

# COLLABORATIVE EFFORTS OF EDUCATION STAKE HOLDER IN PROMOTING LEARNING IN LOWER CLASSES IN PUBLIC PRIMARY SCHOOLS

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**Abstract:** Education is very important for the economic development of any Nation in the world. The basis for education population is determined by the performance at lower classes in public primary school's levels. The purpose of the study was to investigate education stakeholder's involvement in promoting learning in lower classes. The study has three objectives; to determine current parent-teacher association, challenges, collaborative efforts of stakeholders and ways of promoting learning in lower classes in public primary schools in Kipipiri sub-county, Nyandarua County. The study was based on social learning theory of Albert Bandura (1986). The study employed descriptive survey design. Randomly sampling design was applied to sample out respondents. The study targets a population of 230 lower classes teachers, 71 head teachers and 1005 parents with a sample size of 80 lower classes teachers, 430 parents and 47 head teachers. Data was collected by use of questionnaires. Qualitative and quantitative approaches were employed in data collection. The data collected was analyzed using Statistical Package for Social Science (S.P.S.S) version 22. It was presented using frequency tables, bar graphs and percentages. The reliability of the data was computed using crunch's Alpha Co-efficient correction. The study finding found that there were challenges in education stakeholder's involvement in promoting learning in lower classes. One of the conclusion of the study was that the parent –teachers association in Nyandarua County had proved to be affecting learning of learners in lower classes in public primary schools. One of the recommendations was that there was a need for provision of effective parent -teacher association in promoting learning in order to manage emerging challenges associated with education of learners in lower primary schools. The study of findings was found useful to school administrators, lower classes teachers, quality assurance standards and personal and educational policy makers in charge of public primary schools. The researcher findings is a reference point for a further research.

**Keywords:** Parent-teacher association, social learning theory.

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## 1. INTRODUCTION

Traditionally a learner was considered as an empty vessel to be filled with knowledge (Nweze, 1993). In traditional societies parents were there to instil morals and values to children back at home (Miretzky, 2004). In 1844 formal education was introduced by missionaries in Africa to bring teacher and parents association and collaboration in many parts of the world through opening of schools (Nweze, 1993). The current education is very important for the economic development of any nation (Mendel, 1998). Dwyer (2001) found that an educated population is an asset for the future development of a country. The Basis of an educated population is the performance at the lowest classes in public primary schools and is influenced by the stake holders association and collaboration (Devies, 2013). It is the role of stake holders to motivate pupils from home and school for them to perform well (Miretzky, 2004).

In this study stake holders are considered as the controller of activities in the schools who need to associate and collaborate with other stake holders to promote learning (Dwyer, 2001). Osborne( 2004) argues that parents/guardians as stakeholders would be viewed as supporters in promoting learning in the same environment. Pupils will be considered to participate in their learning process through undertaking various roles in their school. Teachers volunteer in many hours to teach pupils in the Library to -promote Learning. On the hand, parents collaborate with teachers to help in reading skills after they are back at home (Osborne, 2004).

Teachers monitor pupils in the schools to guide them in choice of careers. Parents collaborate with teachers in guiding and counseling their children in academic areas (Macbeth, 1995). On the other hand, education in the United Kingdom (UK) has also developed as in America (Nweze, 1993). Parents -teachers association is common being present in Many Schools. Teachers participate in Research to expand understanding of the dynamics learning and assist learners to develop their abilities holistically (Macbeth, 1995). Teachers show utmost respect for the children: never insult, degrade embarrass or humiliate children at school (Epstein, 1991). Parents in UK collaborate with teachers through support, classroom rules, school rules and supporting children attendance (Mendel,1998 ).Parents are there to collaborate with teachers by teaching their children morals, ethics and adoptive teachings, to adjust for and accept change in their society (Macbeth, 1995).

Eberly et al. (2007) acknowledges that China has the largest education system in the world. Teachers associate with Children and parents to educate them about the rights of children and encourage them to attend schools. On the other hand parents collaborate with teachers in order to promote academic achievements of their children (Dornbusch et al.,1992). They have to ensure that children are not overwhelmed by domestic activities at the expense of school work (Mendel, Maria (Ed.) 1998). Parents associate with teachers to oversee that their children attend school regularly and at the right time when school reopen. As for the parents, they need to collaborate and ensure that they participate in school activities, like attending school meetings (AGMS), academic days and fundraisers (Dornbusch et al.,1992). Mendel, Maria (Ed.)( 1998) posits that parents are given the privilege to make decisions for their children in the schools they are attending. Parents collaborate by providing educational materials where necessary, like supplementary books and pens (Nunnally, 1996). Teachers associate with parents, children and other stake holders to motivate learners after assessments and give those presents. On the other hand, parents collaborate by involving them in motivating their children to perform well and languages like English in the school and at home (Nunnally,1996). Parents are there to collaborate with teachers to avoid obsolete traditional and customs, such as early marriages and Female Genital Mutilation (FGM) that hinder children from going to school (Mitchell, 2008). Although education has developed so much in United States of America, United Kingdom and China. Parents in USA do not collaborate with teachers in attending General Meetings regularly which has negatively affected the school performance and management, a gap need to be filled (Nweze, 1993).

## 2. METHODOLOGY

### 1. Research Design

The researcher found descriptive survey research design suitable as it would help to obtain a cross section of information touching on the educational stake holders' involvement in improving learning among pupils in lower public primary schools Kipipiri sub-county. Descriptive survey research design was used because it describes the state of affairs as it exists at present.

### 2. Target Population

A target population poses similar characteristics which can be observed ( Mugenda &Mugenda,2006) The target population for this study comprised of all lower classes primary teachers, head-teachers and parent It had 230 lower classes primary school teachers, 71 head teachers and 1005 parents.

### 3. Sample Size

An optimum sample which fulfils the requirements of representativeness, efficiency and viability was adopted. To ensure a proportional allocation under which the sizes of the sample from different stratum were adhered to. A formula of proportional stratum allocations will be used which will be kept proportionate to the sizes of strata (Kathori ,2004). Slovin's formula

Below is the Slovin's formulae utilized in sampling respondents of the study;

$$n = N / (1 + Ne^2)$$

n = Number of samples

N = Total population

e = Error tolerance

Given:

$$N = 9,182$$

$$e = 5\% = 0.05$$

Required: n = ?

**Table 1: Sample Size for Lower classes Primary School Teachers**

Stratum	Lower primary school teachers population
A	22
B	20
C	19
D	19
Total sample size	80

Source: MOEST, Kipipiri Sub-county 2015

**Table 2: Sample Size for Head Teachers**

Stratum	Head teachers population
A	10
B	12
C	13
D	12
Total sample size	47

Source: MOEST, Kipipiri Sub-County 2015

**Table 3: Sample Size for the Parent's Lower classes Primary public schools**

Stratum	Parents lower primary population
A	120
B	90
C	140
D	80
Total sample size	430

Source: MOEST, Kipipiri Sub-County 2015

#### 4. Sampling Procedure

To ensure adequate representation of all teacher categories in the sampling frame as indicated in table below, all the respondents in the sample were selected using systematic random sampling to ensure that all lower primary teachers, head teachers and parents in the targeted public primary school have equal chances of participation in this study.

**Table 4: Sampling Frame**

Subjects	Target population	Sample
Lower teachers	230	50
Head teachers	71	47
Parents	1005	430
Totals	1156	527

### 5. Data Collection Methods

The researcher required a research permit before conducting the study. The primary data was collected using questionnaires and secondary data from books, journals, magazines and reports. A semi-structured questionnaire was used to collect primary data.

In order to ensure uniformity in response and to encourage participation, the questionnaires was kept short and structured with mostly multiple choice selections. Questionnaires are the most appropriate instrument due to their ability to collect a large amount of information in a reasonably quick span of time( Mugenda &Mugenda ,2006). The questionnaires was carefully designed and tested with a few members of the population for further improvements. This was done in order to enhance its validity and accuracy of date to be collected for the study.

### 6. Data Processing and Analysis

Raw data will be edited to detect errors and omissions the data collected was classified and analyzed. The completed questionnaires was scrutinized to ensure that the data is accurate and consistent with other facts gathered and organized well to facilitate coding and tabulation.

The researcher ensured that response was put into a limited number of categories to minimize coding errors. The raw data was classified according to attributes. Simple tabulation was used to give information about one or more groups of independent questions. To make inferences using statistical data, inferential statistics was used to test the hypothesis generated for this study at 0.05, level of significance and at 95% confidence level, in order to determine with what validity can be said to indicate some conclusions. The data collected was analyzed with respect of the study objectives using descriptive quantitative and qualitative techniques. A qualitative technique such as narratives and descriptions was used. Quantitative techniques such as bar graph, pie and percentages was used by the help of a computer program known as Statistical Package for Social Sciences (SPSS).

### 7. Reliability Validity

In designing a research instruments that yielded the content valid data specified the domain indicators that were being measured. The researcher used content validity of the instrument to provide accurate coverage of the topic understudy. If the research tools contain a representative sample of the population , the content validity was assumed to be good. To ensure validity of the instrument, the research was asked the same question again using different wordings. The questionnaires' was pretested in the neighboring sub-county. Construct validity was used in a random sampling of lower primary teachers from public schools and administer questions. Criteria validity measured roles done by teachers and parents to promote learning in schools. Internal validity was very important to control extraneous variables and other types of variables which may influence the study results. The validity of the questionnaires was established by the post graduate research panel experts from the department of education at African Nazarene university who will establish its content and construct validity to ensure that the items are adequately representative of area of study. To establish reliability of the instruments a pilot study was conducted in a population similar to the target population but which was used in final study. The researcher assessed the clarity of the questionnaires and those items was found to be inadequate or vague will be discarded or modified to improve the quality of the research instruments thus increasing its reliability. Split half technique of reliability testing was employed whereby the piloting questionnaires was divided into two equivalent halves. The two halves was administered to the pilot group and then was analyzed a spearman's co-relation (co-efficient) for the two halves will be computed using the formula

$$S.H=2R/1=R$$

Whereby  $r$  = co-relation coefficient.

S.H = split half

The reliability co-efficient will be computed to indicate Cranach's alpha, a coefficient correction of 0.80 will be accepted.

### 8. Legal and Ethical Considerations

The researcher upholder confidentiality and integrity of his subject at all times. The identity of the respondents remained anonymous seeking introductory letter from Africa Nazarene University, National Council for Science and Technology, sub-county D.E.O, School head teachers and lower classes teachers before contacting the research. The researcher submitted findings to all relevant education stakeholders.

## 3. RESULTS

### Teaching Experience and Remedial Teaching for the Weak Learners

Majority of the teachers 64% had teaching experience of between 6-29 years. (Figure, 4.2.3). The results of the findings show that majority of the teachers had a lot of experience in teaching lower classes learners.

The remedial teaching for the weak learners is summarized by the Figure 4.2.4 above where. Majority, 69(86.3%) of teachers indicated that they provide remedial teaching, only 11 (13.7%) added that they have not been providing (Figure 4.2.4). The results show that most teachers do provide remedial teaching but majority of work they are supposed to do at home failed due parents involvement in other activities. The results concur with that of Dennis (2011) who posits that it is the role of the parents to ensure that their children join schools at the set time. They should also get involved in school activities that promote learning of their children.

### Class Most Affected by Performance in Lower Primary Classes

The subsection 4.3.1 provides a summary of a class which is more affected by failure of stakeholders' involvement in education. The findings seemed to reveal that due to parental involvement, majority of class one pupils are more affected than others (Figure, 4.2.6). The results concur with that of Mwoma (2010) who argues that parents should provide an enabling environment at home for the children emergent learning behaviours and failure to which consequences of ignorance follows.

### Provision Guidance and Counselling and Parents/guardians involvement in the learning of the pupils

The sub-section 4.3.4 provides a summary whether the drop in performance of learners may be contributed by not providing guidance and counselling to students do categorize their learners. The results reveal that majority of teachers do provide these guidance and counselling services but fails because other stake holders. In response to the statement regarding parental/guardians involvement in the learning of pupils is high, Table 4 2.1 indicate that majority of teachers 61 (86.25%) strongly disagree with the statement that Parents/guardians involvement in the learning of the pupils is high. The results show that parental involvement in learning of pupils is not high in majority of schools. It may be true that a parent has very little time; however (Chua, 2010) noted that it is not true that a child's reading is only a teacher's job. It may well be that the biggest challenge is helping parents think about, accept and value their critical role in education.

### Sub County Education officers visit School to monitor learning and Occupation of Parents and Guardians

The sub-section 4.3.1 provides a summary of whether some of the education stakeholders failure to monitor performance do contribute to poor performance of learners. Majority of teachers 59 (73.8%) indicated that they do not regularly visit schools to check performance of learners (Figure, 4.2.8). The result from the above shows that majority of sub county education officers do not visit schools. The result concur with that of Lumbar (2010) who points out that other education stake holders and teachers lack collaboration to promote effective learning in the public schools. Parents are very busy at home and lack time to interact with teachers at school during school meetings, to know the problems that the children are experiencing in school. Towards the reasons why parents are unable to attend school activities involving their pupils, Majority 291 (67.7%) of the parents indicated that they were casual labourers. The result reveals that majority of parents are casual labourers see Figure 4.3.2).

### **Reasons for Lack of Effective Collaboration and Involvement and Follow Progress record in school**

The subsection 4.3.5 provides information on reason for lack of effective collaboration and involvement. The findings show that a commitment to casual labour has the greatest contribution for lack of effective collaboration and involvement (Figure. 4.3.3). The findings show that commitments to casual labour have the greatest contribution for lack of effective collaboration and involvement. Towards individual parents involvement and Follow Progress record in school, majority of parents 219 (50.9%) disagree that they always follow progress record of their children (Table, 4 3.1 ).The result concur with that Kimokoti (2007)who notes that parents need to have a positive attitude towards education by following progress record, which will encourage them to learn. Parents have authority over children absenteeism, variety of reading materials at home to do homework and encourage them to attend school

### **Duration takes to follow progress record of their children Domestic and Work Given to Children after School**

Subsection 4.4.6 gives a summary of duration of time parents take to discuss progress record. The results show that majority 52 (73.3 %) of parent/guardians only follow progress record at the end of the year. The results concur with that of goals Davie (2013) who argues that education progress retards when parents fail keep track on their children learning and periodically celebrate their progress towards learning goals. Further the study sought to find out some of the domestic work given to children after school that affect them. (Figure, 4.3.5). The result reveals that majority of children do care for their young one after school while their parents are out for casual labour. This interferes with continued development of school work at home.

### **Parents voluntarily informing teachers about the areas of concern for a children**

The subsection 4.4.7 provides a summarized result of the findings on whether Parents have been voluntarily informing teachers about the areas of concern for their children in an attempt to resolve some of the challenges affecting them (Figure, 4.3.7) The results reveal that majority 379 (88.1%) of parents have not been voluntarily informing teachers areas concerned of their children.

In response to the statement regarding Parents often visit teachers voluntarily to discuss the progress of their children the results shows that majority of parents 361 (84%) have not been visiting teachers voluntarily to discuss the progress of their children. The result concur with that of Karua (2011) who notes that one challenge that teachers face is reflected in the comment from parents, "It is the school's job, I do not have time." This comment may surface even if positive attitudes are portrayed and time is taken to develop a relationship with parents

### **Ways promoting effective learning in the schools and Head teachers invite parents for school Performance meetings**

The sub-section 4.4.9 provides a summary of various opinion of the parents and guardians in regard to what can be done to promote effective learning in the schools where their children studies. The results reveal that parental involvement and collaboration can best improve learning where their children are The result of the finding was link to that of Sandler, (1997) who argues that promotion increases when invitations are personalized, parents see the link between their efforts and the child's performance. On whether head teachers have been inviting parents for school performance meeting. Figure 4.3.9, majority 45 (95.7%) indicated that have been inviting parents for school meetings. The results reveal that majority of head teachers due to pressure of increasing school mean score have been inviting parents for school meetings to discuss progress.

### **Teachers Role in Motivating and Maintain Discipline Learners is Very Effective**

A summary of Head teachers rating special contribution of their teachers in motivating their learners. Majority of head teachers 40 (85.1%) agree with the statement that teachers role in motivating learners is very effective. The results show that majority schools due to pressure of raising mean score have been using motivation as a factor to promote learning.

Survey head teachers indicating the effectiveness of the teachers in controlling discipline in the school (Figure 4.3).Majority 37 (78.7%) indicated that teachers maintain discipline of learners effectively, four of them were neutral and three of them disagree with the statement. The results shows that teachers do try on their part but other stake holders have not been actively involved. The result concur with that of Cephas( 2011)who argues that due to the personal contact and

relationship that can be established with parents, teachers are in an ideal position to empower parents and to reach some of the families that are at highest risk of having children who experience little school success due to reading difficulties and behavioural problems.

### **Promotion Socialisation and Counselling Services in the School**

In response to the statement regarding head teachers opinion on provision counselling services in the school is very effective ( Figure 4.3.17) majority of head teachers 38 (80.8%) agree with the statement. The results shows that majority of schools provision counselling services is very effective but other players fails in this case. The results concur with that of Oysterman (2011) who notes that a teacher has a role to motivate learners in the school, to provide rewards and using encouraging words like excellent, good and keep it up.

### **Kinds of Challenges Faced by Head teachers in Attempting to Raise Performance**

The subsection 4.4.11 provides a summary of kinds of challenges faced by head teachers in attempting to raise performance. majority of head teachers 39 (82.9%) indicated lack of parental involvement and collaboration .The findings show that lack of parental involvement and collaboration is the greatest challenge in attempting to raise lower primary performance. The results of the finding concurred with that of Kabiru( 2010) who posits that lack of parental ways of keeping track on their children learning and periodically celebrating their progress towards learning goals demotivate learners to continue performing.

### **Challenges Head teachers feel that children experience while learning**

The subsection 4.4.15 provides a summary of reasons head teachers give to sought out what are the challenges, if any, do children face while at home that interfere with their leaning. majority of parents, 34 (72.3%) indicated that children get tired because of domestic cores since their mothers are busy with casual labour ( see Figure, 4.3.6) The results indicate that majority of the challenges children face is as a result of their domestic cores given to them after school. The results concurred with that of Ediger, (2013) notes due to lack parents' positive attitude towards education, which will encourage them to learn, majority of learners do not find the link between education excellence and better life.

### **Invite Motivational Speakers and time Taken to invite them to Encourage Learners**

The sub-section 4.4. Provides a summary on whether head teachers have been inviting motivational speakers in to encourage learners. majority 38 (80.8%) indicated that have been invite motivational speakers to encourage learners (Figure 4.3.7).The results reveal that majority of head teacher do invite motivational speakers On the time taken to invite motivational speakers to encourage learners(Figure, 4.3.3). Majority of the head teachers 35 (74.4 %) indicated that they do Invite Motivational Speakers at the end of the year. The results show that majority of head teachers do invite motivational speakers at the end of the year but this may fail to have an impact on learners. The results concur with that of Oysterman (2011) who notes that a teacher has a role to motivate learners in the school through other encouraging player and peers to provide rewards and using encouraging words like excellent, good and keep it up to motivate them

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