as to determine if home-based parental involvement affected quality of education.

Table 4.22

Home-based Parental Involvement and Quality of Education: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.346	1	25.346	106.492	.000[b]
	Residual	74.496	313	.238		
	Total	99.841	314			

a. Dependent Variable: Quality of Education
b. Predictors: (Constant), Home – Based Parental Involvement (X_2)

In Table 4.22, the variation (Sum of Squares), the degrees of freedom (df), and the variance (Mean Square), as well as, the F value (F) and the level of significance (Sig.) are given. The results of ANOVA test reveal that home-based parental involvement has significant effect on quality of education ($p < 0.001$ which is less than 5% level of significance), hence reject the null hypothesis that home-based parental involvement has no significant effect on quality of education. The model is, therefore, relevant and can be used to predict significant effect of home-based parental involvement on quality of education in public day secondary schools.

The results of regression analysis with respect to the null hypothesis ($H_{02}: \beta_2 = 0$) are summarized in Table 4.22. From the model, it is evident that the calculated F-value was statistically significant ($F_{(1, 313)} = 25.346$, $P < .001$) This means that, home-based parental involvement (X_2) and quality of education were linearly correlated and that the association was positive and significant.

Table 4.23

Home-based Parental Involvement and Quality of Education: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
	.504[a]	.254	.251	.48786	.254	106.492	1	313	.000

a. Predictors: (Constant), Home-based Parental Involvement
b. Dependent variable: Quality of Education

From the study, the generated R^2 value of 0.254 implies that 25.4% of variations in quality of education was linked to variance in home-based parental involvement.

Table 4. 24

Home- based Parental Involvement and Quality of Education: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.787	.095		29.398	.000
Home –based Involvement	.261	.025	.504	10.319	.000

a. Dependent Variable: Quality of Education

Table 4.24 summarizes data on home-based parental involvement. It shows a positive and significant correlation between home-based involvement and quality of education (β_2 = 0.261, $P < .001$). The constant has a value of β_0 = 2.787, $P < .001$ as shown in Table 4.24 which illustrates that home-based involvement of parents constantly exist at a certain minimum. This implies that as parents engage in home-based activities that support their children's education, quality of education will always improve significantly.

The study found out that parental involvement with their children at home varied from one family type to another. From the family background, students were socialized differently and this possibly explains parents' behaviours that have an influence on the quality of education that their children received.

ii) Test of Hypothesis Two

H_{02}: *Home-based parental involvement does not affect quality of education in public day secondary schools*

This hypothesis intended to test whether home-based parental involvement positively translates to improved quality of education in public day secondary schools. The null hypothesis ($H_{02}: \beta_2 = 0$) was tested against the alternative hypothesis ($H_2: \beta_2 \neq 0$). The findings presented in Table 4.18 showed that home-based parental involvement relates significantly with the quality of education in public day secondary schools (r = 0.504**, $P < .001$). Additionally, results in Table 4.24 demonstrates positive and significant relationship between home-based parental involvement and quality of education in public day secondary schools ($\beta_2 = 0.261$, $P < .001$). From the foregoing, it can be reasoned that the null hypothesis (H_{02}) was not tenable. Thus, the null hypothesis (H_{02}) was rejected and conclusion made that. home-based parental involvement has positive and significant effect on quality of education.

2. Discussion of findings on effect of home-based parental involvement on quality of education

Results in Table 4.18 and Table 4.24 reveal that home-based parental involvement is significant and positively affects quality of education. DePlanty, et al., (2007) supports the finding that strong relationships between parents and their children at home have positive effect on students learning, self-esteem, attitude and behaviour. This affirms

that the kind of interaction parents have with their children at home affect quality of education.

The study found significant variations in home-based activities that parents undertook. Parents seemed to be well involved at home with their children though the students disagreed that their parents were not involved in some home-based activities, like helping with homework assignments, limiting television watching time and discussing news and current events with their children. This finding agrees with Seginer (2006) who described home-based parental involvement as that which pertains to education-related practices at home which apply to motivation, cognitive and behavioural aspects. Ajzen (1991) in his Theory of Planned Behaviour explains why parents would participate in some of these activities and not in others. Disparities in this form of parenting could explain some of the variations in learner's school attendance, academic performance and social behavioural outcomes.

The study revealed that parents provided a home environment for their children's learning in a multiplicity of home-based activities, though at varied degrees. This finding is also consistent with Jeynes' (2005) views that parents can create a conducive learning environment which eventually contributes to better educational outcomes of their children.

The researcher endeavoured to relate home-based involvement of the parents with their effect on quality of education that students received. When describing the home-based activities of parents of her school, principal PSC6 said,

> *Some parents lack responsibility towards their children. For example, some allow their children to live with relatives, especially grandparents from where*

> *they get to school. Child labour is rampant and more so for girls who are expected to do so much of household chores after a school day. These children lack basics at home, like beddings, lighting and even food.*

Principal PSC6 statement raises other issues that affect home-based parental involvement such as parents' socioeconomic status, literacy, gender roles and culture of the community. Evidently, economic status seems to affect largely the nature of parental participation in child's academic life. Poverty in the research setting may have influenced largely the views expressed by the principals. As Njeru (2015) has noted, families of lower socioeconomic status face challenges that hinder them from school involvement, and this may be construed by the teachers as lack of interest in their children's education. Lack of participation for these families may be associated with their daily challenges.

From the FGDs, the study revealed that most parents have small houses where the family cooks, recreate, sleep and keep their belongings. In such an environment, children above the age of 7, whether male or female, sleep with the children of their neighbours or their grandparents, away from their own homes. In line with this, parent PTSC4, whose daughter was in form three reported, "*Girls of my daughter's age sleep with their grandmothers in a one-roomed hut, where they do not feel confident to study because of lack of space to study."*

Parent PTSC5D lamented that this kind of a practice, of letting teenage children sleep on their own is a disadvantage, whose results would be behavioural problems, dropping out of school and unwanted pregnancies among girls, hence, an impediment to quality of education offered in secondary schools.

In addition, parent PTSC8A claimed that,

> *Some children seek shelter from the neighbourhood since their parents are less interested in them, especially after circumcision/initiation for boys and female genital mutilation (FGM) for girls. After such a rite of passage, parents consider their children as grown-ups who should fend for themselves*.

Echoing sentiments from the FGDs, it is notable that most parents were hardly involved with their secondary school children at home. There was inadequate provision of food, especially breakfast and supper, and lack of shelter all of which had very adverse effect on the learners' education. From the foregoing, it is evident that the home learning environments influence social development of children and are essential contributing factors to quality of education at all levels of learning. This finding is supported by Bull, Brooking & Campbell, (2008), Kendall, (2007) and Brooks-Gunn et al., (2005) who are in agreement that a conducive home learning environment with multiple educational resources and with parents reinforcing the importance of education positively, is essential both in making learning enjoyable and rewarding and also in cognitive and social development in children of all ages. Children's standards and aspirations for education are affected by this setting (Jeynes, 2005, Ajzen, 1991).

According to principal PSC5 some students are lured by "bodaboda" (motor cycle) operators, especially girls, who are offered "lifts" (ride) to school. On the other hand, boys get 'squad' (a turn to ride passengers in the motor cycle and get something in return) in "bodaboda" business which they saw as lucrative instead of wasting time in education. This failure of parents to monitor and control the movement of their children to and from school contributed largely to irregular school attendance and eventually high dropout rate. This observation was supported by principal PSC8, who averred that,

> *Public day secondary schools have high rates of absenteeism, early pregnancies and early marriages among girls. This obviously leads to high dropout rate of*

> *students before the completion of secondary school education and also high wastage rates due to very poor performance for those who sit the K.C.S.E.*

Given the socioeconomic and cultural issues discussed above, social challenges such as those highlighted by PSC8 may be expected in the community. As such, several other studies have reported that the socioeconomic status of parents affects their involvement in their children's' education.

PTSC5C and PTSC7A were of the view that the setting of children's family determined the level of parents' involvement in education of their children at home. For instance, some parents gave duties to their children like cleaning the house, cleaning utensils, cooking and other chores around the home. In some other families, children helped at home, especially during the holidays in chores like digging, fetching water and firewood, and cooking (PTSC2C, PTSC3D and PTSC8B). Such engagements facilitated parents in monitoring the behaviour of their children, as well as, their company as they worked in their homes. Such children were likely to display good behaviour and excel both academically and socially. Bakker et al. (2007), was of the same opinion that the contribution of the home environment to education quality depends on how parents guide and encourage their children in learning.

From the FGDs, it was clear that parents were the main determinants of the behaviour of their children at home and subsequently at school. According to PTSC4B, parental involvement at home included activities like, buying paraffin to be used for lighting, providing personal effects to the children, allowing children time to socialize with others, giving pocket money, buying clothes, providing food and also offering advice on who their children should befriend, as well as, giving counsel on expected behaviour.

The study showed that parents mostly showed their support by being financiers of their children's education, offering security, providing basic needs and school uniform. It was, however, noted that parents relaxed when it came to disciplining their children and would opt to report discipline problems to the teachers for they expected them to be more powerful.

All the 8 principals interviewed acknowledged that there was an increasing change of attitude among the less educated parents on the importance of education. They claimed that these parents endeavoured to educate their children after realizing the benefits of education. The principals hoped that such enthusiasm would help the parents to long to take their children to institutions of higher learning after secondary education. From the documents analysed, very few cases of indiscipline were recorded.

4.6.3 Effect of academic socialization by parents on quality of education in public day secondary schools

Objective 3: To establish the effect of academic socialization by parents on quality education in public day secondary schools

Table 4.18 displayed a positive and significant relationship between academic socialization by parents and quality of education ($r = 0.449^{**}$, $P < .001$). These results implied that quality of education in schools improve significantly when parents participate in cognitively stimulating activities with their children. These results were further subjected to linear regression test in order to conclude whether academic socialization by parents affect quality of education or not.

Table 4.25

Academic Socialization by Parents and Quality of Education: Model Validity

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	20.148	1	20.148	79.131	.000[b]
	Residual	79.694	313	.255		
	Total	99.841	314			

a. Dependent Variable: Quality of education

b. Predictors: (Constant), Academic Socialization by parents

Table 4.25 was valid with F $(_{1,\ 313})$ =79.131, $P < .001$) hence the test is highly significant. Therefore, we can conclude that academic socialization by parents (X_3) and quality of education are related linearly. Hence, academic socialization by parents is a good predictor of effect of parents' involvement on quality of education in public day secondary schools.

Table 4.26

Academic Socialization by Parents and Quality of Education: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
	.449[a]	.202	.199	.50459	.202	79.131	1	313	.000

a. Predictors: (Constant), Academic Socialization by Parents (X_3)

b. Dependent variable: Quality of Education

From the study, the generated R^2 value of 0.202 implies that 20.2% of variations in quality of education was associated to variance in academic socialization by parents (X_3) as shown in Table 4.26.

Table 4.27

Academic Socialization and Quality of Education in Public Day Secondary Schools: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.035	.082		36.791	.000
Academic Socialization by parents	.215	.024	.449	8.896	.000

a. Dependent Variable: Quality of education

The data summarized in table 4.27 demonstrates that academic socialization by parents was positively and significantly correlated (β_3 = 0.215, P < .001) with quality of education. The test of significance of the linear regression analysis tests the null hypothesis that the estimated coefficient is zero (H_{03}: $\beta_3 = 0$). The test finds that both constant and academic socialization by parents are highly significant (β_0 = 3.035, P < .001; β_3 =0.215, P < .001), hence the null hypothesis is rejected in support of the alternative hypothesis (H_2: $\beta_2 \neq 0$). This finding supports objective 3 of the study that academic socialization by parents has positive and significant effect on quality of education in public day secondary schools in Igembe Central Sub County.

iii) Test of Hypothesis Three

H_{03}: *Academic Socialization by parents has no significant effect on quality of education in public day secondary schools*

This hypothesis intended to test whether academic socialization by parents positively translates to improved quality of education or not. Table 4.18 indicates that academic socialization by parents relates positively and significantly with the quality of education (r = 0.449**, P < .001). Results in Table 4.27 includes the Beta weights which shows

that there is a positive and significant relationship exists between academic socialization by parents and quality of education (β_3 = 0.215, P < .001). From the foregoing, the null hypothesis (H_{03}) was not tenable, hence was rejected in favour of the research hypothesis (H_3) and conclusion made that. academic socialization by parents has significant and positive effect on quality of education.

3. Discussion of findings on effect of academic socialization by parents on quality of education in public day secondary schools

Results in Table 4.18 (r = 0.449**, P < .001) and Table 4.23 (β_3 = 0.215, P < .001) reveal that academic socialization by parents is significant and positively affects quality of education. Academic socialization involves parents' interaction with children on the importance and expectations from their children's education. It involves relating schoolwork to current events, nurturing both educational and professional ambitions, discussing learning strategies with children, making preparations and plans for the future, as well as connecting material discussed in school with the interests and goals of the students (Emerson, et al., 2012). According to Berthelsen and Walker (2008), social and cultural factors affect parents' expectations and understanding of how best to be involved in their children's academic pursuits. However, parents' beliefs in their capabilities to help their children prosper are fundamental to the form and extent of their involvement in education (Ajzen, 1991).

The beliefs of parents on the desirability of the outcomes of their children, the persons responsible for the outcomes, stakeholders' perceptions on their involvement, and parental behaviours associated to those beliefs and expectations, are key determinants of perception of the role of parents in the education of their children. (Emerson, et al.,

2012). Parental role construction has impacts on both parents' decisions on whether to participate in the education of their children, and in what ways, as well as, on academic attainment of their children.

Parents' interaction with their children on the importance of education and their interests and aspirations for their children to succeed affect quality of education. From this type of involvement, students internalize motivation for achievement, focusing on future plans and abilities to make semi-autonomous decisions which have effect on their academic pursuits (Berthelsen & Walker, 2008).

From the FGDs, parents seemed aware of the importance of their role in education. All felt that their involvement would lead to betterment of their children's future lives. They would also be able to socialize their children well so as to fit well in the community. Besides, they knew that education would help them to eradicate poverty and enhance their children's independence in old age.

The findings of this study also revealed that most parents had high aspirations for their children though such aspirations would change due to economic constraints and the student's abilities, especially due to low marks upon admission in form one. Parents' high social capital through engagement with the child, communication, shared values and aspirations enhances improvement of quality of education in terms of, for instance, improved academic attainment, and positive changes in behaviour. However, the study found out that very few parents were concerned about what their children were doing in school. They hardly checked on their children's progress, as reported by principal PSC5:

> *Most of our students' parents do not care about schooling of their children. Very few check on the academic performance of their children. They do not even ask for their children's report forms. They are never punctual in meetings attendance. They oppose any school policy on finances.*

From the principals' interviews, it was apparent that quite a large proportion of parents did not know what to expect of their children after school. To them, parent's expectations were never communicated to their children. Most of the principals were in agreement that some parents took their children to school just because their peers had done so. According to principal PSC3, majority of parents considered form four education/certificate as terminal. To the principal, the parents lacked preparedness for school after form four. Besides, most of the students' KCSE certificates were never collected. This is an indication that the parents were not quite interested in what happened to their children after form four. This sort of attitude frustrated the children's efforts; since they would then see no future in their education after secondary school. For example, some students had high expectations but felt limited due to a misconception that they could not qualify for some courses like medicine or engineering as long as they were from a day secondary school.

From the overall study it was clear that students performed well at school if they knew that their parents were interested in school work and expected them to succeed. The principals testified that children whose parents showed interest in their school activities and had high expectations on their achievement displayed positive attitude towards school, showed better attendance and showed positive behaviour (Ajzen, 1991). In addition, Sheldon (2009) pointed out that the interest that parents have in education increases the rate of their educational success.

4.7 Combined Effect of Parental Involvement on Quality of Education in Public Day Secondary Schools

Objective 4: To determine the combined effect of parental involvement on quality of education in public day secondary schools

Table 4.28 present results which show positive and significant effect of parental involvement on quality of education in public day secondary schools. The multiple linear regression analysis found that school-based involvement, home-based involvement and academic socialization by parents have relevant explanatory power. The analysis helped the researcher to examine how multiple independent variables explained more of the variance in dependent variable (quality of education).

Table 4.28

Significance Level in Multiple Regression: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	32.956	3	10.985	51.078	.000[b]
	Residual	66.886	311	.215		
	Total	99.841	314			

a. Dependent Variable: Quality of Education

b. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents *(X_1, X_2, X_3)*

The results in Table 4.24 indicates that with ($F_{(3, 311)} = 51.078$, $P < .001$), the test is significant, hence the predictor variable (X_4,)- parental involvement- is significant in explaining the variations in quality of education in schools. The F-test has the null hypothesis that there is no relationship between the combined forms of parental involvement and quality of education in public day secondary schools. The regression model in Table 4.28 is highly significant with ($F_{(3, 311)} = 51.078$, $P < .001$), hence, a relationship exists between all parental involvement variables and quality of education.

Table 4. 29

The Multiple Regression: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.575[a]	.330	.324	.46375	1.297

a. Predictors: (Constant), School-based Parental Involvement, Home-based parental Involvement, Academic Socialization by parents (X_1, X_2, X_3).
b. Dependent Variable: Quality of Education

The adjusted R^2 of model 1 is 0.324 with $R^2 = 0.330$ as shown in Table 4.29. This means that the multiple regression model with the independent variables (X_1, X_2, X_3) explains 33.0% of the total variations in quality of education.

Table 4.30

The Multiple Regression: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.487	.152		16.408	.000		
	School-based involvement	.025	.050	.025	.505	.614	.853	1.173
	Home-based	.196	.028	.379	7.076	.000	.752	1.330
	Academic socialization	.142	.024	.297	5.892	.000	.847	1.181

a. Dependent Variable: Quality of Education

Results in Table 4.30 shows the analysis of multiple independent variables. The Standardized Beta coefficient of each component variable show the importance of each independent variable. The table also checks for multi-collinearity statistics which shows VIF value of less than ten (VIF<10) in all the variables of the study. Thus, there is no proof of multi-collinearity.

The multiple regressions result in Table 4.30 also show that under combined influence, school-based parental involvement (X_1) had a *P*-value greater than 0.05 ($P = 0.614$)

0.05) and β_1 =0 .025, $P = 0.614$), implying that, combining all the variables in this study makes school-based parental involvement insignificant in explaining variations on quality of education. Therefore, under combined relationship we fail to reject H_{01} and make a conclusion that, in a combined relationship, school-based parental involvement does not affect the quality of education.

In addition, home-based parental involvement (X_2) ($\beta_2 = 0.196$, $P < .001$) and academic socialization by parents (X_3) ($\beta_3 = 0\ .142$, $P < .001$), in a combined relationship, were found to have positive and significant effect on quality of education. The constant is positive and significant ($\beta_0 = 2.487$, $P < .001$). Therefore, H_{02} and H_{03} were rejected in favour of H_2 and H_3 respectively, and concluded that in a combined relationship home-based parental involvement and academic socialization by parents affect the quality of education in public day secondary schools.

From the findings, the researcher observed that, relative to each other, home-based parental involvement exerted the highest influence on quality of education compared to academic socialization by parents and school-based involvement. School-based parental involvement exerted a small insignificant influence on quality of education.in a combined relationship.

iv) Test of Hypothesis Four

H_{04}: *Parental involvement does not affect quality of education in public day secondary schools*

This hypothesis assumes that there is no relationship between the variables in the study. Thus, the hypothesis $H_{04}: \beta_4 = 0$ was tested against $H_4: \beta_4 \neq 0$ was tested. The multiple

regression analysis in Table 4.30 show positive and significant effect of parental involvement ($P < .001$) on quality of education. Consequently, the null hypothesis (H_{04}) is rejected while the alternative hypothesis (H_4) is accepted. The conclusion made is that parental involvement has positive and significant effect on quality of education.

4. Discussion of findings on overall model and quality of education in public day secondary schools

The multiple regression analysis in Table 4.30 showed that the constant ($\beta_0 = (\beta_0 = 2.487, P < .001$), home-based parental involvement ($\beta_2 = .379, P < .001$)) and academic socialization by parents ($\beta_3 = .297, P < .001$) are significant in affecting quality of education in a combined relationship. In this regard, the most important factors affecting quality of education in Igembe Central Sub County are home-based parental involvement and academic socialization by parents. The study therefore rejected the null hypotheses H_{02} and H_{03} and failed to reject alternative hypotheses H_2 and H_3 and made a conclusion that home-based parental involvement and academic socialization by parents in education have a significant positive effect on quality of education. This study however failed to reject H_{01}. The conclusion was that, in a combined relationship, there is no significant effect of school-based parental involvement on quality of education. This finding underscores the fact that parents do not determine the school-based activities to be involved in, but the school personnel do.

In addition, the school-based activities that would help improve quality of education, for example, helping in homework assignments may be quite complicated for some parents whose highest level of education is primary school education. Additionally, other activities of the school, like attending school meetings are planned and determined

by school authorities. These activities are uniform for all parents since all of them are obliged to attend. This possibly explains why school-based parental involvement seemed insignificant to quality of education in a combined relationship.

The emphasis on improvement of quality of education offered in public day secondary schools mainly aims at improving schooling and learning outcomes, relevant skills, efficiency, and effectiveness in the use of available resources (UNESCO, 2015). In Kenya, the quality of education is determined mainly by students' performance in national examinations and such performance is used to judge the competitiveness of graduates from such education locally. Parents' role is crucial in an endeavour to promote quality of education offered in their children's schools.

Table 4.31

Summary of Results of Hypotheses Tested

S.No.	Variable	*P-Value*	Direction	Deduction
H_{01}	School based Parental Involvement	> .001	Positive	Reject H_{01}
H_{02}	Home – based Parental Involvement	< .001	Positive	Reject H_{02}
H_{03}	Academic Socialization by Parents	< .001	Positive	Reject H_{03}
H_{04}	Parental Involvement and Quality of Education	< .001	Positive	Reject H_{04}

4.8 Moderating Effect of Parents' Characteristics on Quality of Education in Public Day Secondary Schools.

Objective 5: To establish whether parents' characteristics moderates the relationship between parental involvement and quality of education in public day secondary schools.

The relationship between parental involvement and quality of education in public day secondary school was moderated by the parents' characteristics (occupation and level of education). Parents' occupation was broken down into fathers' and mothers'

occupation. Parents' level of education was also categorized into fathers' and mothers' level of education. The study intended to establish whether parents' characteristics such as fathers' and mothers' occupation and their levels of education moderated the relationship between parental involvement and quality of education in public day secondary schools. To achieve this objective, the study used the moderated multiple regression model (MMR) which showed the interactions between parents' level of education and their occupation with quality of education and various forms of parental involvement.

$$Y = \beta_0 + \beta_i X_i + \varepsilon, \text{ where } (i = 1, 2, 3, 4) \ldots\ldots\ldots\ldots\ldots\ldots \text{ (i)}$$

$$Y = \beta_0 + \beta_i X_i + \beta_j Z_j + \varepsilon, \text{ where } j = 1_a, 1_b, 2_a, 2_b) \ldots\ldots\ldots\ldots\ldots\ldots \text{ (ii)}$$

$$Y = \beta_0 + \beta_i X_i + \beta_j Z_j + \beta_{ij} X_i Z_j + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots \text{ (iii)}$$

The first model shows the relationship between the dependent variable (quality of education) and the independent variables (school-based parental involvement, home-based parental involvement, and academic socialization by parents) of the study. In the second model, the moderating variable Z_j (parents' occupation and their level of education) was introduced into the multiple regression analysis, while in the third model, interaction terms (X_i*Z_j) was introduced in the relationship between parental involvement variables and quality of education.

4.8.1 Moderation effect of mothers' level of education

Table 4.32

Moderation Effect of Mothers' Level of Education: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.578[a]	.334	.328	.45571	.334	50.082	3	299	.000
2	.582[b]	.339	.330	.45498	.004	1.965	1	298	.162
3	.604[c]	.364	.349	.44841	.025	3.932	3	295	.009

a. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents

b. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents, Mothers' Level of Education

c. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents, Mothers' Level of Education, Mothers' Level of Education * School-based Parental Involvement , Mothers' Level of Education * Home-based Parental Involvement, Mothers' Level of Education * Academic Socialization by parents

Table 4.32 indicate that all parental involvement explanatory variables accounts for 33.4 % of the effect on quality of education in public day secondary schools (R^2 = 0.334). Introducing mothers' level of education into the model as a moderator improves R^2 by 0.4 %, This means that mothers' level of education improved the model slightly ($\Delta R^2 = 0.004$). The model however, remained insignificant with a *P*-value of 0.162 (*P*=0.162). Interaction term ($Z_{1a}*X_i$) in the third model, improved R square further by 2.5 % ($\Delta R^2 = 0.025$, *P* = 0 .009). This made the model significant leading to the conclusion that Z_{1a} (mothers' level of education) significantly moderates the effect of parental involvement on quality of education in public day secondary schools.

Table 4.33

Moderation Effect of Mother's Level of Education in all variables: Model Validity

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.203	3	10.401	50.082	.000[b]
	Residual	62.095	299	.208		
	Total	93.298	302			
2	Regression	31.609	4	7.902	38.174	.000[c]
	Residual	61.688	298	.207		
	Total	93.298	302			
3	Regression	33.981	7	4.854	24.143	.000[d]
	Residual	59.316	295	.201		
	Total	93.298	302			

a. Dependent Variable: Quality of Education
b. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents
c. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents, Mothers' Level of Education
d. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents, Mothers' Level of Education, Mothers' Level of Education * School-based Parental Involvement , Mothers' Level of Education * Home-based Parental Involvement, Mothers' Level of Education * Academic Socialization by parents

Table 4.33 presents results which show that model one, $F_{(3, 299)} = 50.082$ is valid for further investigation. Mothers' level of education as a mediator shifted the F statistics to $F_{(4, 298)} = 38.174$, $P < .001$ showing that the second model was also valid. This showed significant effect amongst all the parental involvement explanatory variables, mothers' level of education and quality of education. In the third model, the interaction term (X_i*Z_j) was added. The F statistics, $F_{(7, 295)} = 24.143$, $P < .001$ shows significant moderation effect among all parental involvement predictor variables, mothers' level of education, interaction term (X_i*Z_j) on quality of education.

Table 4.34

Moderation Effect of Mothers' Level of Education: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.486	.151		16.436	.000
	School-based Parental Involvement	.019	.050	.019	.374	.709
	Home-based Parental Involvement	.200	.029	.382	7.027	.000
	Academic Socialization by parents	.144	.024	.304	5.968	.000
2	(Constant)	2.411	.160		15.045	.000
	School-based Parental Involvement	.021	.050	.021	.416	.678
	Home-based Parental Involvement	.201	.028	.384	7.072	.000
	Academic Socialization by parents	.144	.024	.304	5.969	.000
	Mother's Level of Education	.026	.019	.066	1.402	.162
3	(Constant)	2.296	.252		9.096	.000
	School-based Parental Involvement	.141	.095	.146	1.484	.139
	Home-based Parental Involvement	.259	.058	.494	4.467	.000
	Academic Socialization by parents	.004	.049	.009	.087	.931
	Mothers' Level of Education	.067	.066	.171	1.019	.309
	Mothers' Level of Education * School-based Parental Involvement	-.043	.030	-.342	-1.436	.152
	Mothers' Level of Education * Home-based Parental Involvement	-.028	.023	-.276	-1.227	.221
	Mothers' Level of Education * Academic Socialization by parents	.057	.018	.575	3.273	.001

a. Dependent Variable: Quality of Education

Model 1 in Table 4.34 show that the constant (β_0 = 2.486, P < .001), home-based parental involvement (β_2 = 0.200, P < .001) and academic socialization by parents (β_3 = 0.144, P < .001) are significant in a joint MMR before mediation. When mother's

level of education (Z_{1a}) was introduced as a mediator in the second model, the constant (β_0 = 2.411, P < .001), home-based parental involvement (β_2 = .201, P = .001) and academic socialization by parents (β_3 = 0.144, P = .001) continued to be significant. After introducing the interaction term ($Z_{1a}*X_i$) in the third model, the constant (β_0 = 2.296, P < .001) and mothers' level of education * Academic Socialization by parents (Z_{1a} * X_3) remained significant. This implies that mothers' level of education, as a moderating variable, partly moderates the effect of parental involvement on quality of education in public day secondary schools, hence reject the null in favour of alternative hypothesis.

4.8.2 Moderation effect of the level of education of fathers: overall model

The effect of moderation of the level of education of fathers on the association between parental involvement variables and quality of education in public day secondary schools was tested using a moderated multiple regression analysis. Parental involvement variables were tested in a combined relationship using the following MMR model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_j Z_j + \beta_{ij} X_i Z_j + \varepsilon$$

Where: Y= quality of education, β_0 = constant, β_i = coefficient of independent variable X_i where i = (1, 2, 3, 4,), X_1-X_4 = (school-based parental involvement, home-based parental involvement, academic socialization by parents, and parental involvement), Z_j = moderating variable (Level of education and occupation) of the parents, X_i Z_j = interaction terms, j = (1_b, 2_b), ε = error term.

The results are presented in Tables 4.35, 4.36 and 4.37.

Table 4. 35

Effect of Moderation of Fathers' Level of Education in All Variables: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.578[a]	.334	.326	.46146	.334	40.306	3	241	.000
2	.578[b]	.334	.323	.46242	.000	.000	1	240	.997
3	.595[c]	.354	.335	.45840	.020	2.410	3	237	.068

a. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents
b. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents, Fathers' Level of Education
c. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents, Fathers 'Level of Education, Fathers' Level of Education * School-based Parental Involvement , Fathers'' Level of Education * Home-based Parental Involvement, Fathers' Level of Education * Academic Socialization by parents

The model summary in Table 4.35 shows that all the parental involvement predictor variables explain 33.4 % of the effect on quality of education (R^2 = .334). Introducing fathers' level of education as a moderator into the model had no effect on R^2 since it remained constant (R^2 = .334). This implies that fathers' level of education had no moderating effect on the relationship between parental involvement and quality of education offered in public day secondary (ΔR^2 = .000), hence, the results were not statistically significant (*P* = .997). The third model shows slight improvement of R^2 by 2.0 % (ΔR^2 = .02, *P* = .068) on adding the interaction term (X_i*$Z_{1b)}$. However, the model remained insignificant. Due to this, the researcher concluded that Z_{1b} (fathers' level of education) is not a significant mediator of the relationship between parental involvement and quality of education in public day secondary schools in Igembe Central Sub-County.

Table 4.36

Moderation Effect of Fathers' Level of Education in All Variables: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.749	3	8.583	40.306	.000[b]
	Residual	51.320	241	.213		
	Total	77.069	244			
2	Regression	25.749	4	6.437	30.104	.000[c]
	Residual	51.320	240	.214		
	Total	77.069	244			
3	Regression	27.268	7	3.895	18.538	.000[d]
	Residual	49.801	237	.210		
	Total	77.069	244			

a. Dependent Variable: Quality of Education
b. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents
c. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents, Fathers' Level of Education
d. Predictors: (Constant), School-based Parental Involvement, Home-based Parental Involvement, Academic Socialization by parents, Fathers' Level of Education, Fathers' Level of Education * School-based Parental Involvement , Fathers' Level of Education * Home-based Parental Involvement, Fathers' Level of Education * Academic Socialization by parents

The first model in Table 4.36 show that $F_{(3, 241)} = 40.306$, $P < .001$ qualifies for further analysis. In the second model, introduction of fathers' level of education as a moderating variable, results to $F_{(4, 240)} = 30.104$, $P < .001$, which is still significant. This finding implies significant effect on all parental involvement predictor variables, fathers' level of education on quality of education. In the third model, interaction term (X_i*Z_{1b}) was added. The F-test remained significant ($F_{(7, 237)} = 18.538$, $P < .001$) showing that model three had significant effect on all the parental involvement predictor variables, fathers' level of education, the interaction term ($Xi*Z_{1b}$) on the quality of education.

Table 4. 37

Moderation Effect of Fathers' Level of Education: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.414	.166		14.516	.000
	School-based Parental Involvement	.033	.055	.035	.605	.546
	Home-based Parental Involvement	.213	.032	.396	6.645	.000
	Academic Socialization by parents	.140	.027	.288	5.100	.000
2	(Constant)	2.414	.174		13.854	.000
	School-based Parental Involvement	.033	.056	.035	.601	.549
	Home-based Parental Involvement	.213	.032	.396	6.599	.000
	Academic Socialization by parents	.140	.028	.288	5.088	.000
	Fathers' Level of Education	5.569	.017	.000	.003	.997
3	(Constant)	2.463	.176		13.961	.000
	School-based Parental Involvement	.078	.090	.083	.876	.382
	Home-based Parental Involvement	.247	.065	.461	3.783	.000
	Academic Socialization by parents	.026	.057	.053	.453	.651
	Fathers' Level of Education	-.011	.021	-.033	-.506	.614
	Fathers' Level of Education * School-based Parental Involvement	-.015	.028	-.125	-.554	.580
	Fathers' Level of Education * Home-based Parental Involvement	-.017	.025	-.166	-.680	.497
	Fathers' Level of Education * Academic Socialization by parents	.044	.020	.441	2.242	.026

a. Dependent Variable: Quality of Education

Model one in Table 4.37 shows that some parental involvement predictor variables are significant in a combined MMR before moderation (the constant (β_0 = 2.414, P < .001), home-based parental involvement (β_2 =.213, P < .001) and academic socialization by parents (β_3 = 0.140, P < .001). In the second model, fathers' level of education (Z_{1b}) was introduced as a moderator. In this case, only the constant (β_0 = 2.414, P < .001) and home-based parental involvement (β_2 = .213, P = .001) remained significant. The third model shows an interaction between father's level of education and academic socialization by the parents ($Z_{1b}*X_i$) The model remained significant, since the constant (β_0 = 2.463, P < .001) and academic socialization (β_3 = 0.044, P = 0.026) were statistically significant. This implies that fathers' level of education, as a moderating variable, partly moderated the effect of parental involvement on quality of education in public day secondary schools, hence fail to reject the null hypothesis.

4.8.3 Effect of moderation of parents' occupation on all variables

The effect of moderation of mothers' occupation on all parental involvement variables and quality of education was tested using MMR. Tables 4.38, 4.39 and 4.40 display the findings The following MMR model was used;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta jZj + \beta ijXiZj + \varepsilon$$

Where: Y= quality of education, β_0 = constant, β_i = coefficient of independent variable X_i where i = (1, 2, 3, 4), X_1-X_4 = independent variables (school – based parental involvement, home – based parental involvement, Academic socialization by parents, and parental involvement), Zj = moderating variable (occupation) of the parents, Xi Zj = interaction terms, j = (2a, 2b), ε = error term.

Table 4.38

Moderation Effect of Mothers Occupation in all Variables: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.578[a]	.334	.328	.45571	.334	50.082	3	299	.000
2	.578[b]	.335	.326	.45641	.000	.092	1	298	.762
3	.588[c]	.346	.330	.45483	.011	1.690	3	295	.169

a. Predictors: (Constant), Academic Socialization by parents, School-based Involvement

b. Predictors: (Constant), Academic Socialization by parents, School-based Involvement, Home-based Involvement, mothers' occupation

c. Predictors: (Constant), Academic Socialization by parents, School–based Involvement, Home–based Involvement, mothers' occupation, mothers' occupation * Academic Socialization by parents, mothers' occupation * Home-based Involvement, mothers' occupation * School-based Involvement

From Table 4.38, it is notable that all parental involvement predictor variables accounts for 33.4% of the total variations in the quality of education. (R^2 = .334). Introduction of mothers' occupation into the model as a moderator improved the R square (R^2) improved by 0.0 %. This meant that mothers' occupation, slightly improved the model, (ΔR^2 = .000, P = 0.762). The interaction term (X_i*Z_{2a}) was added in the third model. This enriched the R square (R^2) by 1.1 % (ΔR^2 = 0.011, P = 0.169) but the model was still no significant. This denotes that mothers' occupation (Z_{2a}) was insignificant as a moderator of the association between the effect of parental involvement on quality of education in public day secondary schools.

Table 4.39

Effect of moderation of mothers' occupation on all Variables: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.203	3	10.401	50.082	.000[b]
	Residual	62.095	299	.208		
	Total	93.298	302			
2	Regression	31.222	4	7.805	37.471	.000[c]
	Residual	62.076	298	.208		
	Total	93.298	302			
3	Regression	32.271	7	4.610	22.285	.000[d]
	Residual	61.027	295	.207		
	Total	93.298	302			

a. Dependent Variable: Quality of Education

Table 4.39 show computed F-value in the first model was statistically significant ($F_{(3, 299)} = 50.082$, $P < .001$). Introducing mothers' occupation as a mediator in the second model resulted to $F_{(4, 298)} = 37.471$, $P < .001$ indicating significant effect on all parental involvement predictor variables, mothers' occupation, on quality of education. In the third model, the interaction term ($X_i * Z_{2a}$) was added. The resultant F-value remained significant ($F_{(7, 295)} = 22.285$, $P < .001$). This showed significant effect on all parental involvement predictor variables, mothers' occupation, the interaction term ($X_i * Z_{2a}$) on quality of education.

Table 4.40

Moderation Effect of Mothers' Occupation: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.486	.151		16.436	.000
	School-based Involvement	.019	.050	.019	.374	.709
	Home-based Involvement	.200	.029	.382	7.027	.000
	Academic Socialization by parents	.144	.024	.304	5.968	.000
2	(Constant)	2.448	.195		12.527	.000
	School-based Involvement	.020	.050	.020	.391	.696
	Home-based Involvement	.200	.029	.382	7.009	.000
	Academic Socialization by parents	.144	.024	.305	5.966	.000
	Mother's occupation	.014	.047	.014	.304	.762
3	(Constant)	1.881	.552		3.408	.001
	School-based Involvement	.410	.193	.423	2.122	.035
	Home-based Involvement	.038	.118	.072	.320	.749
	Academic Socialization by parents	.125	.114	.265	1.096	.274
	Mother's occupation	.261	.218	.262	1.195	.233
	Mother's occupation * School-based Involvement	-.168	.080	-.646	-2.107	.036
	Mother's occupation * Home-based Involvement	.070	.048	.409	1.449	.148
	Mother's occupation * Academic Socialization by parents	.008	.048	.043	.158	.875

a. Dependent Variable: Quality of Education
b. Predictors: (Constant), Academic Socialization by parents, School-based Involvement, Home-based Involvement
c. Predictors: (Constant), Academic Socialization by parents, School-based Involvement, Home-based Involvement, Mothers' occupation
d. Predictors: (Constant), Academic Socialization by parents, School-based Involvement, Home-based Involvement, Mothers' occupation, Mothers' occupation * Academic Socialization by parents, Mothers' occupation * School-based Involvement, Mothers' occupation * Home-based Involvement

In Table 4.40, the first model shows constant (β_0 = 2.486, P < .001), home-based parental involvement (β_2 =.200, P < .001) and academic socialization by parents (β_3 =.144, P < .001) are significant in a joint MMR relationship before moderation. School-based parental involvement is however insignificant in a combined MMR before moderation (β_1 = 0.019, P =.*709*). In the second model, mothers' occupation (Z_{2a}) was introduced as a moderator. The results show that the constant (β_0 = 2.448,), home-based parental involvement (β_2 = 0.200, P < .001) and academic socialization by parents (β_3 = 0.144, P < .001) were significantly correlated. The third model shows results of the interactions (Z_{2a}*X_i) among parental involvement predictor variables, quality of education and mothers' occupation. From the results, it is notable that, the constant (β_0 = 1.881, P = .001) and school-based parental involvement (β_1 = -0.168, P = 0.036), remained significant. This is an indication that mothers' occupation, as a moderating variable, partially moderate the effect of parental involvement on quality of education in public day secondary schools.

Table 4. 41

Effect of Moderation of Fathers' Occupation on all Variables: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.577[a]	.333	.325	.47107	.333	41.437	3	249	.000
2	.577[b]	.333	.322	.47201	.000	.014	1	248	.904
3	.579[c]	.336	.317	.47395	.003	.323	3	245	.809

a. Predictors: (Constant), Academic Socialization by parents, School-based Involvement, Home-based Involvement

b. Predictors: (Constant), Academic Socialization by parents, School-based Involvement, Home-based Involvement, Fathers' occupation

c. Predictors: (Constant), Academic Socialization by parents, School-based Involvement, Home-based Involvement, Fathers' occupation, Fathers' occupation * Academic Socialization by parents, Fathers' occupation * Home-based Involvement, Fathers' occupation * School-based Involvement

Table 4.41 shows that the generated R^2 value of 0.333 accounts for 33.3% of variation in the association between parental involvement and quality of education (R^2 = .333, *P* < .001). Fathers' occupation, a mediator, in the second model, modified the R^2 by 0.0 % implying that fathers' occupation, slightly improved the model, (ΔR^2 = .000, *P* = .904). The results were however, not significant. When Interaction term ($Xi*Z_{2b}$) in the third model, adjusted the R square (R^2) slightly by 0.3 % (ΔR^2 = .003, *P* = .809) though the effect was still not significant. These tests led to an inference that fathers' occupation (Z_{2b}) is insignificant as a moderator of the relationship between parental involvement variables and quality of education in public day secondary schools.

Table 4.42

Effect of Moderation of Fathers' Occupation on all Variables: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	27.586	3	9.195	41.437	.000[b]
	Residual	55.256	249	.222		
	Total	82.841	252			
2	Regression	27.589	4	6.897	30.958	.000[c]
	Residual	55.252	248	.223		
	Total	82.841	252			
3	Regression	27.807	7	3.972	17.684	.000[d]
	Residual	55.035	245	.225		
	Total	82.841	252			

a. Dependent Variable: Quality of Education
b. Predictors: (Constant), Academic Socialization by parents, School-based Involvement, Home-based Involvement
c. Predictors: (Constant), Academic Socialization by parents, School-based Involvement, Home-based Involvement, Fathers' occupation
d. Predictors: (Constant), Academic Socialization by parents, School-based Involvement, Home-based Involvement, Fathers' occupation, Fathers' occupation * Academic Socialization by parents, Fathers' occupation * Home-based Involvement, Fathers' occupation * School-based Involvement

Table 4.42 show that the calculated F-value in model one was statistically significant ($F_{(3, 249)}$ = 41.437, *P* < .001). When fathers' occupation was added as a moderator in the second model, the F-value was significant $F_{(4, 248)}$ = 30.958, *P* < .001). These

indices showed that the relationship between all parental involvement predictor variables, fathers' occupation and quality of education was significant. Interaction (X_i*Z_{2b}) between all parental involvement predictor variables and fathers' occupation in model three had significant effect. Thus, the F-value, F ($_{7, 245}$) = 17.684, $P < .001$ remained valid. This inferred a relationship between fathers' occupation, all parental involvement predictor variables and quality of education.

Table 4.43

Effect of Moderation of Fathers' Occupation on all Variables: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.407	.169		14.223	.000
	School-based Involvement	.028	.056	.029	.507	.613
	Home-based Involvement	.218	.032	.402	6.883	.000
	Academic Socialization by parents	.140	.028	.282	5.079	.000
2	(Constant)	2.392	.209		11.462	.000
	School-based Involvement	.028	.056	.029	.500	.617
	Home-based Involvement	.218	.032	.403	6.866	.000
	Academic Socialization by parents	.140	.028	.283	5.065	.000
	Father's occupation	.006	.047	.006	.120	.904
3	(Constant)	2.112	.679		3.112	.002
	School-based Involvement	-.034	.202	-.035	-.169	.866
	Home-based Involvement	.303	.129	.560	2.344	.020
	Academic Socialization by parents	.189	.120	.380	1.570	.118
	Father's occupation	.103	.243	.115	.425	.671
	Father's occupation * School-based Involvement	.028	.077	.122	.367	.714
	Father's occupation * Home-based Involvement	-.034	.050	-.207	-.675	.500
	Father's occupation * Academic Socialization by parents	-.019	.046	-.119	-.410	.682

a. Dependent Variable: Quality of Education

Model 1 in Table 4.43 show constant (β_0 = 2.407, P < .001), home-based parental involvement (β_2 = .218, P < .001) and academic socialization by parents (β_3 =.140, P < .001) are significant in a joint MMR before mediation. Fathers' occupation (Z_{2b}) moderated the relationship in the second model. The constant (β_0 = 2.392, P < .001), home-based parental involvement (β_2 = .218, P < .001) and academic socialization by parents (β_3 =.140, P < .001) continued to be significant. The interaction term ($Z_{2b}*X_i$) added in the third model rendered all parental involvement variables insignificant as predictors of quality of education. The constant (β_0 = 2.112, P = .002) was however significant. This denotes that fathers' occupation was not mediator on the relationship between parental involvement and quality of education in public day secondary schools.

ii) Test of Hypothesis Five

H_{05}: *Parents' characteristics (level of education and occupation) has no significant moderation effect on the relationship between parental involvement and quality of education in public day secondary schools*

The researcher tested four null hypotheses based on the relationship between parents' characteristics (level of education and occupation), parental involvement and quality of education in public day secondary schools Vis a Vis:

H_{05a1}. *Mothers' level of education has no significant moderation effect on the relationship between parental involvement and quality of education in public day secondary schools*

H_{05b1}: *Fathers' level of education has no significant moderation effect on the relationship between parental involvement and quality of education in public day secondary schools*

H_{05a2}: *Mothers' occupation has no significant moderation effect on the relationship*

between parental involvement and quality of education in public day secondary schools

***H_{05b2}**: Fathers' occupation has no significant moderation effect on the relationship between parental involvement and quality of education in public day secondary schools*

Test of Hypothesis five (a1)

H_{05a1}: *Mothers' level of education has no significant moderation effect on the relationship between parental involvement and quality of education in public day secondary schools*

The hypothesis intended to test if mothers' level of education significantly moderates the relationship between parental involvement and quality of education in public day secondary schools or not. The null hypothesis ($H_{05}a_1$: $\beta_5 = 0$) versus the alternative hypothesis (H_{5a1}: $\beta_5 \neq 0$) was tested. The results from the MMR in Table 4.34 indicate that introduction of mothers' level of education as a moderator into the model correlated significantly with the constant ($\beta_0 = 2.486$, $P < .001$), home-based parental involvement ($\beta_2 = .201$, $P = .001$) and academic socialization by parents ($\beta_3 = .144$, $P < .001$). From the interaction between mothers' level of education and the predictors of quality of education ($Z_{1a}*X_i$), the constant ($\beta_0 = 2.296$, $P < .001$) and mothers' level of education * academic socialization by parents ($Z_{1a} * X_3$) remained significant. Consequently, the null hypothesis (H_{05a1}) was rejected and a conclusion made that the level of education of mothers partially moderates the relationship between parental involvement and quality of education in public day secondary schools.

Test of Hypothesis five (b_1)

H_{05b1}: *Fathers' level of education has no significant moderation effect on the relationship between parental involvement and quality of education in public day secondary schools*

This hypothesis intended to test whether fathers' level of education significantly moderates the relationship between parental involvement and quality of education in public day secondary schools or not. The null hypothesis ($H_{05b1}: \beta_1 = 0$) versus the alternative hypothesis ($H_{5b1}: \beta_1 \neq 0$) was tested. The findings in Table 4.37 show that the constant (β_0 = 2.414, P < .001), home-based parental involvement (β_2 = .213, P < .001) and academic socialization by parents (β_3 = .140, P < .001) remained significant after introducing fathers' level of education as a moderator in the second model. After introducing the interaction between fathers' level of education and the predictors of quality of education ($Z_{1b}*X_i$) in the third model, only the constant (β_0 = 2.463, P < .001) remained significant. Thus, the study failed to reject the null hypothesis (H_{05b1}) and made a conclusion that fathers' level of education does not moderate the relationship between parental involvement and quality of education in public day secondary schools.

Test of Hypothesis five (a_2)

H_{05a2}: *Mothers' occupation has no significant moderation effect on the relationship between parental involvement and quality of education in public day secondary schools*

Model 1 in Table 4.40 shows that, the constant (β_0 = 2.486, P < .001), home-based parental involvement (β_2 = 0.200, P < .001) and academic socialization by parents (β_3 = 0.144, P < .001) are significant in a joint MMR before moderation. After introducing mothers' occupation (Z_{2a}) as a moderator in the second model, the constant (β_0 = 2.486,

P < .001), home-based parental involvement (*β_2 = 0.200, P < .001)* and academic socialization by parents *(β_3 = 0.144, P < .001)* were statistically significant. The interaction between mothers' occupation and parental involvement predictor variables (Z_{2a}*Xi) in the third model showed that the constant (β_0 = 1.881, *P* = .001) and school-based * mothers' occupation *(β_3 = -0.168, P = 0.036*) were significant. The implication here is that mothers' occupation, as a moderator partially influence the relationship between school-based parental involvement and quality of education in public day secondary schools.

Test of Hypothesis five (b_2)

H_{05b2}: *Fathers' occupation has no significant moderation effect on the relationship Between parental involvement and quality of education in public day secondary schools*

Model one in Table 4.43 show that, the constant (β_0 = 2.407, *P* < .001), home-based parental involvement (β_2 = 0.218, *P* < .001) and academic socialization by parents (β_3 = 0.140, *P* < .001) are significant in a joint MMR before moderation. When fathers' occupation (Z_{2b}) was added as a moderator in the second model, the constant (β_0 = 2.392, *P* < .001), home-based parental involvement (β_2 = 0.218, *P* < .001) and academic socialization by parents (β_3 = 0.140, *P* < .001) were significant. However, after introducing the interaction term (Z_{2b}*X_i) in the third model, only the constant (β_0 = 2.112, *P* = .002) remained significant. This infers that fathers' occupation, as a moderator did not moderate the relationship between school-based parental involvement, home-based parental involvement, academic socialization by parents; and quality of education in public day secondary schools.

Table 4.44

Summary of Moderation Effect

Hypotheses Tested No.	Moderating Variable (s)	F-Change	P-Value	Deduction
H_{05a1}	Mothers' level of education*All variables & Quality of Education	24.143	0.009	Reject H_{05a1}
H_{05b1}	Fathers' level of education*All variables & Quality of Education	18.538	0.068	Fail to reject H_{05b1}
H_{05a2}	Mothers' Occupation * All variables & Quality of Education	22.285	0.169	Fail to reject H_{05a2}
H_{05b2}	Fathers' Occupation * All variables & Quality of Education	17.684	0.809	Fail to reject H_{05b2}

5. Discussion of findings on moderation effect of parents' characteristics (level of education and occupation) in the relationship between parental involvement and quality of education in public day secondary schools

The first model in Table 4.40 show that the constant (β_0 = 2.486, P < .001), home-based parental involvement (β_2 = 0.200, P < .001) and academic socialization by parents (β_3 = 0.144, P < .001) are significant in a joint MMR before moderation. After introducing mother's level of education (Z_{1a}) as a moderator in the second model, the constant (β_0 = 2.411, P < .001), home-based parental involvement (β_2 = 0.201, P = .001) and academic socialization by parents (β_3 = 0.144, P = .001) remained significant. This finding is in agreement with Becker (2011) who reiterates that parents' academic interaction with their children affect their behaviour and attitudes towards school and would probably support the fact that parents who are highly educated provide a more favourable learning environment to their children compared to the parents who are less educated.

School-based parental involvement was not significant since it had a *P*-value of more than 0.05 (β_0 = 0.021, *P=0.678*). This meant that mothers' level of education had no moderating effect on the association between school-based parental involvement and quality of education. After introducing the interaction term (Z_{1a}*X_i) in the third model the constant (β_0 = 2.296, P < .001) and mothers' level of education * academic socialization by parents (Z_{1a} * X_3) remained significant (β_3 = 0.057, P = 0.001). This implies that mothers' level of education, as a moderating variable, partially moderates the association among parental involvement predictor variables and quality of education in public day secondary schools. Khan, et al. (2015), Kingdon, et al. (2014), Monaghan (2016), and Nyarko (2011) echo similar sentiments in their works. They conclude that relatively more educated parents participate in decision making processes of the schools of their children and take up spaces for representation and participation in school affairs at the expense of other parents who are less educated.

Model 1 in Table 4.37 show that the constant (β_0 = 2.414, P < .001), home-based parental involvement (β_2 = 0.213, P < .001) and academic socialization by parents (β_3 = 0.140, P < .001) are significant in a combined MMR before moderation. After introducing fathers' level of education (Z_{1b}) as a mediator in the second model, the constant (β_0 = 2.414, P < .001), home-based parental involvement (β_2 = 0.213, P = .001) and academic socialization by parents (β_3 = 0.140, P < .001) remained significant. The third model shows an interaction between the fathers' level of education and academic socialization by the parents (Z_{1b}*X_i). The constant (β_0 = 2.463, P < .001) and (β_3 = 0.026, P = 0.053) remained significant. However, the interaction between father's level of education with both school-based involvement (β_1 = 0.078, P < .083) and home-based involvement (β_2 = 0.247, P < 0.461) were insignificant. This implies that fathers'

level of education, as a moderating variable, does not moderate the relationship between parental involvement and quality of education in public day secondary schools, hence, fail to reject the null hypothesis. Therefore, fathers' level of education had no significant moderating effect on the relationship between parental involvement and quality of education in public day secondary schools.

Model 1 in Table 4.40 shows that the constant (β_0 = 2.486, P < .001), home-based parental involvement (β_2 = 0.200, P < .001) and academic socialization by parents (β_3 = 0.144, P < .001) are significant in a combined MMR before moderation. School-based parental involvement (β_1 = 0.019, P = *0.709*) was insignificant in a combined MMR before moderation. When mothers' occupation (Z_{2a}) was introduced as a moderator in the second model, the constant (β_0 = 2.448, P < .001), home-based parental involvement (β_2 = 0.200, P < .001) and academic socialization by parents (β_3 = 0.144, P < .001) remained significant while no significant relationship was found between mothers' occupation (Z_{2a}) and school-based parental involvement (β_1 = 0.020, P = *0.696).* Subsequently, the third model shows an interaction between mothers' occupation (Z_{2a}) and school-based parental involvement ($Z_{2a}*X_i$), whose constant (β_0 = 1.881, P = .001) and school-based parental involvement (β_1 = -0.168, P = 0.036), were significant. This infers that mothers' occupation, as a moderator, partially moderates the relationship between parental involvement and quality of education in public day secondary schools.

The constant (β_0 = 2.407, P < .001), home-based parental involvement (β_2 = 0.218, P < .001) and academic socialization by parents (β_3 = 0.140, P < .001) shown in the first model in Table 4.42 are significant in a joint MMR before moderation. Once fathers' occupation (Z_{2b}) was added as a mediator in the second model, the constant (β_0 = 2.392,

$P < .001$), home-based parental involvement ($\beta_2 = 0.218$, $P < .001$) and academic socialization by parents ($\beta_3 = 0.140$, $P < .001$) continued to be significant. After the interaction term ($Z_{2b}*X_i$) in the third model was introduced, only the constant ($\beta_0 = 2.112$, $P = 0.002$) remained significant. This is an indication that fathers' occupation, as a moderator, did not moderate the relationship between parental involvement predictor variables and quality of education in public day secondary schools. Hence the null hypothesis was rejected in favour of the alternative hypothesis.

From the findings it is clear each of the forms that parental involvement assumed was independent of others. From the study, it was noted that home-based activities and academic socialization activities of the parents were the most significant to quality of education offered in public day secondary schools. Furthermore, it was clear that all parents could be involved in their children's education regardless of their gender, socio-economic status, level of education and other background variables, as long as they knew the importance of their involvement.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The background to the study indicated that there was need to find out effect of parental involvement on quality of education in public day secondary schools in Igembe Central Sub County- Meru County. This was supported by the review of related literature on parental involvement variables and their effect on quality of education. This chapter presents a summary of findings from the study, conclusions and recommendations on the basis of study objectives.

5.2 Summary of Findings

Education is a vital tool for the development of our country. Parental involvement affects academic performance of students (Karbach, et al., 2013; Wang, et al., 2014. Therefore, parental involvement in the education of their children is extremely important. The study aimed at establishing the effect of parental involvement on quality of education in public day secondary schools in Igembe Central Sub-County, Meru County-Kenya, moderated by parents' characteristics (their level of education and occupation). The study was particularly designed to determine the effect of school-based parental involvement, home-based parental involvement, and academic socialization by parents; on quality of education in public day secondary schools. Ajzen's Theory of Planned Behaviour (1991) and Bandura's Social Learning Theory informed this study.

The study used a descriptive correlational design where both quantitative and qualitative data was collected, analysed and overall results interpreted and presented.

To complement students' views on parental involvement in public day secondary schools, additional data was collected using FGDs for PTA representatives and principals' interviews. Secondary data was also collected using a document analysis guide which sought the number of students enrolled in schools, those that completed school, those that were suspended or expelled from school, school attendance, performance in national examinations and the rate of transition to colleges and the universities, all of which were indicators of quality of education.

The researcher interviewed school principals, administered questionnaires to students, conducted FGDs with PTA representatives and analysed relevant documents. The results discussed were those identified in the research hypotheses and the literature reviewed which included effects of: school-based parental involvement, home-based parental involvement, and academic socialization by parents; on quality of education. The findings only relate to public day secondary schools of Igembe Central Sub County.

The quantitative data was analysed using the SPSS version 21.0 computer software programme. Both descriptive and inferential statistics were used. Descriptive analysis of data involved descriptive statistics such as mean and standard deviation; and inferential statistics namely, Pearson r and multiple regression analysis were used. Results were presented in form of graphs, percentages, means, and tables.

Thematic analysis was done for the qualitative data collected. The researcher reviewed the original transcripts constantly during data analysis in order to ascertain that precise information on parental involvement in education was gathered. Informants' views in relation to the research hypotheses were compiled and presented either directly through

selected vital quotes or indirectly by paraphrasing; while ensuring that the original meaning was not distorted. Qualitative data was summarized according to similarities and common themes and was used to complement the quantitative data.

The findings of the study suggested that involvement of parents in education positively and significantly affected quality of education in public day secondary schools, irrespective of students' age, family background, gender, parents' level of education and even occupation. The findings further revealed that most parents of the day secondary school students were not active participants in their children's education. The study findings showed minimal parental participation in education despite the government's efforts of providing FSE in 2008. The study reported parents' reluctance, for example, in paying school levies alleging that the government was in charge. This behaviour had negative effect on quality of education since non-payment of school levies habitually led to students being sent home for school levies, dropping out of school, irregular school attendance, poor academic performance and just a few students transiting to institutions of higher learning; all of which are indicators of poor quality of education.

From the data analysed the researcher was able to summarize the findings of the study along the study objectives as follows:

5.2.1 To establish effect of school-based parental involvement on quality of education in public day secondary schools

This study investigated the effect of school-based parental involvement and quality of education in public day secondary schools in Igembe Central Sub County. The analysis of data collected from the sampled schools showed that while parents made an attempt

to be involved in the education of their children, majority did not know exactly how they would contribute, while others were oblivious of how some of their actions would impact on their children's education, either negatively or positively. The research further showed that most parents were unwilling to contribute towards school projects when they thought that it was other people's responsibility. For example, some alleged that since the government was offering FSE, they did not see the need to further pay any school levies. At the same time, some felt that it was purely the teachers' responsibility to instil discipline in the children.

Additionally, parents' negative attitude that the education standard of public day secondary schools was inferior to that of boarding secondary schools was clear in the parents' discrimination of their children. For example, parents would prioritize giving pocket money to their children in boarding schools since the ones in day secondary schools were "right there" (at home) so it was not urgent. PTSC1C for instance, had the perception that day secondary schools belonged to children whose parents could not afford boarding school fees, and those who had acquired low marks at the primary school level. She added that, "This perception contributes to poor performance; since from the beginning these students are doomed to fail".

The study revealed the need for parents to be more involved in school-based activities such as school meetings and fundraisings, volunteering in school projects, concerts, plays and being members of school committees. This would help improve the parents' relationship with the school, and teachers, with a common goal of improving quality of education in these schools. By so doing, any loopholes in the quality of education could be identified and sealed.

5.2.2 Effect of home-based parental involvement on quality of education in public day secondary schools

The findings in this research revealed many parents' opinions that the education of their children was the sole responsibility of schools and teachers. A small percentage of parents believed that they too had a responsibility in ensuring quality of their children's education.

The study found out that the quality of home learning environment was very important, socially and even cognitively. It was concluded that parents could be directly involved in learning activities at home by taking an active interest in what their children engaged in after a school day. However, many argued that they could not help with their children's homework assignments as they were challenging. Majority of the parents had been described as illiterate by the schools' principals interviewed; with many having dropped out of primary school; and some having never attended school at all. This fact might rightfully have limited the extent of involvement of such parents in their children's school work. However, other home based practices like parents supervising the behaviour of their children, allocating and supervising chores, as well as, creating a conducive environment for studying, was seen to impact positively on the children's discipline and study habits; which would see improvement in quality of education as reinforcement to what they would get in school.

5.2.3 Effect of academic socialization by parents on quality of education in public day secondary schools

All the parents had high expectations of their children's education. Majority believed that education would "open doors for them" (provide an opportunity) with regards to their future. All parents expressed their desire for their children to do well in school and become "something" (a useful member of the society).

The researcher was keen to document some of the parents' practices that socialize their children into education and eventually improve on quality of education. These majorly revolved around how these parents viewed education, as it was very likely that the parents' own attitudes would rub off on their children. Echoing views from, for examples, PTSC1D, "I want my daughter to drive her own car one day and help me lead a better life" and parent PTSC3A who shared similar sentiments for his son's education by stating that,

> *If children are aware of their parents' expectations, then they cannot drop out of school. I expect my son to finish form four and go to the university to pursue a professional course.*

From the above findings, it is apparent that parents recognized that education is very important as a gateway to success; one that would see their children achieve great things, lead a better life than them and even free their families from shackles of poverty. An emphasis on academic socialization activities including parents communicating their expectations to their children, monitoring the children's out of school activities and rewarding good grades was seen to have direct correlation with improved performance in school; since children who recorded such activities from their parents were seen to mostly get C related grades, compared to their counterparts who got D related grades. It was also clear from the study that with the permissiveness of the

culture, most parents were failing since they did not monitor their children's social activities or follow a specific set of rules in disciplining their children. This was especially true for the male children; with a parent in one of the FGDs stating in a dismissive tone, "No one minds circumcised boys" (Implying that the boys are grown men who should take care of all their issues).

5.3 Conclusions

The study revealed that school-based parental involvement has a positive and significant effect on quality of education in public day secondary schools. It was, however, observed that the involvement of parents in their children's education in public day secondary schools in Igembe Central Sub – County was not impressive, hence, predicting low quality of education. It was, therefore, concluded that quality of education in public day secondary schools improves significantly when the parents are involved in their children's school activities. The study showed that parents would only feel comfortable to participate in the schools of their children if the environment for interaction at school was friendly, accommodative and reassuring.

Home-based parental involvement is a good predictor of effect of parental involvement on quality of education in public day secondary schools. The study showed that there is a positive and significant effect of home-based parental involvement on quality of education in public day secondary schools. This finding implies that parents help their children to improve and achieve better results by frequently engaging in home-based activities which support the education of their children. This study, therefore, concludes that home-based parental involvement has significant positive effect on quality of education in public day secondary schools. From the study, the researcher

found out that parents engaged in a variety of home-based activities to help their children. The study found significant differences in the types of home-based activities that parents undertook. Differences in this form of parenting may account for some of the variations in learner's school attendance, academic performance and even social behavioural outcomes. The research made an inference that the contribution of the home environment to quality of education depended on how parents guide and encourage their children in learning.

Expanding the role of parents in their children's education has benefits to the children, their parents, and the school community. The more the parents are engaged in the education of their children, the more likely their children will succeed in the education system. Improving home - based involvement of the parents can lead to improvement in school attendance, homework completion, improved learning behaviours and even better learner's discipline. This indicates that parents' involvement in education of their children at home is a powerful force in enhancing quality of education in public day secondary schools.

The study also concluded that academic socialization by parents has a positive and significant relationship with quality of education in public day secondary schools. This implies that quality of education in these schools improve significantly when parents get involved in cognitively stimulating activities with their children. From the overall study it is clear that students did better at school if they knew their parents were interested in their school work and expected them to succeed.

The study established that among all the predictors of quality of education in public day secondary schools, academic socialization by parents and home-based parental involvement are significant in affecting quality of education in a combined relationship. This means that the two are the most important forms of parental involvement that affect quality of education in public day secondary schools.

The researcher concluded that parents' characteristics such as fathers' level of education and their occupation did not moderate the effect of parental involvement on quality of education in public day secondary schools. It was however concluded that mothers' level of education partially moderates the effect of parental involvement on quality of education in public day secondary schools. To this end, all parents, regardless of their level of education and occupation can participate in their children's education so as to enhance quality of education in public day secondary schools.

This study has suggested that Igembe Central Sub County and possibly Kenya at large is faced with lack of or lower parental involvement in secondary schools despite the documented positive impacts of parental involvement in their children's education. This, as shown in this study is as a result of several factors, majorly socio-economic level of the parents or guardians, their literacy levels, lack of knowledge or awareness about their roles and responsibilities beyond paying school levies. This study shows that there is persistent gap in parental participation and roles. As demonstrated in this study, the school administrators often blame the parents, assuming that the parents do not care about their children's education. This assumption needs to be debunked considering the contexts in which the study was conducted, especially the social economic and literacy status of the majority of parents. On the other hand, parents have

reported that they do not feel welcome in schools, often due to poor relationship between the schools' personnel and parents. Parents did not have confidence discussing personal issues that might be affecting their children's schooling with teachers due to breach of confidentiality by the teachers.

Additionally, besides school meetings where parents are informed about the school progress, rarely do teachers plan on ways to involve parents in student's academic work. Parents are often invited to school when there are problems, such as behavioural or financial need at the school and are rarely invited into the classrooms. Although the principals' reports suggest that parents are not taking initiatives to take active roles in school, it may be said similarly that schools have a long way in creating welcoming environments for parents at school. Schools also have a role to create parental involvement activities that allow parents to actively participate in their children's education irrespective of their socio-economic status and literacy levels. Parents need to feel valued as stakeholders in schools.

School administrators have argued that lack of meaningful involvement by parents leads to low academic performance. Creating a meaningful parental involvement is a two-way process, involving teachers and the community. Overarching perception in this study is that parents do not participate in meaningful ways in their children education. The kinds of participation discussed above include: attending meetings, paying school levies, helping with homework assignments, etc. Parents on the other hand have a myriad of reasons why they don't attend to some of these events that are deemed helpful. These include; violation of trust by the teachers leading to their children's victimization, misunderstanding of parents' roles in schooling besides

paying levies, language and literacy barrier in helping with homework assignments, and socioeconomic status, unequal power differentials, different cultural expectations, etc. To reap the benefits of parental involvement in rural Kenya, schools have to create respectful spaces for involvement of parents in education irrespective of literacy levels and social economic status of the parents.

5.4 Recommendations

The importance of parent involvement in secondary schools cannot be overstated. Wang et al., (2014), for example reported that parental involvement of low income family parents had positive influence on children's academic performance, decreased behavioral problems due to constant communication with children, and lowered depressive symptoms among adolescent students. The findings in this study add on these studies that show positive relationships between parental involvement and student's general wellbeing. However, although parents are the primary guardians and lifelong teachers to their children (Emerson, Fear, Fox, and Sanders, 2012), the school principals mostly reported that parents were quite distanced from their children's education. This suggests a major educational gap in secondary education that needs to be addressed.

From the study, therefore, a number of recommendations can be made that could help in promoting quality of education in public day secondary schools in Igembe Central Sub- County and other regions with similar characteristics.

Traditional ways of managing schools should be adjusted to create a space for active parental involvement. The management of public day secondary schools should increase opportunities for parents to be involved in school-based activities of the

schools of their children so as to improve quality of education in these schools. These activities include and are not limited to, attending school meetings and open days, contributing to school projects through fundraisings, volunteering in schools' projects, attending school sports and other events such as concerts, plays and appointing parents as members of school committees. Schools' principals should also strive to establish a close, positive relationship with their students' parents and develop a platform where parents can voice their concerns. This could be through either formal meetings/workshops or in informal settings like socio-cultural events, and or improved communication with parents by use of cell phones and other social networks.

The school management should strive to improve the relationship between schools and parents if quality of education is to be optimized. This can be done by sensitizing parents on their role expectations in their children's school life in a formal setup which would allow for a formal interaction between parents, teachers and even school administrators. Through such avenues parents can get enlightened on the activities that either directly or indirectly affect the quality of education that their children receive so that they may know how to invest their energies and resources to improve education in their children's schools. Increased interactions between schools, students and their parents result in a higher quality education environment. Additionally, teachers should encourage parents to supervise their children's schoolwork, because children waste valuable time at home instead of doing their homework assignments.

In order to bring about change in the status quo of minimal parental involvement in secondary education, a strategic intervention is needed in public day secondary schools by all stakeholders in education Vis a Vis the government, school teachers, school

management, and even parents themselves. This is because promoting the education and skills of young people would not only expand their opportunities but could also increase their productivity with gains for their families, as well as, the wider economy. For this reason, it is important for parents to be involved in their children's whole life not only in education. For instance, parents can encourage performance and reward good academic performance and behaviour, provide all the basic necessities and other personal effects, get home early and ensure that their children have adequate provisions and doing their study well, monitor progress and even selection of friends- for purposes of discipline.

There is need for the school's management to sensitize parents on the importance of the role they should play in the education of their children, and encourage them, so that they can be actively involved in the education of their children. The provincial administration could also be involved in such sensitization campaigns by emphasizing the ease with which children from all socio-economic backgrounds can get secondary school education since school fees in public day secondary schools is less and therefore, more affordable. This awareness can be created in chiefs' barazas or other community gatherings, women group meetings, and religious gatherings, among others. In such gatherings, parents should be encouraged to be good ambassadors and carry a positive image of public day secondary schools and education generally.

This study demonstrated mistrust between parents and teachers which affected communication between school and home. School staff and teachers should have confidentiality clause that holds them accountable to maintain trusting relationships between school, parents and the community. Friendliness and approachability of the

school staff is key to creating positive relationships, but confidentiality can help seal these relationships to be lasting and respectful, which would in turn allow more openness and willingness of parents to take part actively in their children's schools.

This study calls all educators to challenge their assumptions and attitudes towards parents who are illiterate or have no formal schooling. Illiteracy of the parents affects their ability to assist their children with homework assignments and other literacy practices that requires schooled knowledge. This in itself does not define parental 'care' or concern about their children's schooling. Viewing illiterate parents from a deficit perspective, as 'problems' 'illiterate', 'not concerned about their children's' schooling and performance', may be a factor that contributes largely to parent's passivity in school activities.

Undeniably, most parents in this study viewed education as the doorway to a better future. Relatedly, parents who lack print literacy have rich community cultural wealth and funds of knowledge (Gonzalez, Moll, and Amanti, 2005; Kiramba, 2018) that schools could tap from to enhance learning and community involvement. Acknowledging the cultural wealth among parents who are illiterate may alleviate the feelings of inferiority in school involvement. The feelings of inadequacy by parents may be influential in school involvement. Creation of school activities where cultural knowledge of the community can be tapped into may create a possible avenue for encouraging parents without print literacy to get involved in school activities. This may include oral storytelling, traditional tales and poems, cultural festivals, etc., where all parents can be actors in school and community building. These activities may strengthen the bridge between school and community.

5.5 Recommendations for Further Research

In view of the findings of this research, the following are recommendations for further research:

a. To find out how an effective parental involvement programme can be designed to benefit Kenya's day secondary schools.

b. Carry out a similar study in relation to other categories of schools (primary day schools, primary boarding schools and secondary boarding schools).

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APPENDICES

Appendix i: A Letter of Introduction

Esther Thuba,
Kenya Methodist University,
P.O. Box 267-60200,
Meru.

Dear Informant,

I am a post graduate student at Kenya Methodist University carrying out a research on "Effect of Parental Involvement on Quality of Education in Public day secondary schools in Igembe Central Sub-County, Meru County." The study will provide you with the opportunity to express your opinions about the effect of parental involvement on quality of education in your school. The researcher will use the data collected in this research study for academic purposes only. You will not be personally identified as a participant in this study. Your participation in this study is therefore, voluntary, and you may withdraw from the study at any time you wish although you are encouraged to participate up to the end. Your responses are important and essential to the success of this study.

Thank you in advance for your time and participation in the study.
Kind regards,

Esther Thuba – Researcher
Cell phone No. 0726-939321

Appendix ii: Questionnaire for Students

Dear Student,

Do not write your name on this questionnaire. There are no right or wrong answers, so please do not hesitate to respond frankly, honestly, and from your perspective. It is estimated that it will take approximately 10- 15 minutes to complete this questionnaire. Please indicate your answers by ticking (√) the appropriate answer or by providing the needed information on the spaces provided.

Thank you.

Section A

Background information

1. Gender: Male [ ] Female [ ]
2. Class: Form three [ ] Form four [ ]

3. Age: 15years [ ] 16years [ ] 17years [ ] 18years [ ]

Other _____

4. Who supports your education? Please tick (√) appropriately.
   (1) Mother [ ] (2) Father [ ] (3) Both father and mother [ ]
   (4) Grandparents [ ] (5) Well-wishers [ ]
   (6) Others [ ]

5. Parent's marital status
   Never married [ ] Married [ ] Separated [ ] Divorced [ ]
   Widowed [ ] Orphaned [ ]

6. Type of your family;
   Single parent [ ] Nuclear [ ] Polygamous [ ]
   Other _____

7. Parents' occupation (Please tick (√) appropriately.

S.No	Occupation	Mother	Father
1.	Full time job		
2.	Part time job		
3.	Self employed		
4.	Other		

8. Highest academic qualification of your parents/guardian (please tick appropriately):

S.No	Academic Qualification	Mother	Father
1.	Has never attended school		
2.	Did not complete primary school		
3.	Primary certificate		
4.	Did not complete high school		
5.	High school certificate		
6.	College certificate		
7.	Diploma		
8.	First degree		
9.	Master's degree		
10	Others (specify)		

9. Your parent's age (Please tick appropriately):

s.no	Parent's Age (in years)	Mother	Father
1	31-35		
2	36-40		
3	41-45		
4	46-50		
5	51-55		
6	56-60		
7	Above 60		

10. How many siblings do you have?

1-2 [ ] 3-4 [ ] 5-6 [ ] 7-8 [ ] 9-10 [ ]

More than 10 [ ]

Section B

i. School - based Parental Involvement

11. My parents / guardian participate in the following activities which promote quality of education offered in my school. Strongly Agree (SA); Agree (A); Neutral (N); Strongly Disagree (SD); Disagree (D). Please tick (√) one choice for each of the statements below:

Parents' activities		SD	D	N	A	SA
		1	2	3	4	5
1.	Pay my school fees and PTA levies					
2.	Attend school's parents' meeting					
3.	Help with fund raising for the school.					
4.	Attend an open day / clinic day for me.					
5.	Work as a volunteer at the school					
6.	Attend a committee meeting at my school.					
7.	Give the school information about special circumstances at home.					
8.	Thank teachers at school for helping me learn.					
9.	Attend the school's sports event, play, concert, or other student performance.					
10.	Maintain good discipline at school.					
11.	Supervises my homework.					
12.	Communicate frequently with my teachers.					
13.	Make a follow up on my academic progress					
14.	Participate in setting school performance standards.					
15.	Provide teaching and learning resources and supplementary books					

ii. Home Based Involvement

12. a) I engage in the following activities with my parent(s)/ guardian at home which promote quality of education offered in my school? Strongly Agree (SA); Agree (A); Neutral (N); Strongly Disagree (SD); Disagree (D):

Please tick (√) one choice for each of the statements below:

Activities engaged in with parents		SD	D	N	A	SA
		1	2	3	4	5
1.	I talk to my parent about school.					
2.	I talk about my homework assignment.					
3.	My parent(s) help me with homework.					
4.	Monitor out-of-school activities					
5.	My parents ensure that I go to school every day.					
6.	My parents help me to plan for homework, chores, and other responsibilities.					
7.	Doing outdoor activities together					
8.	Limit time for going out with friends					
9.	Provide secure and stable learning environment					
10.	Gets me to help with tasks around home					
11.	I discuss news and talk about current events with my parents.					
12.	My parents limit television watching time / watch television with me.					
13.	When I return home from school I get my parents' home.					
14.	My parents buy relevant text books for me.					
15.	My parents provide all personal effects for my comfort in school.					

b) Explain how the activities in (12 a) affect your education.

_____

_____

_____

_____

_____

_____

iii. Academic socialization

13. The following practices by my parents / guardian affect quality of education offered in my school. Strongly Agree (SA); Agree (A); Neutral (N); Strongly Disagree (SD); Disagree (D):

Please tick (√) one choice for each of the statements below:

Parents practices		SD	D	N	A	SA
		1	2	3	4	5
1.	Communicate their expectations for education and its value.					
2.	Link school work to current events, your interests and goals.					
3.	Discuss learning strategies with you.					
4.	Encourage and reward good grades.					
5.	I discuss grades on tests with parents					
6.	Follow a specific set of rules in disciplining you.					
7.	Parents talk with me about my future					
8.	Parents discuss with me about work after school					
9.	Have exemplary reading behaviour.					
10.	Compliment you whenever you do well in school.					
11.	Parents talk with me about plans for college after secondary education					
12.	Parents tell me importance of secondary school education					

iv. Quality of Education

14. I would like to know the specific benefits you get by having your parents' involved in your education. Please tick (√) one choice for each statement on the basis of the following scale: Strongly Agree (SA); Agree (A); Neutral (N); Strongly Disagree (SD); Disagree (D):

	Because of parents' involvement in education:	SD	D	N	A	SA
		1	2	3	4	5
1.	Majority of students enrolled complete school.					
2.	Students attend school punctually and regularly.					
3.	The students of my school are disciplined and well behaved.					
4.	Students perform well in national examinations.					
5.	The school is able to retain students from form one to form four.					
6.	The school has adequate teaching and learning resources.					
7.	Students have positive social skills and can relate freely with members of the society.					
8.	Students are healthy emotionally and motivated to learn.					
9.	Many students from my school join colleges and universities.					
10.	Students from my school get employed.					
11.	Students have high self-esteem and positive attitude towards education					
12.	Students feel more secure and ready to cope with life outside school.					
13	Students know the importance of education.					
14.	There is conducive learning environment both at home and in school.					

15. On average, how do you perform in school?

Mostly get A related grade [ ]
Mostly get B related grade [ ]
Mostly get C related grade [ ]
Mostly get D related grade [ ]
Mostly get Es [ ]

16. Are you satisfied with the kind of education you get from your school?

Yes [ ] No [ ]

17. If the answer to question 16 is Yes, which of the following best explains why you are satisfied with the kind of education you get from your school?

i. There are sufficient books for revision [ ]

ii. Good syllabus coverage [ ]

iii. Our teachers are experienced and committed [ ]

iv. Good performance in national examinations [ ]

v. Students from the school join colleges [ ]

vi. The school has adequate teaching and learning facilities [ ]

vii. It is cheap and my parents can afford to pay [ ]

18. If the answer to question 16 is No, which of the following best explains why you are dissatisfied with the kind of education you get from your school?

i. Books are not enough [ ]

ii. Poor syllabus coverage [ ]

iii. The school lacks necessary learning facilities [ ]

iv. I am always sent home for school levies [ ]

v. Inadequate time at home to do school work [ ]

vi. Poor performance in national examinations [ ]

vii. Teachers have negative attitude towards students' ability [ ]

viii. No co-curricular activities [ ]

Thank you

Appendix iii: Interview Guide for School Principals

Dear Sir/ Madam,

Greetings.

In order to understand the role of parental involvement in enhancing the quality of education in your school, I would like you to respond to the following questions based on your views, perceptions and experiences in your school. There are no right or wrong answers, so please do not hesitate to respond frankly, honestly, and from your perspective. If there is a question that is not clear please let me know for clarity purposes. Your answers will remain confidential and will solely be used for the purposes of this research. It is estimated that it will take approximately 30-40 minutes to respond to these questions.

Thank you for participating in this study.

Section A
To be completed by the principal prior to the interview.

Personal Information
1. Age…….

2. Gender: Male_____ Female_____

3. Marital status……

Professional Information

4. Highest academic qualification

Diploma in education certificate	
First degree	
Master's degree	
Others (specify)	

5. Teaching experience (in years) ----------

6. Number of years as a principal----------

7. Have you attended any workshops on parental involvement in education?

Yes [ ] No [ ]

8. How often do you consult with the parents of your school?

Once a month [ ]

Once a term [ ]

Once a year [ ]

Not at all [ ]

9. How does this consultation affect the kind of education offered in your school?

_____

_____

_____.

Section B

The principal will answer the following questions in a face-to-face interview:

10. Describe the general characteristics of students of your school in terms of social, academic, and even economic status?

11. How would you describe their parents?

12. Do you think your students' parents know what they want for their children? Explain your answer.

13. How are parents/guardians in your school involved in the education of their children in the following?

i. At school ii. At home iii. Academic socialization

14. How has this engagement (in 13 above) affected the following?

i. School attendance

---

ii. Academic performance

---

iii. Completion of classes

---

iv. Placement in colleges and universities

---

v. Social skills

---

vi. Emotional development

---

15. Do you think parents' involvement in education benefits your school? Please explain your answer.

16. What are your views about quality of education offered in your school?

Thank you.

Appendix iv: Focus Group Discussion Guide for the Parents

Dear Parent,

Greetings.

This is a research project and I would request your views pertaining to your roles as parents which impact on quality of education that your children receive. Focus Group Discussions (FGD) is interested in your viewpoints since you represent many people who may have views just like you. I would request that you talk to each other and not just to me as you share these views. There are no right or wrong answers. It is also alright to differ. Hence, if your opinion is different it is welcome. Please give honest answers. Let everyone talk. Your answers will remain confidential to this group and will not be shared with anyone outside the research team.

Thank you for participating in this study.

How the FGD will work:

The researcher will explain to the Informants their roles in the FGD. She will shed light on what a focus group is all about and what will be discussed. The discussion will take the following steps:

i. Self-introductions and warm up (10 minutes).

Gender……. Age……

Marital status…… Number of children……

Number of your children in this school……...

Your child's class……

The highest level of your education? …….

What do you do for a living? ……..

Who is the bread winner in your family? ……

Who pays for your child's education? .....

ii. Discussions (35-40 minutes)

The researcher will facilitate the discussion as a moderator and will get everyone talk to each other. She will also give rules to be followed, e.g. no wandering, no use of vague words, and no talking by more than one person at a time.

The following questions will guide the discussion:

1. How would you describe the parents of your child's school?
2. How would you describe the students of your child's school?
3. How are you involved in your children' education at home?
4. How are you involved in the activities of your child's school?
5. How are you involved in your child's intellectual activities?
6. Are there other ways that you are involved in your child's education? Which ones?
7. How does your participation in the above roles affect the quality of education that your children receive?
8. Describe the expectations that you have for your child after school?
9. How and when do you communicate to your child on what these expectations are?
10. Do you ever talk to teachers about your child's education? If yes, when and how do you communicate? How does this affect the quality of your child's education?
11. Is there any change in attitude to your involvement in your child's education following the introduction of FSE? Explain your answer.

11. Explain how parental involvements affect the following:

i. School attendance

---

ii. Academic performance

---

iii. Completion of classes

---

iv. Placement in colleges and universities

---

v. Social skills

---

vi. Emotional development

---

iii. **Conclusion (5 minutes)**

Thank you

Appendix v: Document Analysis Guide

School_____ (To be coded)

Year registered_____

1. Register of students' enrolled in form 4 and completion in the last 4 years

Year	No. of students enrolled in form 4	No. of students completed school	Comments
2013			
2014			
2015			
2016			
Total			

2. Number of students suspended or expelled from the school in the last 4 years

Year	No. of students suspended from school			Reason(s)	No. of students expelled from school			Reason(s)
	Male	Female	Total		Male	Female	Total	
2013								
2014								
2015								
2016								

3. School attendance (Researcher to liaise with class teachers and check on the class attendance register).

	School Enrolment 2016			No. Present as per the Attendance register		
	Girls	Boys	Total	Girls	Boys	Total
Form 1						
Form 2						
Form 3						
Form 4						

4. Students' Performance in National Examination

Year	No. of students registered for KCSE and their Mean grade															Total	Mean grade
	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	P		
2013																	
2014																	
2015																	
2016																	
Total																	

Key:
X: Absent- student never did the examination(s)
Y: Irregularity
P: Pending results

5. Rate of transition to colleges and universities

Year	No. of students joining tertiary colleges	No. of students joining universities	Comments
2013			
2014			
2015			
2016			

Appendix vi: Letter of Introduction to NACOSTI

KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171
Fax: 254-64-30162
Email: info@kemu.ac.ke

17th August, 2016

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear sir/ Madam,

RE: THUBA ESTHER (EDU-4-0173-1/2014)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Department of Education undertaking a Doctor of Philosophy degree in Education in Leadership and Management. She is conducting a research on, **"Parental Involvement in Promoting Quality Education in Public Day Secondary Schools in Igembe Central Sub-County, Meru County-Kenya."**

We confirm that the thesis proposal has been reviewed and approved by the Department and the Scientific Ethical Review Committee (SERC).

In this regard, we are requesting your office to issue a permit to enable her collect data for her research.

Any assistance accorded to her will be appreciated.

Thank you.

17 AUG 2016

Dr. John Muchiri, Ph.D.
Dean, Research Development and Postgraduate Studies

Appendix vii: Research Clearance Permit

THIS IS TO CERTIFY THAT:
MS. ESTHER THUBA -
of KENYA METHODIST UNIVERSITY,
0-60200 MERU,has been permitted to
conduct research in *Meru County*

on the topic: *PARENTAL INVOLVEMENT IN IMPROVING QUALITY OF EDUCATION IN PUBLIC DAY SECONDARY SCHOOLS IN IGEMBE CENTRAL SUB-COUNTY, MERU COUNTY - KENYA*

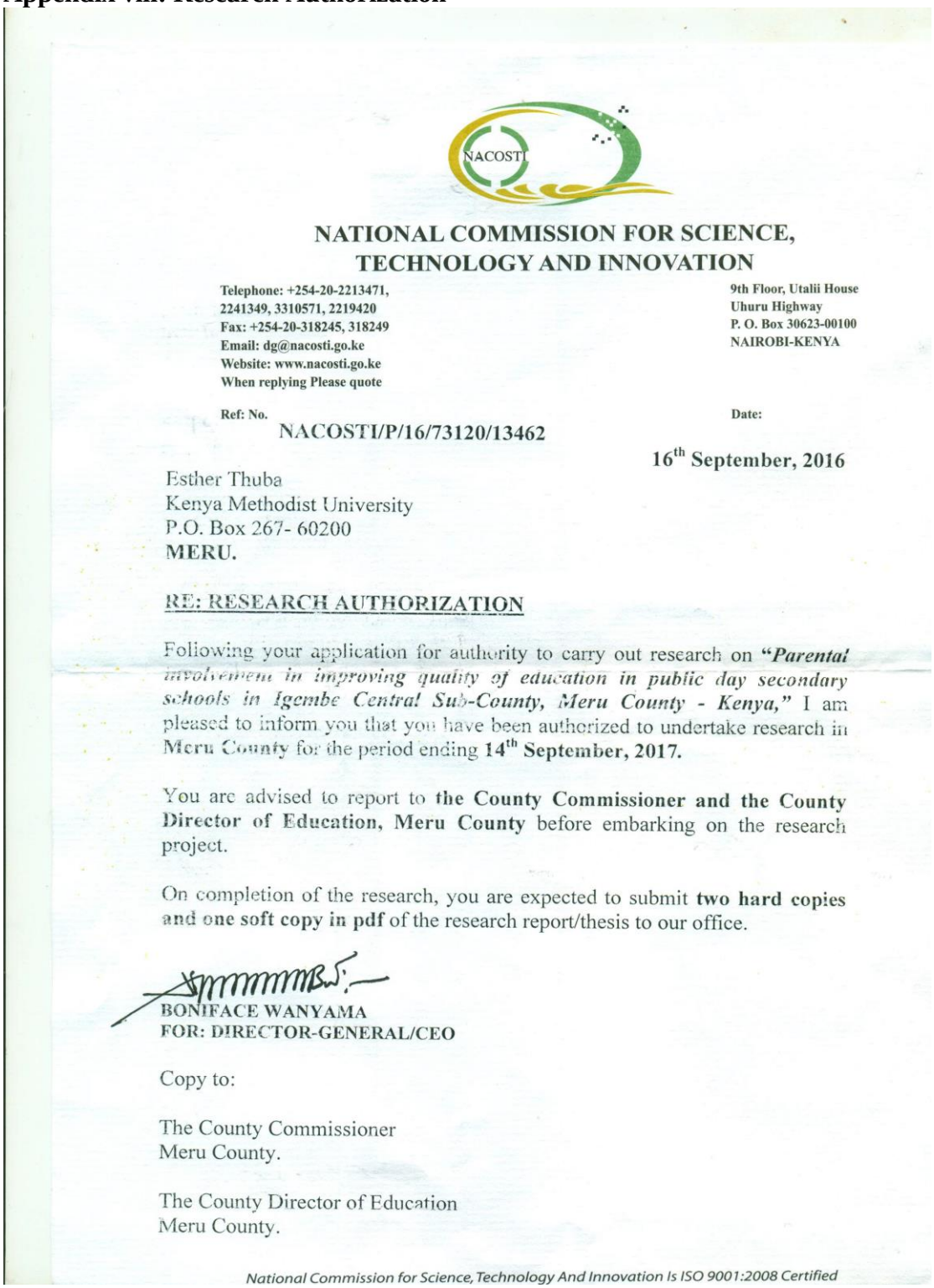
for the period ending:
14th September,2017

Applicant's Signature

Permit No : NACOSTI/P/16/73120/13462
Date Of Issue : 16th September,2016
Fee Recieved :ksh 2000

Director General
National Commission for Science, Technology & Innovation

Appendix viii: Research Authorization



NACOSTI

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/16/73120/13462

Date: 16th September, 2016

Esther Thuba
Kenya Methodist University
P.O. Box 267- 60200
MERU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Parental involvement in improving quality of education in public day secondary schools in Igembe Central Sub-County, Meru County - Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **14th September, 2017.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Meru County.

The County Director of Education
Meru County.

National Commission for Science, Technology And Innovation Is ISO 9001:2008 Certified

Appendix ix: Research Authorization – County Director of Education

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department of Basic Education

Email: cdemerucounty@gmail.com

When Replying please quote

County Director of Education Office
Meru County
P.O. BOX 61,
MERU

MRU/C/EDU/11/1/ 202

27th September, 2016

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION - ESTHER THUBA

Reference is made to the letter ref. NACOSTI/P/16/73120/13462 dated 16th September, 2016.

Authority is hereby granted to Esther Thuba to carry out research on ***"Parental involvement in improving quality of education in public day secondary schools in Igembe Central Sub – County, in Meru County"***, for a period ending **14th September , 2017**.

This programe should not interfere with the schools normal learning.

The authorities concerned are requested to give you the necessary assistant.

CHABARI BURURIA
FOR : COUNTY DIRECTOR OF EDUCATION
MERU COUNTY

Appendix x: Research Authorization – County Commissioner

THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams:
Telephone:
Email: ccmeru@yahoo.com
Fax:

COUNTY COMMISSIONER
MERU
P.O. BOX 703-60200
MERU.

When replying please quote

REF: ED.12/3/ (200)

26TH SEPTEMBER, 2016

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – ESTHER THUBA

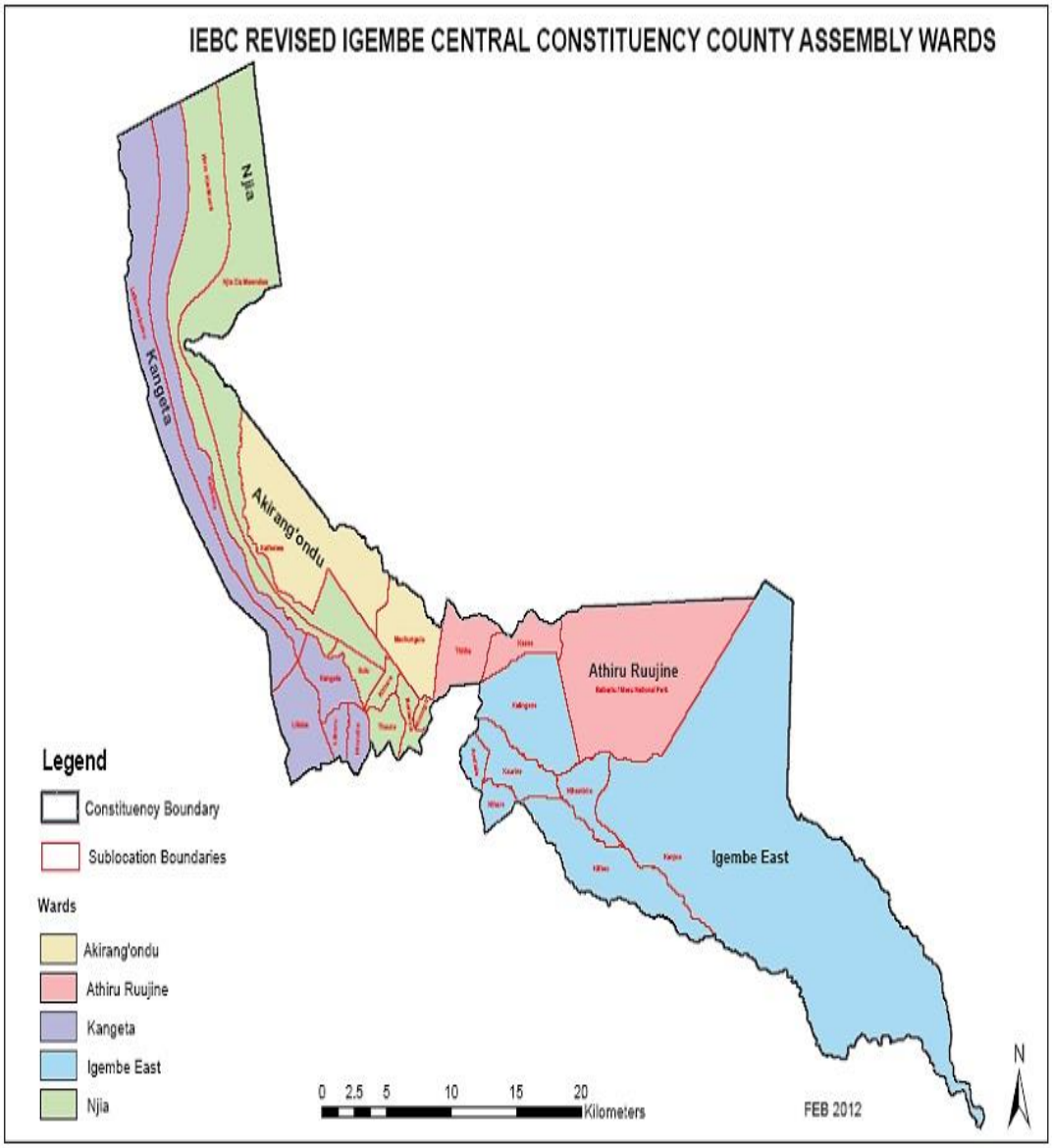
This is to inform you that **Esther Thuba** has reported to this office as directed by the Commission for Science, Technology and Innovation and will be carrying out research on " **Parental involvement in improving quality of Education in public day secondary schools in Igembe Central sub County, Meru County, Kenya".**

Since authority has been granted by the said Commission, and the above named student has reported to this office, she can embark on her research project for a period ending 14th September **2017**.

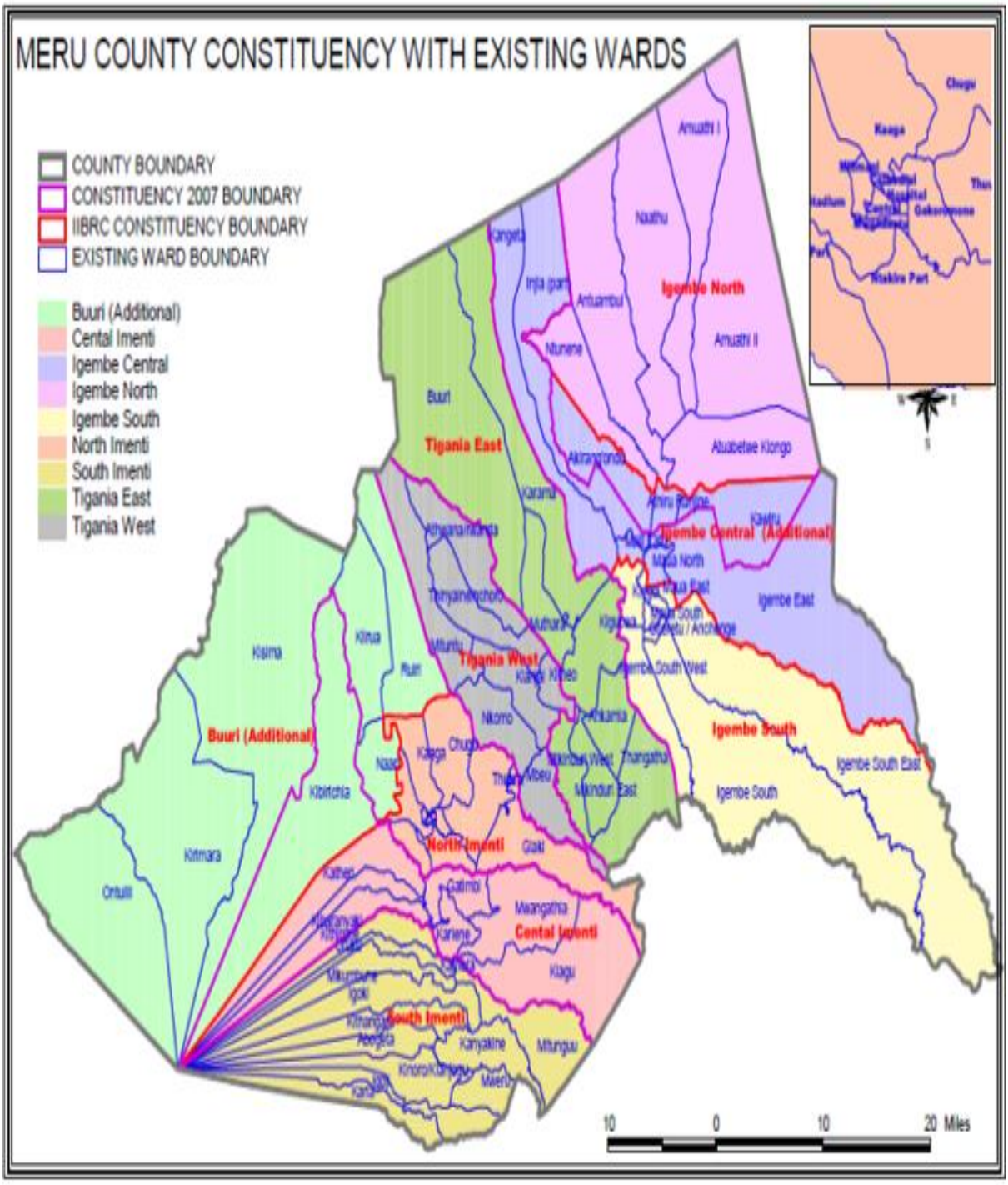
Kindly accord her any necessary assistance she may require.

MAINA GEORGE
FOR: COUNTY COMMISSIONER
MERU

Appendix xi: A Map of Igembe Central Sub-County



Appendix xii: A Map of Meru County



Appendix xiii: Sampled Schools' Students' Performance in KCSE for the Years 2013-2016

SCHOOL	YEAR	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	ENTRY	MEAN
SC1	2016	0	0	0	0	1	0	2	1	11	9	2 9	7		61	2.639
SC2		0	0	0	0	1	2	9	5	15	19	8	2	0	61	3.869
SC3		0	0	1	0	1	2	4	5	15	33	97	36	0	194	2.423
SC4		0	0	1	0	0	0	4	8	13	34	79	13	0	152	2.625
SC5		0	0	0	0	0	0	1	1	0	12	15	8	0	37	2.297
SC6		0	0	0	0	1	0	6	7	8	21	45	11	1	100	2.75
SC7		0	0	0	0	0	0	1	0	14	19	12	2	0	48	3.021
SC8		0	0	0	1	0	0	0	2	3	4	6	2	0	18	3.167
Total		**0**	**0**	**0**	**1**	**4**	**4**	**27**	**29**	**79**	**151**	**291**	**81**	**1**	**668**	
SC1	2015	0	0	0	0	0	1	7	12	7	19	7	0	0	54	3.924
SC2		0	0	0	2	2	9	6	13	17	13	6	0	0	68	4.662
SC3		0	0	0	0	3	6	13	34	64	70	37	3	3	233	3.726
SC4		0	0	0	0	1	2	9	13	11	17	24	7	1	86	Y
SC5		0	0	0	0	0	0	1	0	5	9	18	23	1	60	3
SC6		0	0	0	0	2	4	12	11	15	19	15	0	0	78	4.077
SC7		0	0	0		0	3	10	10	7	3	0	0	0	33	4.091
SC8		0	0	0	0	0	0	0	3	3	12	9	0	0	27	3
Total		**0**	**0**	**0**	**2**	**8**	**25**	**58**	**96**	**129**	**162**	**116**	**33**	**5**	**634**	
SC1	2014	0	0	0	0	0	0	5	11	15	25	9	0	0	66	3.665
SC2		0	0	2	1	4	8	6	10	20	16	2	0	0	69	4.855
SC3		0	0	2	0	3	7	26	37	53	62	25	1	0	216	4.088
SC4		0	0	1	2	3	6	9	15	21	19	8	0	0	84	4.523
SC5		0	0	0	0	0	3	3	6	11	16	6	0	0	45	3.844
SC6		0	0	1	2	1	4	4	12	15	10	9	0	0	58	4.414
SC7		0	0	0	0	0	4	6	10	17	17	1	0	0	55	4.273
SC8		0	0	0	0	0	0	1	0	6	13	19	5	0	44	2.545
Total		**0**	**0**	**6**	**5**	**11**	**32**	**60**	**101**	**158**	**178**	**79**	**6**	**0**	**636**	
SC1	2013	0	0	0	0	1	0	2	6	9	5	3	0	0	32	3.3438
SC2		0	0	0	0	1	3	3	13	17	17	7	0	0	62	3.957
SC3		0	1	0	2	2	10	18	26	49	74	39	1	1	232	3.6595
SC4		0	0	1	1	2	4	10	8	19	30	7	0	3	85	4.0353
SC5		0	0	0	0	0	1	0	4	10	16	11	0	1	43	3.0444
SC6		0	0	0	0	2	6	11	13	10	7	10	0	1	60	4.5
SC7		0	0	0	0	0	3	4	13	9	19	2	0	0	50	4.14
SC8		0	0	0	0	1	0	0	5	11	18	10	0	0	45	3.357
Total		**0**	**1**	**1**	**3**	**9**	**27**	**48**	**89**	**134**	**186**	**89**	**1**	**6**	**594**	

Source: Meru County Examinations Office, 2017

Appendix xiv: List of Public Day Secondary Schools in Igembe Central Sub County (2016)

S.No	School's Name
1	Kathelwa
2	Kandubai
3	Thamare
4	Kieiya
5	Karama Antuamuo
6	Akuune
7	K.K. Aaru
8	Thimbili
9	Kangeta
10	Machungulu
11	Kamiruru
12	Matiandui
13	Nkinyang'a
14	Ntuti
15	St James Limbuku
16	Tuuru
17	Nturuba
18	Kabukuro
19	Kawiru
20	Kithare
21	Kathathene
22	Kaongo ka Mau
23	Muringene
24	Mukululu
25	Kaurine
26	Kilimamungu
27	Miori
28	Nthambiro