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Assessment of Parental Involvement in Home-Based Learning Activities in Public Primary Schools: A Case of Children in early Years of Learning in Nyeri and Nairobi Counties, Kenya**Dr. Margaret Mwenje¹, Dr. Perminus Githui² & Dr. Catherine Mwarari³**¹Pan African Christian University, ²Taita Taveta University & ³Catholic University of Eastern Africa**Abstract**

The importance of parental involvement in home-based educational activities of their children cannot be gain said. This is because when parents are involved in educational activities of their children, an instructional extension is formed between the school and the home setting and this also facilitates modeling of behaviours that position children to appreciate the purpose of education as they attempt to imitate the behaviours depicted by the parent. Additionally, parental involvement helps in enhancing the child's confidence, motivation, mental health, self-esteem, communication skills and interest in education as a worthy undertaking. However, despite these perceived benefits there are concerns that parents are not strongly involved in home learning activities of their children. This study assessed the extent of parental involvement in home-based learning activities in early years of learning in Nyeri and Nairobi Counties, Kenya. The target population consisted of parents in Nyeri and Nairobi Counties who had children enrolled in the early years of learning (pre-primary school to grade 3), currently under the Competency Based Curriculum (CBC). The sample size was determined using the Krejcie and Morgan (1971) sampling formula which yielded 384 respondents who were equally distributed in the 8 sampled counties. Data was collected by means of a questionnaire and the responses obtained were analyzed using descriptive and inferential statistics with the aide of the computer software SPSS version 20. The study established that parental involvement in home-based learning activities of their children was weak and there were no statistically significant differences in the involvement of male and female parents. The study further revealed

that the higher the level of the parents' education level the more involved they were in education activities of their children. The study recommended that stakeholders in education should join hands and sensitize parents on the need for greater involvement in home based educational activities for their children.

Keywords: *parental involvement, home-based learning activities*

Introduction

All over the world, the centrality of parental involvement in the education of their children cannot be gain said. This is because parents comprise the primary educators of their offsprings irrespective of their social, economic or educational background. According to Kaplan (2013) when parents are involved in educational activities of their children, a link is formed between the school and the home setting. Parental guidance also helps in enhancing the child's confidence, motivation, mental health, self-esteem, communication skills and interest in education as a worthy undertaking. In addition, significant adults also facilitates modeling of behaviours, that makes the child to appreciate the purpose of education as they attempt to imitate the behaviours depicted by the parents (White, 2018). More fundamentally, Sivertsen (2015) asserts that parents involvement correspondingly enables children to recognize that their education process is a concerted approach between children, parents, peers and teachers. This, in turn, helps children to relate in more adaptive ways with their peers and develop psychosocial competencies (Sivertsen, 2015). The relationship between children and their parents usually forms a bond that remains significant throughout a lifetime; this is attributed to the fact that the family is the principal social entity in the children's formative education and development.

According to UNICEF (2016) the time that a child expends outside school is more than the amount of time spent in school. Time outside school is usually spent in the company of caregivers and parents, implying that caregivers and parents have more contextual opportunities to contribute towards a child's learning. However, despite parenting practices being diverse and influenced by dissimilar cultural and social inclinations, they generally consist of offering love, care, protection and guidance so as to facilitate an environment for healthy physical, psychological and social growth of children (Fan & Williams, 2010). According to Kaplan (2013) studies have established a strong positive association between the parental interaction with the child and academic performance, motivation, attitudes towards schooling and psychological well-being. This is consistent with a survey conducted by OECD (2012) which established that when parents engage with their children in home based learning activities, the parents not only model the expected behavioural code and attitudes but also communicate their career expectations for their children as well as promoting the children's social and psychological functioning. Consequently, the home environment exerts a strong influence on the quality of education depending on the encouragement and guidance of parents' to their children (OECD, 2011). Jeynes (2005) is of the opinion that in the home environment, parents have abundant opportunities to create a rich learning environment which can eventually contribute to better educational outcomes for their children. This view is supported by Hill and Tyson (2009) who highlights the importance of parents engaging their children in discussions, emphasizing the importance of learning, provision of educational resources, and taking the child to social occasions and contexts that contribute to the child's learning experiences. Bakker and Denessen (2007) lists some parental and home life factors that impact children's achievement as family discussions, monitoring a child's television watching in terms of times and programmes, friendliness and appreciation of the child, training in self-restraint, engagement in academic activities, concern in academic performance and character development. These factors are high predictors of school success than socio-economic status. Other parental behaviours that support academic growth include, high expectations and a structure for homework completion and school preparation (Bakker et al., 2007;

Patrikakou, 2008).

Parents can engage in various home-based learning activities so as to help their children. From the foregoing, it is evident that the home learning environments influence social development of children and are important factors contributing to quality of education at all the levels of learning (Bull, Brooking & Campbell, 2008; Kendall, 2007). A conducive home learning environment with diverse educational relevant resources as well as parental encouragement on the importance of education is crucial not only in making learning enjoyable and rewarding but also fundamental in the child's cognitive and social growth (Brooks-Gunn, J., & Markham, 2005). In addition, Jeynes (2005) concurs with this view and adds that such an environment guides the children in setting the ideals towards life and their goals for education. According to Duckworth, Akerman, Morrison and Vorhaus (2009) a cordial parent-child home relationship has constructive effects on children's educational performance. Communication is a feature of this parenting relationship which supports a child's progress in education, underscores the value of learning, and determines behaviours that are suitable for education attainment (Hoover-Dempsey, et al, 2005). Through effective communication, children can be aware of the anticipations and educational expectations of their parents. For instance, parents can discuss subjects' selection and choices with their children and also their career aspirations after secondary school education (Pomerantz, Moorman, & Litwack, 2007). Osei-Akoto, Chowa and Ansong (2012) study in Ghana examined the role of parental involvement on children's academic achievement in 100 primary schools. The study found out a very gloom state where only 17% of the parents assisted their children to complete assignments, majority, (83%) did not assist their children at all. In Namibia, a similar study by Guolaung (2010) targeted seven parents of pupils with outstanding achievement in internal examinations, established that all the parents in the target group were found to be greatly involved in the children's assignment and was well informed on the challenges their children were encountering. These studies are an indication that parents can greatly influence their children's academic performance by simply providing support of educational activities at home (Henderson et al., 2002). Hornby and Lafaele (2011) acknowledges the significance of parental involvement in education can indeed be realized through a variety of household activities such as completing homework, allocating time to the child to read aloud, attendance of school parents meetings and academic clinics.

Labahn (1995) adds that parental activities should also encompass children's games noting that parental involvement should not be restricted to the cognitive domain but rather it is important to participate in activities that aide in psychomotor, social and personality development, as well as acquisition of adaptive attitudes and behaviours (Weiss, Caspe & Lope., 2006). Home-based involvement denotes the kind of interaction that parents can have with their children at home with an intention of enhancing learning and consequent school performance. Garcia and Thornton (2014) study established that parental home involvement in a child's learning was positively associated the child's test scores, school attendance rates and the parents' confidence in the school's programmes. Additional benefits include, the child's intrinsic motivation, taking responsibility, self-directed learning, adherence to school discipline procedures, self-management, positive attitudes towards their school, teachers and other students and a general readiness to learn.

Most cognitive development occurs during the child's early years of learning. According to Spreuwenberg (2019) parents who harness their abilities, time and resources to lay a good foundation in the early years of learning are better placed to create a link between educational activities at school and learning activities at home. This link is very important in designing and implementing the child's further learning activities at home. According to Patrikakou (2008) it is the responsibility of the parent to extend education activities from the classroom to the home setting, noting that such an extension creates a positive familiarity for the child to the educational experiences they encounter in school. In early years of learning, the parent should endeavor to extend

the learning experiences from the classroom to home and finally to the real-world. A parent involved in the child's learning in school is well informed about the child's ability and areas that require improvement. Spreeuwenberg (2019) asserts that by establishing parental guided activities at home and ensuring that the parents get willingly involved in the child's education, lifelong impact can be created on the child's learning ability. Such an understanding can inform practices related to parenting, educational policies and provide a platform for interventions on parental education on their role in education. To reap the full benefits of early years of learning, parents need to be brought on board and be educated on the roles they can play in their children's education right from the home setting. In this regard it is important that research be conducted to inform the planning and implementation of intervention measures that can maximize the involvement of parents in educational home based activities. To achieve this, the study assessed the parental involvement in home-based activities in children's learning in early years of learning in Nyeri and Nairobi Counties, Kenya.

Statement of the Problem

It has long been established that when parents are involved in home-based education activities of their children there is a significant improvement in educational attainment, development of adaptive behaviours, positive attitudes towards education and schooling. Additionally, parental involvement in home-based learning activities has enormous incidental learning, exemplified, in modeling, coaching, mentorship, attitudinal dispositions, intrinsic motivation, discipline, self-regulated learning, among others. However, there exists limited literature as to the extent of involvement of parents in home based educational activities in Kenya. The Kenyan government has invested a lot of financial resources in the implementation of the Competence Based Curriculum. One of the guiding principles of the new curriculum is Parental Empowerment and Engagement Parents. It recognizes that parents play a very important role in determining the success of a child's education. They have a shared responsibility with schools to provide an enabling environment that is conducive to learning and which motivates the child to achieve their full potential. Since the implementation of the CBC began, much of the trainings have targeted teachers and not much has been done to empower parents, who are actually key stakeholders in the implementation of CBC. For the benefits of the CBC to be felt, parents need to be empowered and fully involved in supporting their children not only by providing the needed resources but also by monitoring and participating in educational activities of their children at home. Studies done elsewhere have indicated that parental involvement in their children's educational activities helps to yield positive educational outcomes. It is against this background that this study sought to assess the extent of parental involvement in home-based learning activities among pupils in early years of learning in Nyeri and Nairobi Counties, Kenya.

Research Objectives

The study was guided by the following research objectives, to;

- i. Assess the extent of parental involvement in their children's home-based learning activities in Nyeri and Nairobi Counties.
- ii. Evaluate the differences in parental involvement in home-based activities in the child's learning according to the parents' level of education.

Hypothesis

H₀₁: There is no statistically significant gender difference in parents' involvement in children's home-based learning activities

H₀₂: There is no statistically significant difference in parents' involvement in children's home-based learning activities according to the level of their education.

Methodology

The study adopted a cross sectional survey design. The target population consisted of parents in Nyeri and Nairobi Counties who had children enrolled in the early years of learning (pre-primary school to grade 3) currently under the Competency Based Curriculum (CBC). The choice of the two counties was to ensure representativeness taking in consideration that Nairobi is in an urban setting while Nyeri is in rural Kenya. Multistage sampling technique comprising of stratified and simple random sampling were employed to select the participants. The sample size was determined using the Krejcie and Morgan (1971) sampling formula which yielded 384 respondents who were equally distributed in the 8 sampled counties. Thus the study drew 48 parents from each sub county by simple random sampling. The researchers administered 384 questionnaires of which 335 were duly filled and returned; this represented a response rate of 87.2% which was a good representation for a descriptive study. Data was collected by means of a questionnaire and the responses obtained were analyzed using descriptive and inferential statistics with the aide of the computer software SPSS version 20. The findings were presented in tables and narrations.

Results and Discussion

The findings of the study are presented according to the objectives of the study.

a) The first research objective was to find out the extent of parental involvement in their children's home-based learning activities in Nyeri and Nairobi Counties. The respondents were presented with six items in a likert scale, which sought the extent to which parents were involved in children's home-based education. The responses obtained were used to compute the frequencies, percentage, a mean score (\bar{x}) and standard deviation (s) for each statement. For the purposes of this discussion, the researchers collapsed the responses, strongly disagree and disagree in "disagree" and strongly agree and agree into "agree". The mean scores were interpreted as follows; 1.00-2.60 (agree), 2.61-3.40 (not sure) and 3.41-5.00 (disagree). The findings are summarized in Table 1.

Table 1: Parental Involvement in Home-Based Activities in their Child's Learning

	Statement	Disagree	Not Sure	Agree	n	\bar{x}	s
1.	I generate activities such as storytelling drawing and singing with the child.	21(6.2%)	39(11.5%)	279(82.3%)	339	2.76	.55
2.	I go to family-school meetings at school.	3(0.9%)	50(14.7%)	286(84.4%)	339	2.83	.40
3.	I assist my child to do homework.	51(15.0%)	51(15.0%)	262(77.3%)	339	2.70	.60
4.	I take home materials to aide my child's learning (tapes, books, videos).	32(9.4%)	76(22.4%)	231(68.1%)	339	2.59	.66
5.	I monitor video and TV and watching by my child's.	23(6.8%)	61(18.0%)	255(75.2%)	339	2.68	.59
6.	I appraisal my child's school work.	5(1.5%)	17(5.0%)	317(93.5%)	339	2.92	.32
Aggregate Mean Score = 2.746667							

Table 1 indicates that majority, 279(82.3%) of the respondents agreed that the created activities such as singing, drawing, and storytelling with their children where 39(11.5%) were undecided and 21(6.2%) disagreed. The computed mean score ($\bar{x}= 2.76$) for this statement indicated that on average the respondents were not sure whether they created learning activities with their children. On whether the respondent attended family-school meetings at the child's school, 286(84.4%) agreed, 50(14.7%) were undecided and 3(0.9%) disagreed. The mean score ($\bar{x}= 2.83$) indicated that the respondents were undecided with this statement. When asked if they helped their children to complete homework, 262(77.3%) agreed, 51(15.0%) were not sure and 51(15.0%) disagreed. The computed mean score ($\bar{x}= 2.70$) indicated they were undecided. On whether the respondents brought home learning materials for their children (tapes, videos, books); 231(68.1%) agreed, 76(22.4%) were undecided and 32(9.4%) disagreed, the computed mean score ($\bar{x}= 2.59$) indicated that the respondents were in agreement with this statement. Asked if they limited their children's TV and video watching; 255(75.2%) agreed, 61(18.0%) were undecided and 23(6.8%) were undecided, the mean score ($\bar{x}= 2.68$) indicated that the respondents were indecisive. On whether the respondents reviewed their children's school work; 317(93.5%) agreed, 17(5.0%) were undecided and 5(1.5%) disagreed, the mean score ($\bar{x}=2.92$) indicated that the respondents were on average undecided. This study established that the respondents were on average indecisive that they; created activities with their children, reviewed their child's school work, helped the child complete homework, limited their children's TV and video watching and attended organized family-school associations at my children's school. However the study found out that the respondents brought home learning materials for their children. The aggregate mean score ($\bar{x}=2.747$) for the five statements indicated that the parents were largely ambivalent in their participation in home-based activities in their children's learning.

These results are consistent with the findings of a study conducted in Ghana by Osei-Akoto, Chowa and Ansong (2012) that found out that only paltry 17% of the parents assisted their children in home based learning such as assisting their children to complete assignments while majority (83%) of the parents did not participate at all. A similar study in Namibia, by Guolaung (2010) involving parents of highly performing pupils, established that all the parents in the target group were found to be greatly involved in the children's assignment and was well informed on the challenges their children were encountering. Consequently, these studies indicate that parents can greatly influence their children's academic performance by simply providing support of educational activities at home. In addition White (2018), asserts that parents also facilitates modeling of behaviours, that position the child to appreciate the purpose of education as they attempt to imitate the behaviours depicted by the parents. It is probable that the apparent poor academic performance in the study locale could be attributed to the observed dismal involvement of parents in the education of their children. Sukkyung and Nguyen (2011) study in Korea established that parental involvement in learning at home influenced the psychological health of the learners, contributed to better mental health also posted better academic performance.

The study further sought to find out the gender influence on the parents participation in home-based activities in their children's education. The responses were analyzed according to gender and used to compute and mean score and standard deviation for male and female parents. Results of the findings are presented in Table 2.

Table 2: Home-Based Activities in the Child's Learning by Parent's Gender

Gender	N	Mean (\bar{x})	Std. Deviation	Std. Error Mean
Male	131	2.7710	.32247	.02817
Female	208	2.7324	.32635	.02263
Total	339	2.7473	.32493	

Data in Table 2 indicates that the mean score and standard deviation for male parents participation in home-based activities in their child’s learning was (\bar{x} =2.7710, s =.32247), while that for female parents was (\bar{x} =2.7324, s =.32635). These mean scores indicate that on an average scale both male and female parents were indecisive pertaining their participation in home-based activities in their children’s learning activities. This indicates that the participation of male parents was slightly more compared to the female parents. In Kenya and Africa as a whole, females are disadvantaged in educational attainment, thus in a family the mothers level of education is likely to be lower compared to the fathers. The mothers are therefore likely to be less competent to assist their children in educational activities which could limit their involvement in their children's learning. Another explanation for low level of mothers involvement is the fact that they are usually busy with household chores than fathers. Therefore the fathers may be more available to support the children in school activities including homework, than mothers. On the basis of these concerns, it is expected that female parents show lower levels of parental involvement in comparison to the male parents. Treas and Drobic (2010) assert that difference in the gender of the parent involved is relevant in an era of heightened gender social action that has trickled down into the household level. Consequently, since a child’s home learning activities are some of the everyday responsibilities, parents need to organize and distribute the task accordingly.

To establish if the differences in parental involvement in home-based activities were statistically significant in relation to the parent’s gender, the study tested the first research and hypothesis, which stated thus;

H₀₁: There is no statistically significant gender difference in parents’ involvement in children’s home-based learning activities

The findings are provided in Table 3.

Table 3: Independent Samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Home-Based Activities in the Child's Learning	Equal variances assumed	.020	.887	1.066	337	.287	.03862	.03624	-.03265	.10990
	Equal variances not assumed			1.069	278.918	.286	.03862	.03614	-.03251	.10976

Table 3 shows that the level of significance (.286) was more than .05 thus indicating that the observed differences in the male and female mean scores were not statistically significant. The null hypothesis (H₀₁) was accepted and it was concluded the extent of participation of female and male parents in their children’s participation was largely the same. A vast majority of studies assessing the level of parental involvement in the home based activities in the education of their children, stress on the assistance accorded the child and not the parent or family member involved. Additionally, attitudes towards gender roles are observed as major cultural differences and are frequently depicted as ascribing more to the traditional social order. Gender is irrefutably an important aspect of all categories of inquiries as it is a constituent in our make up as human beings. It is therefore worthwhile to explore the gender differences that may arise with a view of accommodating the educational needs of children in a better way. When specifically considering the topic of parental involvement, previous studies have demonstrated that there appears to be some conflict about whether differences exist when it comes to the nature of involvement, depending on whether parent is a male or female. These findings support previous studies such as Bogenschneider’s (1997) on parental involvement in education established that both gender was equally valuable

to children and that despite the difference in home atmospheres, there was a positive association between parental involvement and pupils' academic success. However, Waanders et al. (2007) challenge this argument by noting that there is evidence that most parental involvement comes from mothers rather than fathers. Nevertheless, differences in gender of the parent involved is pertinent for gender equity in families, as activities allied to the child's learning are some of the responsibilities that, parents need to organize and share, more or less like other household chores (Treas & Drobnic, 2010). Carter and Wojtkiewicz (2000) study investigated the extent of parental involvement with regard to gender socialization and patriarchy society. The findings revealed that parents were more involved in educational activities and communicated higher educational anticipations for their daughters.

b) The second research objective evaluated the differences in the involvement of the parent in home-based activities in the learning of the child according to the parents' level of education. To achieve this, the researchers categorized the parents into four groups according to their highest level of education, and then computed the mean scores for parental involvement of each category of parents. The findings are presented in Table 4.

Table 4: Mean Scores for Parental Involvement in Home-Based Activities in Children's Learning according to their Level of Education

		N	Mean (\bar{x})	Std. Deviation (s)	Std. Error
1.	None	11	1.0333	.39441	.11892
2.	Primary	83	2.6928	.33685	.03697
3.	Secondary	164	2.7541	.33763	.02636
4.	University	45	2.8667	.21789	.03248
5.	Others	36	2.6667	.29005	.04834
	Total	339	2.7473	.32493	.01765

Table 4 shows that parents with university level of education had the highest level (\bar{x} =2.8667, s =.21789) of involvement in home-based learning activities for their children, this was followed by parents with secondary school level of education with (\bar{x} =2.7541, s =.33763) and primary school (\bar{x} =2.6928, s =.33685). Parents without any education registered the lowest level of involvement in the home based activities related to education of their children (\bar{x} =1.0333, s =.33685). These findings indicate that the level of education of the parents affected their involvement in home based learning activities of their children; the higher the level of the parents' education the more involved they were in their children's education activities. This study shows that educated parents were more involved in their children's home based learning.

According to Topor, et al (2010), parents with more education are more involved in school activities. Studies indicate that the more education a parent has, the more likely they are to be highly involved in their children's schooling. A survey conducted by the US Department of Education (1997) found out that parents with a bachelor's degree were nearly four times as involved as parents with less than a high school education. Reese, Goldenberge, Loucky, & Gallimore (1989) found that parents who assisted their children's literacy development tended to have more education than those who did not (Ortiz, 2002). Yeung, Sandberg, Davis-Kean and Hofferth (2001) concur with these findings. In their study on fathers' involvement, they found that children whose fathers have some college education are more involved in their children than fathers who do not have any college education. "Most notably, fathers with some post-secondary education spent about half an hour more on weekdays with children on achievement-related activities and seventeen minutes more on social activities than did those without postsecondary education" (Yeung, Sandberg, Davis-Kean & Hofferth, 2001). It is important to

understand why some less-educated parents cannot or do not want to become involved in their children's education. Less educated parents report that they know what to do with their children, but "not how to translate the information into useful family practices to help manage and monitor" their children's education (Henderson & Berla, 1990).

ANOVA of Home-Based Activities in the Child's learning by Level of Parents Education

In order to establish whether there were significant differences in parental involvement in home-based learning activities for children, the researchers tested the second research hypothesis which was;

Ho₂: There is no statistically significant difference in parents' involvement in children's home-based learning activities according to the level of their education.

To test this hypothesis, one way Analysis of Variance (ANOVA) was computed for the mean scores of parental involvement in children's learning activities of the four categories of parents according to education, namely, none, primary, secondary and university, A summary of multiple comparisons is provided on Table 5.

Table 5: ANOVA of Home-Based Activities in the Child's learning according to Parents Level of Education

(I) Level of Education	(J) Level of Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
None	Primary	.14056	.10309	.051	-.1422	.4233
	Secondary	.07927	.10006	.033	-.1952	.3537
	University	-.03333	.10806	.018	-.3297	.2630
Primary	None	-.14056	.10309	.051	-.4233	.1422
	Secondary	-.06129	.04328	.618	-.1800	.0574
	University	-.17390*	.05947	.030	-.3370	-.0108
Secondary	None	-.07927	.10006	.033	-.3537	.1952
	Primary	.06129	.04328	.618	-.0574	.1800
	University	-.11260	.05407	.230	-.2609	.0357
University	None	.03333	.10806	.018	-.2630	.3297
	Primary	.17390*	.05947	.030	.0108	.3370
	Secondary	.11260	.05407	.230	-.0357	.2609

*. The mean difference is significant at the 0.05 level.

Table 5 indicates the statistical differences in parental involvement in home-based learning of their children's according to the parents' level of education. The findings clearly indicates that there were significant differences between the mean scores for parent involvement for parents with the following levels of education; parents with no education and those with secondary level of education (.033) and university (.018), however the difference between those without any education and primary school education was not significant (.051). The difference between parents with primary and secondary level of education was not significant (.618), while the difference between primary and university levels of education was significant (.030). There was no significant difference between parents with secondary and university levels of education (.230). The study established that more

educated parents were more involved in children's educational activities at home compared with parents with low levels of education. This could be attributed to the fact that more educated parents were more likely to have the competence to guide their children in academic tasks, have a high regard for education, model skills, and relate more constructively with schools. The findings of this study support previous research such as OECD (2000) and Cooper et al., (2002) which found a significant positive correlation between the education level of the parent and their extent of involvement in children's educational activities. The more educated the parents the greater the extent of involvement (Goldberger, 1991).

Conclusion

The study established that the parents were not strongly inclined in creating activities for their children, reviewing school work, helping in homework, restrictions on watching TV and attendance of school meetings. The parents were found to be involved in sourcing home learning materials for their children. The study further revealed that the higher the level of the parents' education the more involved they were in education activities of their children. There was a gender difference in the involvement of children's educational activities. The study established that fathers were more involved in children's home based school activities than mothers.

Recommendations

The study recommends that schools, ministry of education and other stakeholders in education should join hands and sensitize parents on the need for greater involvement in home based educational activities for their children. Training workshops for parents on the role of parental involvement in academics achievement need to be rolled out in all counties. This will help to make the implementation of CBC a success.

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