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The Effect of Parental Involvement as an Integrated Education Management Strategy on Pupils' Participation in Public Primary Schools in Kakamega County, Kenya

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Abstract:
Education is a form of investment in human capital, which yields economic, social and political benefits by increasing the productivity of the people. It remains the most vital strategy for the development of society. The purpose of this study was to determine the effect of parental involvement on the effectiveness of integrated education management strategies (IEMS) on pupils' participation based on aspects of enrolment, retention, dropout and academic performance (ERDAP) in public primary schools of Kakamega County, Kenya. The study period was between the year 1995 and 2018. Four sub-counties in Kakamega County were purposively sampled; Lurambi, Shinyalu, Mumias East and Navakholo with a total of 273 schools. A sample size of 82 schools (30% of 273 schools) was purposively sampled. The respondents in the study were 82 Head teachers, 164 Teachers, 164 Pupils and 4 Sub-County Directors of Education. Qualitative and quantitative data on demographic indices, enrolments and KCPE performance was obtained through questionnaires, documentary guide and interview schedule. Descriptive statistics comprising proportions, ratios, percentages, mean and standard deviation were used. Inferential statistics of paired t-test at 5% level of confidence was used to determine significance of data and statistical inferences. Skewness and Kurtosis indices were used to determine the cluster and spread of the analyzed responses. The study found that parental involvement had a positive impact on pupils' participation through provision for pupils' requirements in school. The study findings will inform policy makers on strategies to be incorporated in the education management for public primary schools in Kenya and recommends further research on collaboration between schools and communities in the implementation of an all-inclusive education.

Keywords: *Parental involvement, integrated education management strategy, pupils' participation*

1. Introduction

The idea behind the development of human capital is the formal education system of primary, secondary and tertiary training (Kariyana, Maphosa & Mapuranga, 2012; Lekhetho, 2013). OECD (2019) defines human capital as "the knowledge, skills, competencies and other attributes embodied in individuals or groups of individuals acquired during their life and used to produce goods, services or ideas in market circumstances". Formal education is admittedly a sure approach to achieving economic stability for a nation (Grajcevci and Shala, 2016). This education is delivered at structured levels through firm commitment by various governments (Mamoeketsi, 2013).

Kenya has committed itself to the above global declarations on education delivery. This has led to continuous improvement of education in Kenya through such policy initiatives like the Sessional Paper No. 1, 2019 (Ministry of Education, Kenya (2019) and Directorate of Committee Services (2019). These policy documents provide guidance in the development of the entire education sector in Kenya. The Government of Kenya has made tremendous effort in conforming to the above commitments through major education policies, namely, the Free Primary Education policy in 2003 (Republic of Kenya, 2012) which followed the passing of the Children's Act in 2001 (Republic of Kenya, 2001).

Parental Involvement (PI) is an important aspect in pupils' participation (Kayombo, 2017). Their involvement includes decision on where the child will learn, support in learning process and contribution to activities that span the education career. Bisschoff and Phakoa (2009) suggested that parents have their children's natural education rights. Most parents were involved in pupils' academic work through motivation, encouragement of pupils and parental participation in parents-teachers-association (PTA) meetings (Adzovie, Holm-Adzovie, & Amewuga, 2016). This resulted in more pupil interest in academic work as well as more confidence in school work. A research by Echaune, Ndiku and Sang (2015),

about involvement of the parent in homework and elementary schools' academic success in the County of Bungoma, Kenya showed that the female parents were more likely to support the children in their homework. A study carried out by Kayombo (2017) covering selected primary schools in Ilala Municipality in Tanzania, documented several methods used in the involvement of parents in pupils' work and stated that parental involvement included assistance by parents, guardians and elder siblings.

Ultimately parental involvement will impact on the final success of pupils. Parents may have poor attitude to education. This is aggravated by cultural, religious and lifestyle practices. Issues of girl-child involvement in house chores at the expense of education or child labour are often consented to by some parents (Oladeji, 2010). Oladeji (2010) further reported that social and cultural factors play a major role in the impact of girl-child education in marriage where parents played key roles. Parental involvement in school organizational structure affects pupils' participation. The Education Act No. 14 of 2013 (Republic of Kenya, 2013) clearly defined the organizational structure of school management to address the above issues for better pupils' performance (Republic of Kenya, 2012).

The present structure of education spans over school and home environment. Parents are in control of the latter and their influence is paramount. Parents may not be financially endowed but provision of support in kind such as skilled labour to school development may be achieved if parents have positive attitude to child education. This is often not the case. Due to unwillingness to fulfill parental obligation some parents have poor response to provision of school levies and funds when requested by school management. The forms and approaches of parental intervention and its effects on the educational performance of pupils were described by Abdul et al. (2018) who found that parents with their children's involvement showed an average value of 3.33, parent engagement with teachers showed a 2.66 value and parental involvement with the school's PTA showed an average value of 2.56, through descriptive review and at maximum score of five. The researchers also found that this form of parental participation would have a positive influence on the educational achievement of their children.

Learning environment is often unsuitable; in some cases, no dedicated study rooms are available for pupils' use. This compels pupils to share limited space often devoted to other conflicting activities such as TV programs, entertainment and sharing of facilities for non-academic purposes. Due to these incompatible demands pupil performance is adversely affected. Proper running of schools requires active participation of parents in decision making through school committees. Kiral (2019) justified parental indifference by explaining that in conjunction with the idea of the partnership between schools and parents, parental power is rhetorical since in reality parents have little chance of practicing a single, or collective, 'voice' affecting the school experience of their children. When parents show such disinterest in pupils' work and low or complete non participation in school programs pupils' participation is the culprit. Parental responsibilities were provision for basic needs such as clothing, food and necessities in addition to interaction with teachers and follow-up activities (Kiral, 2019).

2. Statement of the Problem

Research by Kamande (2017) pointed out factors leading to low enrolment rates in public primary schools in Kenya which included socio-economic factors, family backgrounds, school environment and political dynamics. Ogunsola et al (2014) highlighted on how parental involvement and related factors affected performance of learners.

Kakamega County was an ideal candidate for investigation being the top region by primary school enrolment in Kenya (KNOEMA, 2012). As of 2012 primary school enrolment in Kakamega County was 546,293 which was 5.6% of the total primary school enrolment in Kenya of 9.726 million pupils. Kakamega County however faced many education challenges which led to poor pupils' participation. According to an analysis by School Net Kenya (2016), Kakamega County with a KCPE mean score of 261 marks was ranked number 12 out of 47 counties. The mean score was only 4.4% above the average mean of 250 marks. The study therefore investigated whether Parental Involvement (PI) as an IEMS affected pupils' participation.

3. Methodology

3.1. Research Design

This study used mixed approach through collection of both qualitative and quantitative data. According to Kothari (2005), qualitative methods provide greater in-depth of understanding about a limited number of subjects, while quantitative methods give a less in-depth understanding, but cover a wider scope of subjects. By using mixed approach, one obtains a more comprehensive research (Guba and Lincoln, 2005). This study employed a descriptive survey research design. Mugenda and Mugenda (2006) on the other hand give the purpose of descriptive research as determining and reporting the status of issues.

3.2. Study Area

Kakamega County is divided into 12 Sub-counties: Lugari, Likuyani, Malava, Lurambi, Navakholo, Mumias East, Mumias West, Matungu, Butere, Khwisero, Shinyalu and Ikolomani sub-counties. Out of twelve sub-counties in Kakamega County the researcher selected four sub-counties using simple random sampling. This represents the required minimum of 30% of the sampled sub-counties in Kakamega County (Mugenda and Mugenda, 2006). The study area was carried out in Kakamega County in western Kenya (Figure 1)

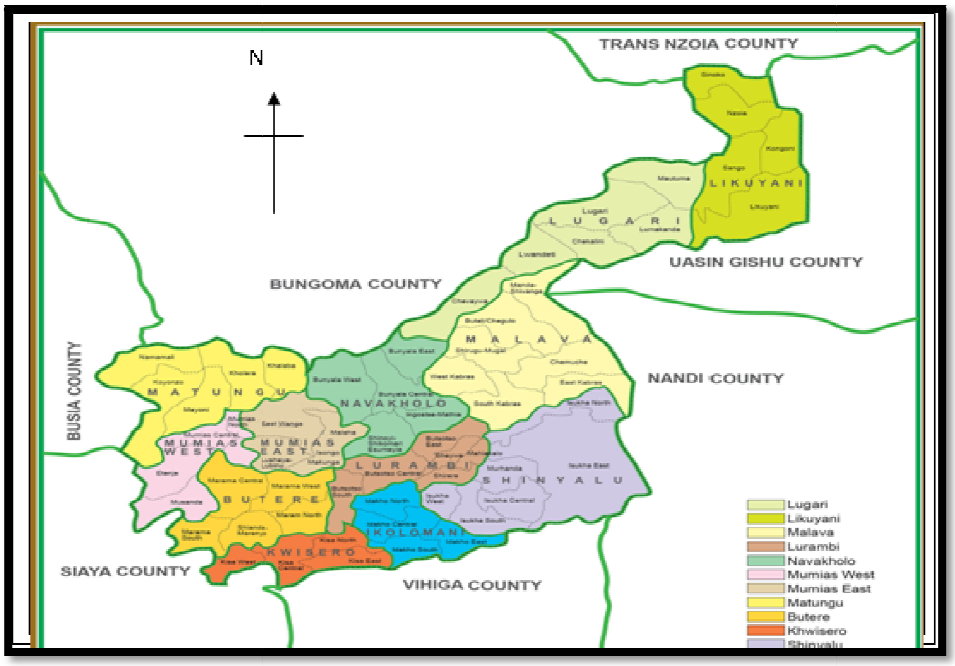

Figure 1: Map of Kakamega County
Source: https://Kakamega.go.ke/download/map-of-Kakamega-County/

3.3. Target Population

This study targeted 273 public primary schools in the four selected sub-counties of Kakamega County, which represented 30.4% of public primary schools in Kakamega County as at 2017. The target population in each sub-County was the Sub-County Director of Education, Head Teachers of sampled schools, two (2) Teachers from each sampled school and two (2) pupils from each of the selected public primary schools.

3.4. Sampling Techniques and Sample Size

Kothari (2005), and Mugenda and Mugenda (2006) have recommended 30% as minimum sample from the target population. Four sub-counties were selected from Kakamega county with a total of 12 sub-counties. This represents a minimum of 30 % of sub-counties selected (Mugenda and Mugenda, 2006). The target population of 273 public primary schools in the four selected sub-counties represented 30.4% of the 898 public primary schools in Kakamega County. The distribution of sample size in each sub-county was based on the total number of schools in each sub-county to constitute the 82 schools.

For example, Mumias East sample size was obtained as follows based on the 61 public primary schools in Mumias East (Eqn. 1);

$$\text{Sample size} = \frac{61}{273} x82 = 18 \quad \text{..... (1)}$$

The proportionate distribution of sample size by sub-county is as shown in Table 1.

Sub-county	Number of Schools	Sample Size
Lurambi	66	20
Shinyalu	81	24
Mumias East	61	18
Navakholo	65	20
Total	273	82

Table 1: Proportionate Distribution of Sample Size by Sub-County

Similarly, the sample size for Navakholo with 65 schools was 20, Lurambi with 66 schools was 20 and Shinyalu with 81 schools was 24.

3.5. Validity and Reliability

Before the actual data was collected, the researcher conducted a pilot study in five public primary schools in Kanduyi sub-county of the neighbouring Bungoma County which were not included in the final study population. The purpose of the pilot study was to enable the researcher ascertain the reliability and validity of the research instruments, and to familiarize with the administration of the data collection tools and therefore improve on the instruments and procedures if necessary.

Validity, according to Borg and Gall (1989), is the degree to which a test measures what it purports to measure. ''All assessments of validity are subjective opinions based on the judgment of the researcher''. A research instrument is regarded as being valid if its content is relevant and appropriate to set research objectives (Kimbo and Tromp, 2006).

The pilot study helped to improve face validity of the instruments using Eqn. 2 with data in Table 2.

Category of Respondent	Number of Items in Questionnaire	
	Before Pilot Study	After Pilot Study
SCDE	9	11
Head Teachers	10	9
Teachers	8	8
Pupils	10	8
Total	37	36

Table 2: Distribution of Items in Questionnaires and Interview Schedule

The content validity index CVI = 0.97, was computed as follows (Amin, 2005):

$$CVI = \frac{K}{N} = \frac{36}{37} = 0.97 \quad \text{..... (2)}$$

Where CVI = content validity index, K = total number of items in the questionnaire after adjustment and N = total number of items in the questionnaires before adjustment.

Reliability refers to the consistency or stability in the measurements (Kothari, 2005). Best and Khan (2012) suggested that the Pearson product moment correlation is most often used because of its precision. Pearson product moment correlation (r) was used to determine the correlation coefficient using Eqn. 3 with input data in Table 3.

Items	Head Teachers (X)	Teachers (Y)	XY	X^2	Y^2
Homework	3.957	3.968	15.7014	15.6578	15.7450
Follow up Activities	3.694	3.768	13.9190	13.6456	14.1978
Co-curricular activities	3.869	3.779	14.6210	14.9692	14.2808
Sum	11.520	11.515	44.2413	44.2726	44.2240

Table 3: Computation of Pearson Product Moment Correlation Coefficient

The Pearson Product Moment correlation coefficient, r, was computed by use of Equation 3 (Hinton-Bayre, 2010):

$$r = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{\left(n(\Sigma X^2) - (\Sigma X)^2\right)\left(n(\Sigma Y^2) - (\Sigma Y)^2\right)}} \quad \text{..... (3)}$$

Where,

r = Pearson Moment Correlation Coefficient, n = number of paired scores, X = scores of Head Teachers, Y = Scores of Teachers, XY = product of the two paired scores. Substitution of values for X and Y from Table 2.3 gives r = 0.7879 which satisfies the minimum requirement of r = 0.7 (Hinton-Bayre, 2010).

3.6. Data Collection Procedure

The researcher personally administered the questionnaires and the interview schedule to the relevant respondents by visiting the selected schools. The respondents were assured that strict confidentiality would be maintained in dealing with their responses. This study made use of descriptive findings which provided interpretations and analyses of responses. The researcher used questionnaires and interview schedules. Ethical considerations are mandatory to be observed by researchers since they provide protection of participants' rights by ensuring anonymity and confidentiality (Campbell, 2007). Gregory (2003) has justified why it is highly unethical for the researcher to share confidential information regarding the study with anyone else who is not associated with the study. The researcher observed highest integrity with regard to originality and quality.

3.7. Class Enrolment Statistics

The study analysed mean class enrolment statistics of pupils in the 82 sampled schools from class 1 to class 8 based on three phases: The Pre-FPE phase; the First-FPE phase and the Second-FPE phase (Table 4).

	Pre-FPE Phase		First-FPE Phase		Second-FPE Phase	
Class	**Year**	**Enrolment**	**Year**	**Enrolment**	**Year**	**Enrolment**
1	1995	73	2003	78	2011	93
2	1996	59	2004	75	2012	93
3	1997	57	2005	63	2013	91
4	1998	51	2006	61	2014	85
5	1999	47	2007	61	2015	83
6	2000	45	2008	54	2016	79
7	2001	43	2009	63	2017	72
8	2002	43	2010	57	2018	72
Mean		52		64		84

Table 4: Class Enrolment Statistics

4. Results

4.1. Opinion on Parental Involvement in Pupils' Participation

Views on parental involvement in pupils' participation were sought from Head teachers, Teachers and Pupils. The results of this analysis are presented in Table 5.

	Head Teachers		Teachers		Pupils	
	Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Strongly Disagree	12	21.4	18	15.2	18	15.3
Disagree	16	28.5	47	39.8	28	23.7
Undecided	5	9.0	27	22.9	19	16.1
Agree	21	37.5	18	15.3	30	25.4
Strongly Agree	2	3.6	8	6.8	23	19.5
Total	56	100.0	118	100.0	118	100.0

Table 5: Views on Parental Involvement in Pupils' Participation

From the Head teachers' views 16 (28.5%) disagreed and 12(21.4%) strongly disagreed that they were satisfied with parental involvement in pupils' activities while 21 (37.5%) agreed and 2 (3.6 %) strongly agreed that they were satisfied with parental involvement in pupils' activities. Only 5 (9.0%) were undecided. For the case of teachers 47 (39.8%) disagreed and 18(15.2%) strongly disagreed that they were satisfied with parental involvement in pupils' activities while 18 (15.3%) agreed and 8 (6.8 %) strongly agreed that they were satisfied with parental involvement in pupils' activities. Teachers who were undecided were 27 (22.9%).

The views from pupils indicated that 28 (23.7%) disagreed and 18(15.2%) strongly disagreed that they were satisfied with parental involvement in pupils' activities. On the hand 30 (25.4%) agreed and 23 (19.5 %) strongly agreed that they were satisfied with parental involvement in pupils' activities with 19 (16.1%) being undecided.

The results of the study showed that parental involvement in pupils' activities was regarded as a satisfactory contribution to pupils' participation which was supported by Dudeja & Balda (2019) who reported on the beneficial arrangements where pupils interacted with teachers while at school and with parents while at home on school activities.

The Sub-County Directors of Education (SCDE) were asked for their views on whether parental involvement had a positive impact on pupils' participation through enhanced enrolment, retention and academic performance. The results indicated that as many SCDE were in support as those that were not in support of parental involvement in pupils' participation. For those who were in support, one of them said, *"Yes, they are key decision makers that affect their children"* and the other said, *"Yes, since they are part and parcel of the triangular requirements of proper learning that include parent-teacher-pupil"*. One of those with discerning opinion said, *"No, parents have left the whole responsibility to the Government and the Teachers making them idle"* and the other said, *"Not at all. Some parents are very negative in supporting pupils' performance. In fact, most parents have abdicated their roles to Teachers hence they do not question any issues on discipline and absenteeism".*

The results of the study showed that opinion on parental involvement in pupils' activities was not unanimous which called for clear guidance on parental involvement. In support of parental involvement Loomans (2014) reported that parents needed to understand their role was to provide accountability, support in time and workload management.

When the SCDEs were asked for their views on whether parents involved themselves in negative activities that had negative impact on pupils' participation through enhanced enrolment, retention and academic performance, the results indicated that three (3) out of the four respondents agreed that parents engaged in negative activities to the detriment of Pupils' Participation. One of those in agreement said, *"Yes, some parents have neglected their parental roles of guidance to their pupils",* the other said*, "Yes, some parents even prevent their children from attending regular classes by assigning them other work at home or in their businesses",* and the third one said*, "Yes, most parents seem to be too busy to care about their children welfare".* The discerning respondent said, *"No. Parents do care for their children education by making a lot of effort and sacrifices".*

The study showed that some parents involved in negative activities in detriment to pupils' participation. This view was supported by Tabaeian (2016) who highlighted that lack of parental involvement or over-involvement had negative impact on pupils' performance in and out of the classroom which ultimately affected educational development and success.

When SCDEs were asked for their views on priority areas that had most effect on pupils' participation through enhanced enrolment, retention and academic performance, the results indicated that priority areas were FPE, school environment, parental involvement and effective engagement with County Governments. The first respondent said, *"FPE should be restructured to be effective in addressing pupils financial needs"*, the second said, *"Provide adequate infrastructure in schools for instruction and sanitation issues"*., the third said, *"Involve parents through proper sensitization in order to harness their full potential through resource mobilization",* and the fourth respondent said, *"Enhance proper engagement with County Governments for support to all levels of classes in the schools, including pupils in primary section"*.

The results showed that priority areas of focus were revision of FPE policy, provision of adequate school facilities and proper engagement of school management with parents for enhancement of pupils' participation. This was in line with the National Education Sector Strategic Plan (Ministry of Education Kenya, 2019) which pointed out the priority areas to address internal efficiencies and strengthening the Kenya education system for quality delivery.

4.2. Views on Pupils' Autonomous Learning

Views by Head teachers and Teachers on their satisfaction with parental involvement in autonomous learning by pupils are presented in Table 6.

	Head Teachers		**Teachers**	
	Frequency	**Percent**	**Frequency**	**Percent**
Strongly Disagree	7	12.5	12	10.2
Disagree	7	12.5	32	27.1
Undecided	9	16.0	34	28.8
Agree	31	55.4	32	27.1
Strongly Agree	2	3.6	8	6.8
Total	56	100.0	118	100.0

Table 6: Views on Parental Involvement in Autonomous Learning

A larger proportion of Head teachers 31(55.4%) agreed and 2 (3.6%) strongly agreed with parental involvement in autonomous learning of pupils while 7 (12.5%) disagreed and 7(12.5%) strongly disagreed with parental involvement in autonomous learning of pupils with 9 (16.0%) being undecided. From the teachers' views 32(27.1%) agreed and 8 (6.8%) strongly agreed with parental involvement in autonomous learning of pupils while 32 (27.1%) disagreed and 12(10.2%) strongly disagreed with parental involvement in autonomous learning of pupils whereas 34 (28.8%) being undecided. The results showed that involvement of parents in pupils' autonomous learning was regarded to be beneficial, a position which was strongly supported by Dudeja & Balda (2019) on dual arrangement for pupils both at school under teachers and at home environments under guidance of parents.

4.3. Parents' Membership in School Management Committees

Descriptive statistics for views on parents' membership in School Management Committees sought from Head teachers and Teachers are presented in Table 7.

Descriptive Statistics on Effect of Membership of School Management Committee:										
							Skewness		Kurtosis	
	RP	N	Min	Max.	Mean	Std. Dev.	Statistic	Std. Error	Statistic	Std. Error
SMC on pupil's performance	HT	56	1.00	5.00	3.4688	1.24394	-0.997	0.414	-0.195	0.809
	TR	118	1.00	5.00	3.5211	1.15708	-0.679	0.285	-0.352	0.563
SMC on school support	HT	56	1.00	5.00	3.3030	1.26206	-0.815	0.409	-0.608	0.798
	TR	118	1.00	5.00	3.4143	1.23350	-0.512	0.287	-0.802	0.566
SMC on pupils' requirements	HT	56	1.00	5.00	3.2581	1.21017	-0.654	0.421	-0.555	0.821
	TR	118	1.00	5.00	3.0423	1.26983	-0.081	0.285	-1.159	0.563

Table 7: Descriptive Statistics for Views on Parents' Membership in SMC
Legend: RP = Respondent, HT = Head teachers, TR = Teachers

From views by Head teachers, parents' membership in SMC enhances pupil's performance with highest mean (M=3.47, SD=1.24) followed by commitment to support school (M=3.30, SD=1.26) and least was to provide for pupil's requirements (M=3.26, SD=1.21). The distributions were negatively skewed indicating that a majority of the data values fell on the right of the mean and clustered at the upper end of the distribution with the tail to the left towards the smaller

values. The results of the study suggested that a larger proportion of the Head teachers agreed than disagreed that SMC membership enhanced pupils' performance, supported school activities and provided pupils requirements.

From the Teachers' views the mean scores for effects of SMC on performance, support to school and provision of pupils' requirements were computed. The findings showed higher mean for performance (M=3.52, SD=1.16), support to school (M=3.41 SD=1.23) and provision of pupils' requirements was lowest (M=3.04, SD=1.27). The distribution was negatively skewed negatively skewed/ left skewed indicating that majority of data values fell to the right of the mean and clustered at the upper end of the distribution with the tail to the left towards the smaller values. The findings of the study indicated that most teachers agreed than disagreed that SMC membership enhanced pupils' participation, supported school activities and provided for pupils' necessities which justified that parental involvement was key in pupils' participation. The findings concur with results of a study by Wanjala & Shitsetwa (2014) who pointed out that though parental involvement in school activities was important, parents had not been adequately sensitized on their obligations and Muigai (2018) who found that majority of parents in different counties of Kenya, were involved in their children's education. However, Tabaeian (2016) reported that more awareness for parental involvement was needed and more strategies on parental involvement were needed to be employed for successful curriculum implementation. These findings indicated that parental involvement was necessary but more guidelines needed to be developed in order to effectively guide the participation of parents in school activities.

4.4. Parental Involvement in Pupils' Follow up Activities

Results from views by Head teachers and Teachers on parental involvement in pupils' follow up activities are presented in Table 8.

Descriptive Statistics on Effect of parental involvement in Follow up Activities										
Pupils' Activities		N	Min.	Max.	Mean	Std. Dev.	Skewness		Kurtosis	
	RP						Statistic	Std. Error	Statistic	Std. Error
Follow up in Homework enhances pupils' participation	HT	56	1.00	5.00	3.7576	1.27550	-0.957	0.409	-0.032	0.798
	TR	118	1.00	5.00	4.043	1.01429	-1.316	0.287	1.409	0.566
Follow up through co-reading enhances pupils' participation	HT	56	1.00	5.00	3.5938	0.97912	-0.830	0.414	0.432	0.809
	TR	118	1.00	5.00	3.8676	.92888	-1.341	0.291	1.945	0.574
Follow up through involvement in co-curricular enhances pupils' participation	HT	56	2.00	5.00	3.9697	0.88335	-0.807	0.409	0.340	0.798
	TR	118	1.00	5.00	3.8696	.96882	-1.130	0.289	1.221	0.570

Table 8: Descriptive Statistics on Parental Involvement in Pupils' Follow Up
Legend: RP = Respondent, HT = Head Teachers, TR = Teachers

From Head teachers' views on parental involvement activities that enhanced pupil participation, the study showed a higher mean for follow up of pupils in co-curricular activities (M=3.97 SD=.88) followed by involvement in homework (M=3.76, SD=1.28) and least was through co-reading with pupils (M=3.59, SD=.97). The scores were negatively skewed indicating that a majority of the data values fell on the right of the mean and clustered at the upper end of the distribution with the tail to the left towards the smaller values. This suggest that a larger proportion of the Head teachers scored strongly agree and agree than strongly disagree and disagree to the items which justified parental involvement in follow-up activities to be important in pupils' participation.

The mean scores of Teachers' perception on the effects of parental involvement in follow up of pupil's activities through homework, co-reading and co-curricular activities were computed which showed higher mean for home work (M=4.04, SD=1.01), co-curricular (M=3.87, SD=.97) and co-reading (M=3.87, SD=.927). The distribution was negatively skewed negatively skewed/ left skewed indicating that majority of data values fell to the right of the mean and clustered at the upper end of the distribution with the tail to the left towards the smaller values.

The findings showed that most teachers agreed than disagreed on parental involvement pupils' follow up activities for effective learning process as supported by Shitseswa & Wanjala (2014) who reported that participatory guidance of pupils by both teachers and parents was still evolving and needed to be professionally guided for better achievement. Further, a study by Kaptich, Kiplagat & Munyua (2019) on parental involvement in Ainabukoi Sub-County, Kenya, found that there was positive and significant relationship between parental participation in educational activities and pupils' academic performance.

5. Conclusions and Recommendation

The study found that most respondents agreed that parental involvement in pupils' activities enhanced pupils' participation. On issue of autonomous learning as many as the respondents agreed and disagreed that autonomous learning by pupils enhanced pupils' participation. The study found that although involvement of parents in School Management Committees (SMC) enhanced pupils' participation it was felt that there were no clear guidelines for full parental involvement in SMC's. The study found that parental involvement in follow up activities, namely, school

homework; co-reading and co-curricular activities were beneficial to pupils and enhanced pupils' participation. The study found that indeed some parents involved themselves in negative activities that affected pupils' participation.

Parental involvement enhanced pupils' participation through involvement of parents in autonomous learning arrangements for pupils, parents' membership in School Management Committees where parents' supported school projects and in provision for pupils' requirements. Parental involvement in co-curricular activities, homework and co-reading enhanced pupils' participation. The study has shown that parental involvement enhanced pupils' participation. There is need to develop elaborate guidelines for parental involvement through SMC in order to enhance pupils' participation through, parental involvement in pupils' homework, co-curricular activities and co-reading activities. Further research should be undertaken to examine modalities of collaboration between schools and communities in the implementation of an all-inclusive education.

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