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Investigating Parental Influence on Academic Performance of Primary School Learners in Zambia: Case Study of Peri Urban of Chingola District

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***Abstract*—** This study aimed at identifying factors affecting performance of learners in selected grant-aided and non-grant aided secondary schools in the Copperbelt Province of Zambia. Teachers found in the selected schools were, by and large, trained from the same teachers' training colleges and universities. A case study design was used which combined qualitative and quantitative techniques of data collection and analysis. The target sample comprised teachers, pupils and school administrators of the selected schools. Other informants included Senior Education Standards Officers (SESO's) from the Provincial Education Office in Ndola. The data were collected through questionnaires, interview schedules, Focus Group Discussions and analysis of documents. Qualitative data were analysed thematically through identification of themes that emerged from the data. The Statistical Package for Social Sciences (SPSS 16.0) was used to generate descriptive statistics such as frequencies, percentages or tables. The study revealed that pupils from non-grant aided schools were under performing as compared to pupils from grant-aided schools. The unsatisfactory performance of pupils from non-grant aided schools was attributed to inadequate learning and teaching resources, over enrolment, demotivated teachers (low teacher morale), pupil indiscipline, teacher and pupil absenteeism, inactive INSET activities for teachers and lack of school academic policies among other factors On the other hand, good performance in grant-aided secondary schools were attributed to adequate learning and teaching materials, high teacher morale (teacher motivation), strong school academic policies, high level of pupil discipline, controlled enrolment levels, prize giving ceremonies in recognition of outstanding pupil performance and close supervision of teachers and pupils among other factors. The study made the following recommendations: Historically, formal education in Zambia originated through the work of voluntary agencies, mostly Christian missionaries. To-date, religious bodies make a significant contribution to educational provisions in Zambia through their grant-aided schools and colleges. A grant-aided institution is one that receives from government a grant of 75% of the capital costs of approved projects and an annual grant in aid running costs. The government also pays the salaries of teachers and other approved personnel at these institutions. The partnership of the voluntary agencies is greatest at the secondary level. There are over 44 grant-aided secondary schools dotted across the country (MOE, 1996) supporting over 15% of the total secondary enrolment in the country. In addition, the religious bodies own four primary teacher education colleges in Zambia

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I. CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter describes the study background, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. Limitations and delimitations, assumptions, theoretical and conceptual framework as well as the operational definition of terms are also presented.

1.1 Background to the Study

Chingola District (the research location) is the most picturesque of the Copperbelt districts with a profusion of trees and flowers. The higher rainfall that this part of the country gets, is very evident in the greenery throughout the suburbs. This beautiful district is the home to the biggest open-cast mine in Africa. Additionally, it is situated in the Copperbelt Province of Zambia. The District lies approximately 450 Kilometers North West of Lusaka, the Capital City of Zambia and 51 Kilometers West of Kitwe (the research location) is the most picturesque of the Copperbelt districts with a profusion of trees and flowers. The higher rainfall that this part of the country gets, is very evident in the greenery throughout the suburbs. This beautiful district is the home to the biggest open-cast mine in Africa. Additionally, it is situated in the Copperbelt Province of Zambia. The District lies approximately 450 Kilometers North West of Lusaka, the Capital City of Zambia and 51 Kilometers West of Kitwe. Moreover, Chingola, borders Chililabombwe in the North, Lufwanyama in the South West, Mufulira district in the East, and Kalulushi district in the South East. It lies on a latitude of 12 degrees 20 minutes South and Longitude 27 degrees 50 minutes east and is generally at an elevation of 1300 meters above sea level. Additionally, it covers a total land mass of 167,800 hectares. Of this total land mass, 22,923 hectares (i.e. 13.6%) forest reserves and pine plantations, 35,500 hectares (i.e. 21%) constitute the mining area on which Konkola Copper Mines (KCM) own surface rights, and the remaining 109,399 hectares (i.e. 65%) is state land upon which Chingola. Municipal Council exercises its jurisdiction as a local planning authority. Furthermore, the 2010 Census, the total population of Chingola is estimated at 210,073 with females accounting for 49.99%, and males at 50.01%. The average annual population growth rate stands at 2.3%. In comparison to the other districts on the Chingola district ranks 3rd in terms of population after Ndola and Kitwe, with approximately 503,649 and 388,648 people respectively. The peri-urban areas of the district are sparsely populated with agriculture as the main economic livelihood. Compared to other towns on the Copperbelt, Chingola town has a comparative advantage over other towns as it is strategically positioned as a transit town for people going to Chililabombwe, DRC Congo and Solwezi. Solwezi is a town harboring the current fast-growing mines in the country. This is a great investment opportunity for the district.

As regards education, Chingola has a total number of 46 Primary Schools, 6 Secondary Schools, 24 Community Schools, one Training College and 2 Vocational Trades Schools. **http://www.chingolacouncil.gov.zm**

On the economic front, Chingola is a Copper and Cobalt-producing town and the mines provide the stimulus for growth of satellite industries thereby creating more employment for the residents of the District. The District is well placed for growth in industry, agriculture, tourism, mining and manufacturing. Its proximity to the Democratic Republic of Congo provides a ready market for exports.

Chingola District provides health care and health promotion services to residents through established health institutions. The health services

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have been decentralized with the establishment of community administrative structures to support the delivery of services. The community structures include The District Health Management Board at District level and neighborhood health communities at the community level.

The District has two Hospitals namely, Nchanga North General Hospital (GRZ) and Nchanga South Hospital (KCM). Furthermore, there are 14 health posts and 6 clinics. The urban part of Chingola has access to piped water while the rest in peri-urban areas draw water from shallow wells. Mulonga Water and Sewerage Company is the only utility company supplying treated water to Chingola residents (water source). Chingola Municipal Council is responsible for solid waste management and it has also entered into franchise agreements with other private refuse collection companies such as by Cop waste.

Most of the urban areas are electrified in exception of high-density populated areas in the Peri-Urban and Rural areas. However, the rural electrification Authority has embarked on an electrification process in the rural areas. Rono (2010) citing (UNESCO, 2005) observes that primary education is a major foundation for social-economic and political development of every nation.

This can be attested by millions of leaners who eventually go further in their pursuance of their education at primary school level. Quite often, the quality of education at this stage are often undermined as the schools may not give adequate knowledge, skills, and attitudes to pupils that a country needs in its citizens in order to guarantee the role of education in development (World Bank 2002). On the other hand, education is considered imperative for not only the progress of the individuals, but also for the development of community and nation. In order to bring about improvements in all aspects, and utilize modern and innovative techniques and methods, individuals need to generate awareness and enhance their educational skills (Kapur, 2018).

Another principle enunciated is that of Kudari, 2016) who indicates that classroom environment. The author also contends that academic concepts are made known to the students by the teachers within classroom. Teachers have the main job duty of completing the subject syllabus. Therefore, it is vital that classroom environment should be disciplined, and well ordered. Within the classroom, it is vital for the teachers and the students to implement the traits of morality and ethics. It is vital to promote mutual understanding, amiability and co-operation among the teachers and students as well as among the fellow students.

Kapur (2018) cites Kudari (2016) also points out that the role of parents by stating that; home is referred to as the place from where the foundation of learning and education takes place. The author is also arguing that in order to produce good academic outcomes, it is vital for the parents, children and other family members to encourage a learning atmosphere within homes. For instance, when students experience problems in certain subjects, then parents are responsible for providing help. This help may be in the form of private tuitions or they themselves may teach their children. They make provision of technology and other learning materials at home to enhance the academic performance of their children. Parents play an important role in leading to operative growth and development of their children. From the perspective of the researcher, a parents and guardians facilitate an enabling environment for learners to excel in their academic performance in primary schools irrespective of the status of the parents. This view is supported by Kudari (2016) who contends that in schools, whatever problems that children go through regarding academics and other areas, they normally communicate to their

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parents. Parents are sources of security, encouragement and help their children in providing solutions to their problems.
Further, parental influences have been identified as an important factor affecting student's achievement (Miller, 1980; Dryfoos, 1990) The child rearing attitudes or parental behavior may be viewed in terms of many different dimensions such as, acceptance, affection control, warmth, permissiveness, restrictiveness and demanding behavior. Typically, warmth and control are thought to be the most important ways in which parents influence the development of their offspring or children (Maccoby & Martin, 1986). After conducting extensive research (Rohner; 1986; Rohner & Rohner, 1981) reported major parenting dimensions in different human societies these dimensions are parental control (permissiveness-strictness and parental warmth (acceptance-rejection) Pandey and Thapa, 2017

Historically, formal education in Zambia originated through the work of voluntary agencies, mostly Christian missionaries. To-date, religious bodies make a significant contribution to educational provisions in Zambia through their grant-aided schools and colleges. A grant-aided institution is one that receives from government a grant of 75% of the capital costs of approved projects and an annual grant in aid running costs. The government also pays the salaries of teachers and other approved personnel at these institutions. The partnership of the voluntary agencies is greatest at the secondary level. There are over 44 grant-aided secondary schools dotted across the country (MoE, 1996) supporting over 15% of the total secondary enrolment in the country. In addition, the religious bodies own four primary teacher's education colleges in Zambia.

The regulations governing the grant-aided institutions were updated in 1993. The new regulations provide for the establishment at each aided institution autonomous boards of management which exercise extensive control over every aspect of educational provision at the school or college. A further significant feature of the new regulations is that the boards have been empowered to protect particular ethos through control over the appointment and retention of staff. The substantially independent boards of management in grant-aided schools appear to be managing their affairs very well. This is evidenced by the outstanding academic performance of pupils especially at grade 7 level. For some time now, Private and Catholic- run learning institutions have been known to provide quality education.

According to the Ministry of Education (MoE) (2003), in 2001, 65.7% of the pupils at grade Seven level received their certificates with far higher rates in private and grant-aided schools. Little wonder many parents including non-Catholic members choose private and catholic- run learning institutions ahead of government schools for their children because of assured good examination performance provided the children are serious with their school work. Although teachers available in both grant- aided and non-grant-aided schools are trained from the same colleges, there are some marked and vivid discrepancies in as far as pupil performance is concerned

Study habits of students may be relevant to the prediction of grades because it is possible that student's grades may be related to their study habits. That is, students with poor study habits may obtain lower grades than those students with better study habits. The importance of the relationship between grades, instructor ratings and study habits has not been determined [Middleton (1979)].

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Parents have a vital role to play in the life of a child. Parents' participation in their children's educational performance has been shown to be an important variable that positively influences children's education (Epstein, 1997). More and more schools are therefore appreciating this importance and are encouraging families to get involved. As a result of this recent trend, it has become essential to understand what is meant by parent participation and in what ways it has an influence on children's education in daily attendance to school.

According to Epstein (1997) children learn and grow through three overlapping spheres of influence: family, school and community. These three spheres must form partnerships to best meet the needs of the child. Epstein defined six types of involvement based on the relationships between the family, school and community. They include: parenting, communicating with the school in relation to the child, volunteering as resource person providing labor to the school and supporting children education programs such as drama, music and educational trips. Parents may also assist children in learning at home for example in doing homework as well as decision making and collaborating with school in such areas as provision of resources.

Studies have shown that parental participation has positive effects on their children's education, families and school, when parents continuously support and encourage their children, they learn better, develop self-esteem, become more self-disciplined, and show higher aspiration and motivation towards school (Epstein, 2003).A study done by Educational Zone showed that the various school activities that parents participate in including attending meetings, communicating with the school, and volunteering influence the academic performance and attendance of their school children. Further, it revealed that parents who are more confident in their parenting and decision-making skills, gain more knowledge of their children's development. They use more of affection and positive reinforcement and are less punitive towards their children.

Unfortunately, parents are limited from participating effectively in their children's learning by a number of factors. Many parents` personal school experiences for instance create obstacles to school involvement. Those who dropped out of school because of school related reasons for example do not feel confident in school settings.

Thus, such parents have very little involvement in their children's school work. As Baumania (1991) established, such parents provide basic needs like food and shelter; but are not involved in their children's lives. They show little warmth, love and affection towards their children, have fewer expectations or demands on behavior and offer little or no supervision. Their children on the other hand develop fear, anxiety or stress due to lack of family support. Consequently, children from families whose parents do not participate in their education generally perform poorly in nearly every area of life. These children tend to display deficits in cognition, attachment, emotional skills and social skills (Moccaby 1992). Anecdotes from the Government education office 2012 show that parents' socio-economic status greatly affected their participation in the school activities such as meetings, academic days and talents day. The document records demonstrate that parents from higher socio-economic backgrounds attend school children`s activities in greater numbers than those from the low socio-economic positions.

This may be a pointer to the situation of the more endowed parents understanding the essence of investing their time in the growth and development of the school children.

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On the other hand, most of the parents from low socio-economic positions may not understand the essence of dedicating themselves and investing their time in the development of their primary school children. Education journal (2012) this is because they are busy fending for their families and the struggle in trying to get means to put food on their tables. It was therefore necessary to find out whether there is a relationship between level of income and parents' participation, or apparent relationship were attributable to other factors that were not part of the study.

Writing from the Zambian context, it has been indicated that after encountering financial hiccups and lack of human resources to run the schools effectively, the Zambian government embarked on a partnership in educational provision which they had earlier abandoned. Initially from the 1920s to 1964 the basis for educational provision was wide ranging partnership that involved central local government, agencies, missionaries and private and private sectors. All education functions of local education authorities were taken by the central government. There was virtual monopoly exercised by the Zambian government over the provision of education. The over dependence on government prevented communities from tackling even simpler problems in schools around them. They perceived schools as separate entities from them. In other words, there was no sense of ownership among communities as far as the running of schools was concerned, (MoE, 1996).

Partnership in education is all about removing the boundaries between schools and communities making it possible for schools to be on open system, the place where the communities are free to walk into, and actively get involved in various activities. The essence is to remove the gap between schools and communities. In support of this, the government thought of restoring partnership in education provision. To ensure that the restored policy is working, the Ministry of Education has been sensitizing all stake holders of education on the importance of school community partnership through a number of workshops in Health and Nutrition, Gender and Education Support 2 (CHANGES 2) programme (MoE, 2007).

1.2 Statement of the Problem

The role of parental involvement in their primary school children's education cannot be over-emphasized as it plays a substantial part in the academic success of learners in primary schools in Zambia. Previous studies undertaken by Strauss and Kohn (2013) indicate that relationship between family background, educational levels of parents, and student success has been researched for decades, with most recent studies illuminating the interplay among these factors.

Consequently, parents and guardians play a critical role in modeling their children's ensuring effective communication between them and the primary school and identifying the critical needs as regards their children's academic requirements and daily attendance. The context of Chingola is that despite the MoF policy to involve parents in academic endeavors of the learners through Parents Teachers Associations (PTA) have not achieved its desire as anticipated in several primary schools. The main objective of forming these associations is to promote partnerships with parents and guardians as academic, emotional and social growth of students is increased through partnerships with parents (DEBS). It was for this reason that the researcher was seeking to investigate the effect of parents' involvement in academic performance of their children. Parental involvement affects the success and achievement of every academic institution. The manner in which cultural and family background impact student academic achievement and motivation is not fully understood.

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1.3 Purpose of the Study

The main purpose of this study was to investigate the influence of parents' socioeconomic status on their participation in pupils' daily attendance to primary schools.

1.4 Research Objectives

The study was intended to:

I. To investigate the factors that influence learner's academic performance in primary schools.
II. To examine the role played by parents/guardians in influencing learners' academic performance in school
III. To assess the challenges experienced by learners in achieving their academic performance.
IV. To examine strategies used by school administration to enhance academic performance in primary schools

1.5 Research questions

The research questions were as follows:

I. What are the factors that influence learner's academic performance in primary school?
II. What is the role played by parents/guardians in influencing learners' academic performance in schools?
III. What are the challenges experienced by learners in their academic performance?
IV. What strategies have been used by school administration to hence academic performance?

1.6 Significance of the Study

This study is significant in the field of education in that it builds upon the body of knowledge relating to parents' socio-economic status on participation in their children's daily school attendance. The study will inform head teachers on ways to enhance parents' participation as regards children's learning. Findings of this study may have both practical and theoretical implications for the future of Primary Education in Zambia. For instance, it will highlight the role of the head teachers and teachers in strengthening parental participation in primary schools.

The findings of this study may also be useful to early childhood education policy makers. Its recommendations may lead to formulation of policies that support parents' ownership of schools, decision- making in school and communication with the school teachers. It may also influence policies related to enhancing socio-economic levels of parents such as empowering families to have access to credit facilities. In addition, findings of this study may inform curriculum developers on the need to come up with a curriculum on community education on income generating strategies in order to raise the socio-economic levels of parents. This would hopefully enhance their involvement in their children's learning. Teachers may also use the study findings to come up with effective ways of promoting parental involvement in the primary school setup. The study may fill the gap of knowledge in peri urban of Chingola and entire Chingola District.

1.7 Delimitations and Limitations of the Study

The delimitations and limitations of this study are as described in the following subsections:

1.7.1 Delimitations of the Study

This study was carried out in public primary schools in peri urban of Chingola, Chingola District. The study focused on public schools because they enroll children from all social classes. Thus, the public schools revealed what is actually on the ground. All teachers and parents of those schools were targeted. Although there are other factors which could influence parents' participation in their children's daily school attendance, this study focused on parent's socio-economic status. Similarly, this study is only applicable to primary schools in peri urban of

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Chingola, hence generalization to other part of the nation should be done with caution.

1.7.2 Limitations of the Study

A few challenges were encountered during this study. One of them was the time constraints due to the vast study site. Secondly, there were budgetary constraints. To address the challenges, the researcher sampled the minimum acceptable number of participants. This ensured the time taken to carry out the study was kept to the minimum without compromising the quality. The researcher did the work personally to cut out on the cost that could have been attributed to hiring research assistants.

1.8 Assumptions of the study

The study assumes that:
Different factors contribute to parental participation in their children daily school attendance. The respondents to responds honest when providing the information required.

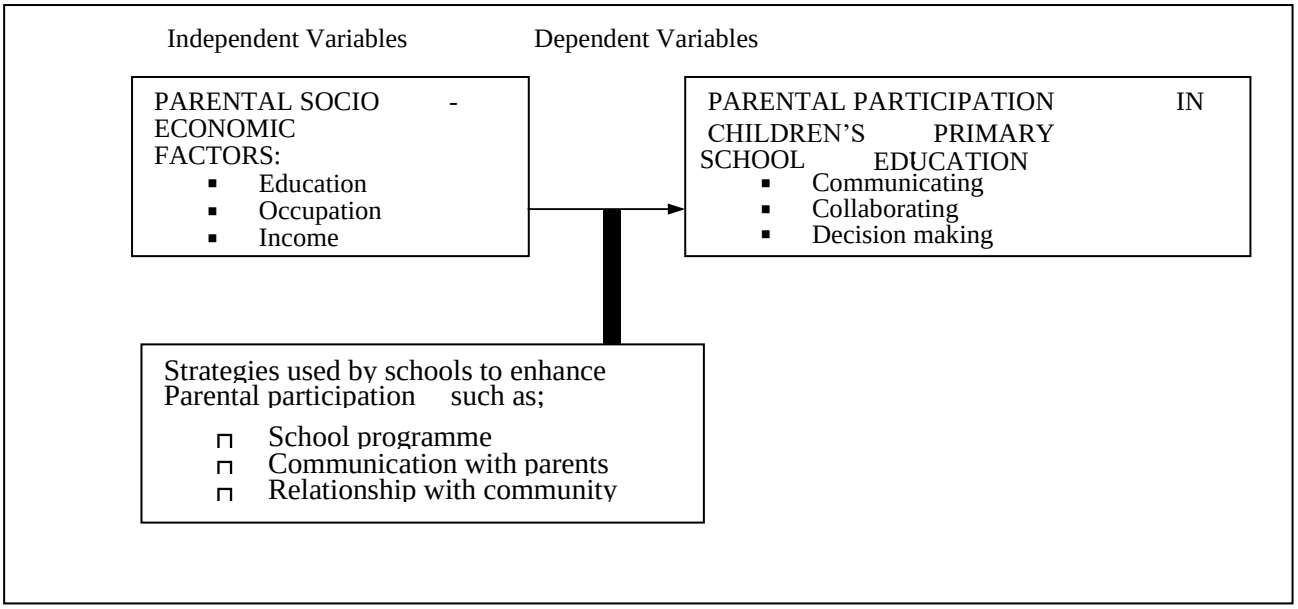
1.9.1 Motivational Theory of Abraham Maslow

This theory has great impact on educational structure. In order to minimize on the effectiveness of school-wide and individual classroom teaching programs, administration and teacher must consider children's basic needs. This must be a top priority in the development of the programs so that children have the capability of reaching their highest level of potential for instance, if a child has not had her breakfast before she comes to school, she will not be concentrating on learning as she will be preoccupied with the need for food. The school system must meet this need by providing breakfast programs so that these children will be more likely to learn effectively. According to Maslow, failure to satisfy one level of needs puts one into a deficit state and become continually concerned about the level of needs.

A. *1.10 The Conceptual Framework*

Figure 1.1illustrates the conceptualized relationship between variables independent variables; parents' education, parents' occupation, and parents' income to dependent variables: communication, collaborating and decision making.

Figure 0-1



In general, parental participation in children`s education yields good education.

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1.10 Operational Definition of Terms

Parental participation: The act of parents getting involved in their children's education such as communication, collaborating and decision making.

Primary school: This is the term used to refer to the center's/places involved in imparting knowledge to children before they go for secondary school.

Primary school Education: This refers to knowledge acquired during early grades of life (Grade 1- 7).

Attendance: this is the action or state of going regularly to or being present at a place.

Parent's Education: Professional level a parent has acquired.

Parent's Occupation: A main economic activity undertaken by parents. Generate income to support his/her child in school.

Parent's Income: This includes any monetary gains a parent may have access to either directly or indirectly.

Parent's Socio-Economic Status: It is a situation based on family income, parental educational level and parent's occupation.

II. CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Overview

In this chapter, the researcher presents review of literature related to the study based on the study objectives that is, influence of the parental education, occupation, and income on their children's daily school attendance and lastly the strategies put in place by the schools to enhance parental participation in primary education.

2.1 Factors influencing the academic performance of the learners

According to (Pandey and Thapa, 2017), Academic performance includes three processes: the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for oneself in relation to facts and thirdly being able to communicate knowledge verbally or on paper.

Further Lezotte (2001) in his studies postulated seven correlates of effective schools-strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of learner's progress, positive home-school relations and opportunity to learn time on tasks. Although schools do make a significant difference, he also identified numerous factors which affect pupils' success. These include the school, the family and the individual, social incentives and socio-economic conditions. In his research he identified those youngsters from lower socio-economic strata as less likely to succeed in school. Although the scholar identified during the research that observed that there were young people from lower socio-economic strata as less likely to succeed in school.

However, social class and economic conditions are important factors related to success and cannot be ignored (UNESCO, 2004). Several scholars, indicate that there are several factors that influence the academic performance of learners. For instance,

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Kapur (2018) cites (Maina, 2010) observes that attitudes of the learners are vital as they possess the abilities to differentiate between what is appropriate and what is inappropriate.

Kudari, (2016) also observes that that classroom environment is equally vital and that academic concepts are made known to the students by the teachers within classroom. Teachers have the main job duty of completing the subject syllabus. Therefore, it is vital that classroom environment should be disciplined, and well ordered. Another factor that influences academic performance for learners in primary schools is the home environment which should be amiable and pleasant in order to generate appropriate academic outcomes. Within home, among the family members, it is vital to initiate measures to form effective terms and relationships (ibid).
More importantly, homes have great influence on the learners' psychological, emotional, social and economic state. In the view of Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. In Saudi Arabia, Kritam, et al. (2004), reported that the family financial support, encouragement and following up have positive impact on students' performance as measured by their GPA. The scholars also contend that children living in rural or urban areas are exposed to different environments. Generally, children from low socioeconomic status attend government schools while, children of well to do families attend private or public schools.

Maina (2010) cited by (Kapur 2018) argues that skills and abilities of the teachers have an imperative role in influencing the academic performance of the students. It is therefore, vital for the teachers to possess the traits of professionalism and conscientiousness.

Teachers have the main job duty of completing the subject syllabus. Therefore, it is vital that classroom environment should be disciplined, and well ordered (Kudari, 2016). Within the classroom, it is vital for the teachers and the students to implement the traits of morality and ethics. When there is discipline and effective communication among the individuals, then it would help the students learn better and improve their academic performance.

They need to understand their weaknesses and help them. In addition, when students find certain areas difficult to learn, then teachers should repeat the concepts, provide them class and homework assignments, so that they are able to acquire complete understanding of the concept. Siachifuwe (2017) citing (Odumber et al, 2015) contends that the quality of students' performance remains a top concern for educators. It is meant for making a difference locally, regionally, nationally and globally. The desire to provide education for all children is one of the major objects of the education system in Zambia (Siachifuwe, 2017: 96).

2.2 Parent's role that influence learner's academic performance in primary schools

Typically, warmth and control are thought to be the most important ways in which parents influence the development of their offspring or children (Maccoby & Martin, 1986).

While reading, enjoyment is more important for children's educational success than their family's socio-economic status (OECD, 2002), parental participation in children's education is very significant. The level of education influences the parents' knowledge, beliefs, values, and goals about childbearing, so that a variety of parental behaviors are indirectly related to children's school performance (Joan, 2009). Alexander (2012) asserts that learners whose parents work in professional occupation generally outperform other pupils as

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they are able to provide all materials and assist in doing homework. They are also familiar with the syllabus. The strength of the relationships between parents' occupation and pupils' performance varies considerably across all children. These parents give their children a lot of encouragement that help them to read more than their counterparts who work in either unprofessional occupations or the informal sector. There is a significant difference in children's academic performance of children whose fathers are involved in their schools between those whose fathers did not get involved due to different occupations (Bitengo 2013).

In Uganda it has been established that individual with more school than required by their occupation have an addition incentive to migrate and cause the parent not participate in their children's education (Onzima Robert, 2010). Parents who are in small scale business and live from hand to mouth get little or no time to participate in their children education hence affecting their general advancement in their academic. Children in lower-income families have worse cognitive, socio behavioral and health outcome. According to Mayer (2002) it is well established that income is positively associated with virtually every dimension of child well-being that social scientists measure.

The academic attainment between children from the poorest and the richest backgrounds grow particular fast during the primary school years. (Anastasia and Telklemariam, 2011). By age eleven, only around three quarters of the children from the poorest families reach the expected level of upper primary as compared to 97% of children from rich families. Furthermore, the study carried out by Erick (2009) identified parental income to be an important factor upon which the academic and vocational successes of secondary school students lie. He found parental income not to be sufficient to sustain the academic and personal social life of the student in sub- rural school areas.

Deprivation of the child's essential needs may be leads to poor performance in the school work. These views are also supported by (Ainley et al., 1995). Glewwe and Chang (2010) link the severity of direct costs with the shift of educational costs to parents in the name of cost sharing. In Nigeria, about 7.3 million children are out of school and 62 % of the total children out of school are made up of female children mostly due to poverty of their households (UNICEF, 2004). In a study carried out in Kenya, Murungi (2013) found 94 percent of parents had children enrolled and attended the Early Childhood Education regularly and only 6 percent had children enrolled but attended school irregularly. Moreover, thirty-seven percent of parents with children enrolled in the Early Childhood Education centers relied on their salary from professional jobs (Murungi, 2013) as resources they utilize in supporting their children's education.

Among the 195 parents with children not enrolled in the Early Childhood Education centers 73 % (142) said that they were not able to provide their Early Childhood age going children with basic needs while 97% (190) of them said they lacked school fees as well as money to meet school needs such as; books, uniform, pencils among other school needs. The finding by Murungi concurs with a study conducted in Meru Central District (Ncabira, 2005) which found; lack of school fees and relatively high cost of schooling was a crucial variable in the withdrawal of students from school. The literature reviewed in this section reveals that there is a positive correlation between income and education, but little information on parental education level or attitude towards parenting and parenting approach.

Children expand exposure to different experience and opportunities which could assist with choice in future education and careers. In this regard, the researcher adopted the Epstein model (2003) for the

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study because it helps the researcher to look at different aspects of parent participation in school. It suggests communication that helps promote participation between parent and teacher. Further the theory enabled the researcher to focus on decision-making role for parents, teachers and administrators who were expected to support participation Community collaboration activities that teachers, parents and children engage in guiding energizing and motivating children so that they realize their own successes. In the model answerability or responsibility operate at several levels. This model allows for a holistic analysis of the socio-economic status a facilitating factor associated with parents and importance role played in children's education throughout the life cycle.

Challenges experienced by learners in achieving their academic performance

By and large, it has been discovered that the changing of the curriculum by the authorities without preparing the learners and giving out reading materials was one of the causes of poor examination performance (Mitter, 1991).

Consequently, this affected the learners adversely as they had to start from the scratch due to non-availability of relevant books. In his study of quality education in selected schools in Livingstone and Kazungula districts in Zambia, Mbozi (2008:127) found limited textbooks as a factor affecting the performance of the learner. In Africa, studies on poor academic performance have been done. While these findings cannot be disputed, the findings in Zambia slightly differ. In Zambia, it was discovered that simply raising the number of books does not automatically improve learning outcomes and that teacher training must be improved in order to ensure effective teaching and use of textbooks (Kelly and Kanyika, 2000).

In addition, the findings at Middle basic level revealed that performance improves when books are made available and that improvement only occurs when they are shared. Teacher-Pupil Interaction: Siachifuwe (2017) citing Mbozi (2008) allude to teacher-pupil interaction as a factor that affects academic performance of learners. By this he referred to situations where the teacher would use abusive language, threatens learners or shouts at them for various reasons. This resulted in the learners feeling out of place and inattentive in class due to fear or resentment for the teacher. Eventually such learners tended to abscond from school and perform poorly in the end. According to Molopo (2010), the proponent of the humanistic paradigm states that an individual has freedom and ability to attain self –development or self-learning and is capable of directing his or her own learning as long as the environment is enabling.

In the researcher's view, this implies that the teacher must plan adequately every time, report for work on time, be resourceful and innovative as well as avoiding absconding citied by (Siachifuwe,2017).

Inadequate Teacher Preparation: Some schools performed poorly because of teacher related factors such as, inadequate teacher preparation and teacher's lack of dedication to duty. Secondary school teachers were expected to prepare what they taught in schools. These preparations could be in form of schemes of work, records of work, and lesson plans to guide the teaching process (MOE, 2001).

Failure by the teacher to mark after giving learners class exercises creates a very difficult situation for the teacher to know if the pupils have understood the lesson or not. This is seen as laissez-faire attitude or lack of commitment towards duty on the teachers. Most importantly, insufficient Preparation of Teachers: Teacher preparation such as writing schemes, records of work and lesson-planning is a professional requirement for teachers in Zambia (Malambo, 2012).

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The parents are one of the most influential yet significantly underrated factors in their children's education thus, the society should encourage more parental participation in public education as it has been recommended by most studies (Cooter, 2006; Eric.A. Hanushek, 2007; Lynch, 2009). A study carried out in Uasin Gishu District (Koech 2009) found the level of parent-teacher partnerships very low. It found further there was a significant difference between parents' level of education and parental level of involvement in parenting, learning at home, communications and decision-making modes.

A study on parental education was done by Nannyonjo (2007) in Uganda. In this study it was found that pupils with parents who did not finish primary or just finished primary, and pupils with parents who finished senior four or senior six or university performed considerably better. The highest increase in test scores was for pupils whose fathers had a university degree. Fathers' education had a stronger influence on children's performance than mothers.

A study by Alisa (2010), in Malaba, Kenya found that the gap in attainment between children from the poorest and richest backgrounds grew particularly fast during the primary school years. By age eleven, only around three-quarters of children from the poorest fifth of families reached the expected level at Key Stage 2, compared with 97 percent of children from the richest fifth. Poorer children who performed well in Key Stage tests at age seven were more likely than better-off children to fall behind by age eleven, and poorer children who performed badly at age seven were less likely to improve their ranking compared with children from better-off backgrounds an important factor behind the widening gap in academic performance of children.

Evans repeatedly discovered that low SES children are less cognitively stimulated than high SES children, as a result of reading less and being read to less, and experience fewer complex communications with parents involving more limited vocabulary. On other hand Pedrosa et.al (2006) in their study on social and educational background pointed out that those students who mostly come from deprived socio-economic and educational background performed relatively better than others coming from higher socio-economic and educational areas. They named this phenomenon educational elasticity "The total income of families, monthly or annually and their expenditures also put a great effect on the learning and academic opportunities accessible to youngsters and their chances of educational success.

Furthermore, he also pointed that due to residential stratification and segregation, the students belonging to low-income backgrounds usually attend schools with lower funding levels, and this situation reduced achievement motivation of the students and high risk of educational malfunction in future life endeavors'" (Escarce, 2003).

Strategies used by School administration to enhance academic performance in primary schools

Learners with parents who are participatory in their school tend to have fewer behavioral problems and better academic performance and are more likely to complete home work than those whose parents are not participating in their school work. The school considers that and invite parents to school meetings, general meeting, meeting the teachers or serving in the committees as argued from the child trends data bank (2009).

In promoting achievement across pre-primary and higher level of education, theories, research, and policies have identified the significant role of the

families (Fan & Chen, 2001). According to Hill (2009) the most effective strategies are program and policies with regular communication volunteering, engaging in educational activities, parent training programs, and school governance. The increases in parent-teacher interaction enhance mutual respect and improve teachers' perception about how much parent's value education (Epstein, 2001).

Other strategies used included; sending information to the teachers through DICECE officers, organizing for sensitization meetings, organizing academic days, open visits by parents and using class representatives.

According to findings conducted by Siachifuwe (2017:100) there were measures that could enhance performance of the learners through administration by taking the following measures:
Management of the school under the study needed to put up motivation incentive or reward structures in order to strengthen, keep and improve the morale of the teachers. These measures could go a long in enhancing the performance of the learners as well as teachers respectively.

Management could put up deliberate and robust strategy to facilitate the stocking of the library with adequate textbooks and reading material to improve the reading culture of the leaners and access to relevant information (Ibid).
The study also revealed that the school management should strongly take up the login-logout register for the teachers to deal with the teachers that report late for work and go to class late.
Other innovative measures included receiving in-service training and professional development within the profession in order to motivate them the teachers thus enhancing their performance.

The school should rob for more financial resources by conducting more fundraising ventures and accounting for the resources raised so that more teaching and learning aids could be bought for different subjects. Looking to the government perpetually cannot help management at schools to address their numerous challenges. Therefore, initiatives are vital. (Ibid).

2.5 Summary of the Literature Review

The foregoing literature review revealed that many studies on parental involvement in their children's 'primary school education have been more in the developed world with few studies conducted in Africa especially Zambia. The related studies in Zambia have mainly focused on general parental participation in children's primary school education. Some of the studies have addressed the association between income, occupation, and education levels of parents and daily academic attendance and performance of their children. The influence of these factors on parental participation in children's daily academic attendance has however not been established. The study therefore sought to find out whether the parental socio-economic status in peri urban attendance.

III. CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter presents the methodology used in this study. It describes research design, variables and location of the study, target population, sampling techniques, sample size, pilot study, research instruments, validity, reliability, data collection techniques, data analysis, logistical and ethical considerations.

3.1 Research Design

Descriptive design using survey was adopted to guide the study. It was appropriate since it aimed at gathering facts, knowledge, opinion and attitude about other people's events or procedure (Gay, 2007; Orodho, 2004). It is an effective method of collecting descriptive data regarding the characteristic of the population and current

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practices conditions and means. This design is used to explore existing status of two or even more variables at a given point in time (Mugenda & Mugenda, 1999). Using the descriptive research design, this study to investigate the influence of education level, occupation and income collectively termed as the parents' socio-economic status their participation in the daily academic attendances of their children in peri urban of Chingola, Chingola District. Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2005,39). Moreover, Yin (2009, 2012) defines and suggests processes the case study design as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used to investigate parental influence in academic performance of primary school learners in Zambia particularly the teachers, administrators and learners the opportunity to express themselves freely so that assessment of the respondent's is put in the work can be made

3.2.1 Independent Variables

The independent variables included; parent education level, occupation, and income. Each of the study variables were measured as follows:

i) Parents' education level: This variable was categorized as No primary school certificate; Primary school certificate; Secondary/A-levels; and College/University.
ii) Parents' occupation: parental professional or unprofessional work may influence the outcome of children's education. In this study, the occupation was classified as; Employed or self-employed.
iii) Parents' income: The study classified the parents according to their average income per month; 0-500 kwacha; 600- 1000 kwacha; 1100 kwacha + as having low, medium and high income, respectively.

3.2.2 Dependent variables

The dependent variable was parental participation in their children's primary school education. The study focused on the modes of participations, namely communication, decision making and collaboration. The level of parental participation was measured using the three-points liker scale where by respondents who were involvement an aspect of each mode more than once a term scored 1, once a term scored 2, never scored 3. The dependent variable was parents' participation in their children which constituted the aggregate level of participation in communication, decision-making and collaboration respectively.

3.3 Location of the Study

This study was carried out in primary schools in Boso, Muchinshi and Mutenda communities in peri urban of Chingola. Chingola has an estimated population of about 216, 626 people Commission on Revenue

Allocation (2016) statistic. It is one of the largest slums that make up Chingola District and has it grown significantly over the past two decades. The area has a large number of low-income earners working as casual laborers in farms who mostly leave home early in the morning and return late in the evening, while others own kiosks and small businesses. In addition, there are inhabitants who belong to other varied social economic classes. The study location was chosen because of the nature of the area where most households are of low income.

3.4 Target Population

Boso, Muchinshi and Mutenda communities has 14 public primary schools. In total there were 180 teachers and 150 learners in all primary schools, some of schools had only one class of each grade and less than thirty primary schoolers at the time of study. Therefore, the study targeted all 180 teachers and parents of the 150 pupils in all primary schools. Public schools were targeted for this study because

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parental level of participation was not strong compared to that of private schools. According to (Dewey, 2011), public schools have large class for good research and most of the teachers are better trained and this also formed basis of the choice of public schools.

3.5 Sampling Techniques and Sample Size

According to Trochim, (2006) sampling is the process of selecting units such as people, or organizations from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. This study used a simple random sampling technique and purposive sampling comprising of Boso, Muchinshi and Mutenda communities in peri urban of Chingola.

3.5.1 Sampling Techniques

The study adopted a simple random sampling technique in identifying the teachers and parents to participate in the study. This allowed members of the population to have an equal chance of being selected without biasness. In a descriptive study, 30% and above of the target population is sufficient enough for entire study (Mugenda & Mugenda,1999) as it was ideal to serve as an adequate representation of the population about what the researcher wishes to generalize. This study used 30% of the target population. Babbie (2001) suggests that for small population the research would sample about 10-30 % of the population. All names of public preschools were listed of which 5 primary school were randomly selected. Seven teachers in school were randomly selected in case there were more than seven teachers in primary school level. The sampled parents were selected using their children. Through sampled children teachers invited parents who were interviewed by the researcher.

On the other hand, purposive sampling is a strategy to choose small groups or individuals likely to be knowledgeable and informative about the phenomenon. The groups selected in this study were assumed to be knowledgeable of the problem (McMillan and Schumacher, 2000:433). In this case participants were selected based on the purpose of study which is dependent on the researcher's and population's knowledge of the subject -matter.

Three (3) target groups were employed for the study where the first target group was comprised of administering questionnaires; the second target group will do individual interviews and in-depth interviews and the third target group was interviewed. The population comprised of 180 teachers, 150 learners including parents.

3.6 Research instruments

This study had two categories of research instruments: questionnaires for the teachers and interview schedules for parents. The instruments were suitable for this study since the population targeted was diverse in education and social classes. The questionnaires were used for sensitive topics which users could find uncomfortable speaking to an interviewer. This method also limited the interviews chance of being biased. A questionnaire is ideal for survey study as postulated by (Mugenda & Mugenda, 1999). Questionnaires were widely used in education to obtain information about current condition and practices. It is therefore efficient in terms of time and its anonymous nature allows respondents to give information freely.

Both open-ended and closed-ended questions were used in this study. The researcher used questionnaire for collecting data. Section A of the questionnaire collected demographics data. In section B; Parent's participation data was collected. Section C; parent failure to participate in primary school education. Section D Strategies' used in school to promote participation.

Interviews are good method data collection instruments since they allow the researchers to seek clarification in case, they do not understand a given

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concept, something one cannot do in the case of a questionnaire (McLeod, 2014).

Interview schedules were for parents and aimed at gathering the respondents' general information such as; level of education, household income, their occupation, and how they were involved in their children's daily academic attendance were conducted within school set up. English and Bemba language were used when interviewing parents.

Piloting was done to test whether the research instruments were clearly stated and whether they were meaningful to respondents. The selected schools' teachers and parents filled in the questionnaires for the pilot study were not involved in the final study. Piloting was done to check the content validity and reliability of the research instruments. During piloting the researcher checked the flow of questions in the questionnaire and whether she had problems in asking questions and filling in questionnaire. The results were compiled and used to improve consistency and validity of the results in the final data collection exercise. The exercise was done in two schools to enable the researcher to modify, restructure, and eliminate any ambiguous items.

3.7.1 Validity

The validity of the research instruments was achieved by ensuring that test items covered all objectives and variables of the study. Content validity is a measure of degree to which data is collected using a particular concept (Kothari, 2004). Consultations and discussions with supervisors were done to establish the content validity. The researcher used the recommendations given by her supervisor to fine tune the final instruments. data validity determines the degree to which the research is measuring what it claims to be measuring. The data that was obtained was be analysed and revised for the main study so that the internal validity and reliability is maximised; if there was be any ambiguity it will be uncovered (Kumar 2011:215). Moreover, there are two perspectives on validity:
Is the research investigation providing answers to the research questions for which it was undertaken? If so, is it providing these answers using appropriate methods and procedures?

The results from the tools used in the study was be cross- checked to see whether the questions which motivated the study are being answered. Data validity of the results from the tools employed in the study were measured by content validity through the extent to which the test items represent research questions (research being measured).

3.7.2 Reliability of Instruments

Test-retest reliability methods were used to determine consistency of the questionnaires to be administered. The researcher tested the reliability of the instrument during the pilot stage. Using test-retest to estimate the degree to which the same results could be obtained with repeated measure of accuracy of the same concept (Orodho, 2006). In the test re-test, the developed instruments were administered twice with an interval of two weeks and the results were compared. The research tested reliability and found a Cronbach's alpha of 0.8 which shows a fair reliability of results.

3.8 Data Collection Procedures

A mixed research approach of quantitative and qualitative was used in this study. Creswell (2005:43) states that mixed methods approach: is a pragmatic worldview, collection of both quantitative and qualitative data sequentially in the design. A qualitative research aims at describing, making sense of, interpreting or reconstructing in terms of the meanings that the subjects express (Thyer, 2001:257).
Prior to the commencement of the study, the researcher visited the selected primary schools with the aim of introducing herself and seeking for

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permission from the heads of these Primary schools to carry out her study in the individual primary schools. The researcher first administered questionnaires to the primary school teachers before administering to parents. Teachers helped in identifying the parents through their children who were randomly sampled.

The researcher invited the selected parents to the primary schools at their convenient time for the purpose of this research. Questionnaires were administered by a direct method which involved the distribution of questionnaires directly to the respondents and waiting until respondents complete.

The procedure assured respondents of their confidentiality since nobody compelled them to write down their names on paper. The administration of data collection instruments was done by the researcher both at pilot and the main study. The teachers/parents were interviewed and their responses recorded by the researcher.

3.9 Data Analysis

The data collected using open ended questions was transcribed and then coded according to the objectives of the study whereas, data from the structured questionnaire items were quantified and frequencies of the responses calculated. On the other hand, data from the interviews was analyzed by tallying responses and calculating the frequencies in percentages. The relationship between the socioeconomic status of parents and their level of participation was analyzed using chi-square test to show the association among variables. The chi-square was applied to test because the data were in categorical scale. The results on the relationships between parental participation in their primary school education and the dependent variables were analyzed using chi-square tests based on the stated hypotheses. The null hypothesis (H_o) was that "there was no relationship between socio-economic level of parents (education, income and occupation) and their participation in their children's preschool education". Results showed some relationship between variables if the X^2 tests were significant when p-value was 0.05 below ($p<0.05$) at 95 % confidence level. The results were presented in tables, graphs followed by descriptions and discussions.

3.10 Logistical and Ethical Considerations

The researcher first obtained an introductory letter from Information Communication University, office of the Dean. The area District Education Board Secretary (DEBS) were notified about the objectives of the research by the researcher and a letter from the University.

This was done to reduce suspicion among the stakeholders especially respondents and also to enhance proper research coordination. Respondents were assured of their anonymity and strict confidentiality of the information provided. No respondent was forced to be interviewed or to participate in this research or to engage in any behavior he/she raised objection about. In addition, teachers and parents were issued with a consent form and helped to read through and sign before they proceeded with the interview.

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IV. CHAPTER FOUR: FINDINGS: INTERPRETATIONS AND DISCUSSIONS

4.0 Overview

This study was to establish the influence of parents' socio-economic status on their participation in pupils' daily attendance to school in peri urban of Chingola District, Copperbelt, Zambia. The chapter presents the findings and discussions. The findings are presented according to the following objectives To find out whether parental level of education influence the parental participation in their children's daily academic attendance.

i) To determine the role played by parental occupation in their participation of their children's daily academic attendance.
ii) To establish the contribution of parental level of income in their participation in their children's daily academic attendance.
iii) To investigate the strategies used by school to parents' participation in their children's primary education.

Although distance from school was observed as another factor which caused poor pupil performance in Africa, studies done by Kelly and Kanyika (2000:57) in 1999, indicate that there was no correlation between distance to school and learner performance. However, they revealed that the time that learners took to get to school lowered their mean scores. This is because such learners were likely to have less time to study than their classmates and may arrive late and fail to study and do their homework when they got home. This situation was revealed by Mbozi (2008) in her findings. She stated that some learners covered up to ten (10).

According to Forrest and Parkay (2001), effective schools have the following characteristics:

Strong Leadership

Successful schools have strong leaders- individuals who have value and see themselves as educational leaders, not just as managers or bureaucrats. They monitor the performance of everyone at school: teachers, staff, students and themselves. These leaders have a vision of the school as a more effective learning environment and they take decisive steps to bring that about.

High Expectations

Teachers at successful schools have high expectations of students. These teachers believe that all students, rich or poor, can learn and they also communicate this scenario to their students through realistic, yet high ambitions.

Emphasis on basic skills

Teachers at successful schools emphasize students' achievement in basic skills of reading, writing, and mathematical computation.

Orderly school environment

The environment of successful schools is orderly, safe and conducive for learning. Discipline problems are at a minimum and teachers are able to devote greater amounts of time to teaching.

4.1 Questionnaire Response Rate

A total of thirty-five teachers' questionnaires were given to teachers and were filled as the researcher waited. This ensured a 100 % response rate. All the sampled 240 parents whose children attend primary schools around Boso, Muchinshi and Mutenda communities responded to the invitation and were interviewed by the researcher personally. Thus, the response rate was 100% for both the questionnaire returns and response to the interview schedule.

4.2 Demographic Characteristics of the Respondents

The demographic characteristics of both teachers and parents are presented in the following sub-section.

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4.2.1 Teachers' Characteristics

The teachers' characteristics including sex, age, level of education and their teaching experience are prescribed in table 4.1 below.

Table IV-1: Demographic characteristics of the teacher Respondents

Teachers' characteristics (n=35)		Number	Percent (%)
Sex	Male	13	37.1
	Female	22	62.9
Age	15-24	1	2.9
	25-34	6	17.1
	35-49	19	54.3
	50-65	9	25.7
Level of Education	P1-certificate	7	20.0
	Certificate in Primary	14	40.0
	Diploma in Primary	10	28.6
	Degree in Primary	4	11.4
Teacher years of experience in teaching	0-4	7	20.0
	5-10	19	54.3
	11years and above	9	25.7

Out of 35 teachers sampled in this study, 62.9 percent were female while 37.1 percent were male. In regard to their ages, majority (54.3%) were aged between 35-49 years followed by those between 50 and 60 years who constituted 25 percent of the sample. Only one teacher was aged between 15-24 years.

The distribution of teachers by level of education was almost normal, with teachers holding Primary certificate being the majority (40.0%). The teachers with a diploma in Primary came second constituting 28.6 percent while Bachelor of Education holders were the least representing only 11.4 percent. In regard to teaching experiences, slightly above average (54.3%) teachers had 5-10 years of experience. Moreover, a quarter of teachers had at least 11 years of experience and one out of five had four years of experience at most.

It can be discussed that majority (%) of teachers are female and that community perceive female gender as being primary school teachers as opposed to male teachers. Young primary school teachers are fading off. This means that primary school section is being neglected by young scholars which might affect the future learning in primary schools. This is associated with under and unemployment as well as poor remuneration of primary school teachers. In addition, natural attrition of the present aging teachers the primary schools are likely to lose their experienced teachers. Age is positively related to teachers' years of experience since more teachers have more than 5 years of experience in teaching. Insignificant sizeable proportions of primary school teachers have degree in education and majority has certificates. This implies that the quality of primary school education is in doubtful and there is likelihood that it is of poor quality.

4.2.2 Parents' Characteristics

Parent's socio - demographic characteristics investigated in this study comprised of age, gender, level of education and marital status. The distributions of these characteristics are summarized in the table 4.2.

Table 4.2: Socio-Demographic Characteristics of the Parents

Parents' characteristics	Categories	Number	Percent (%)
Age	15-24	20	8.3
	25-34	90	37.5
	35-49	76	31.7
	50-65	28	11.7
	65+	26	10.8
Gender	Male	78	32.5
	Female	162	67.5
	No education	22	9.2

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Level of Education	Primary education	22	9.2
	Secondary school	152	63.3
	College/University	44	18.3
Marital status	Single	34	14.2
	Married	158	65.8
	Divorced/separated	26	10.8
	Widowed	22	9.2

The age of parents who participated in interviews ranged between 15 to 64 years. Most of the parents interviewed were within 25-34-year bracket comprising 37.5 percent of the total followed closely by parents aged 35-49 years constituting 31.7 percent. Further, two-third of the female parents participated in the interviews compared to their male counterparts who were a third of the respondents.

Majority (63.3%) of the parents who were interviewed had secondary education followed by a relatively small (18.3%) percentage of those who had college/university education. There were only 9.2 percent of parents who had no education. In terms of marital status, married parents were majority (65.8 %) while single parents followed with 14.2 percent. About one out of ten of the parents who participated in the study were divorced/separated or widowed.

Majority (%) of the parents are in the economic productive age. Due to this they face challenges in parenting of their children and they are unlikely to participate in preschool education of their children. The majority of interviewed parents was female i.e. an indicator that mothers take care of their primary school children. Convincingly, they are jobless or housewives or depend on their husbands for income. This statement concurs with finding of their marital status where majority are married. Most of the parents have attained secondary education and above. This has positive effect on their participation in the primary school activities.

4.3: Parents' Economic Status

The economic characteristic of the parents at household level was based on their occupation, include, type of ownership of the house and whether or not their houses had electricity and piped water. The summary of the data on this aspect of parents are captured in the table 4.3.

Table 0-2: Parents' Economic Characteristics

Economic characteristic	Categories	Number	Percent (%)
Occupation status	Employed	88	36.7
	Self-employed/Business	152	63.3
Level of income	0-10000	52	21.7
	11000-25000	56	23.3
	26000+	132	55.0
Type of the house	Permanent structure made of stone or bricks	146	60.8
	Semi-permanent structure made of timber	94	39.2
Ownership of housing	Own	88	36.7
	Rent	152	63.3
Electricity in the house	Yes	188	78.3
	No	52	21.7
Water source	Piped inside the water	78	32.5
	Piped outside the house	102	42.5
	Other	60	25.0

In terms of the occupation or employment status, 63.3 percent of the interviewed parents were self-employed particularly in businesses. Another considerable proportion (36.7%) was engaged in labour at the time of the interview. The self-employed respondents participated in various business as carpentry, farming, grocery, hardware, hawking, mechanic, milk farming, paraffin vendor, running shop, vegetable farming.

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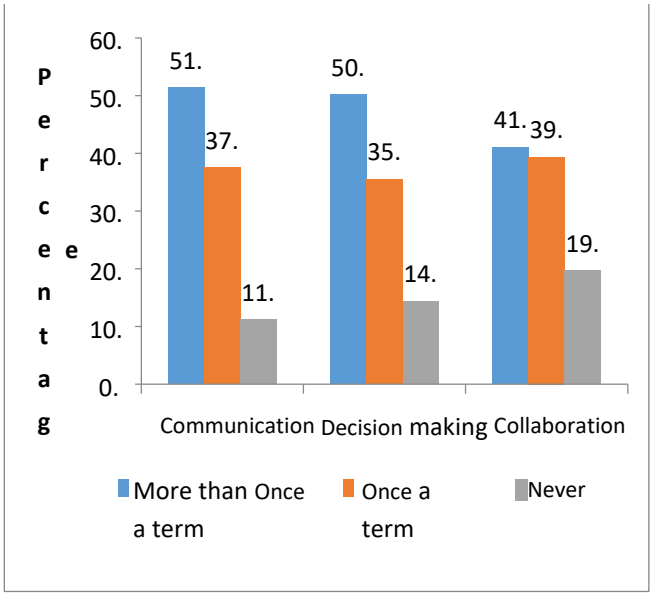
Concerning the parental level of income, the wealth ranking among the parents who were interviewed showed that majority (55.0%) had an income 0 – 500 kwachas, followed at a distant by respondents earning an income ranging from 600 – 1000 kwacha comprised 23.3%. Parents with the highest income ranging from 1000 and above constituted 21.7% percent of the interviewers. The estimated average monthly income of the household earned by all members was K63, 000.

Moreover, the minimum and maximum income per household in Boso, Muchinshi and Mutenda communities was 100 and 800 kwachas, respectively per month.

4.4: Levels of Parental Participation in their Preschools Children's Education

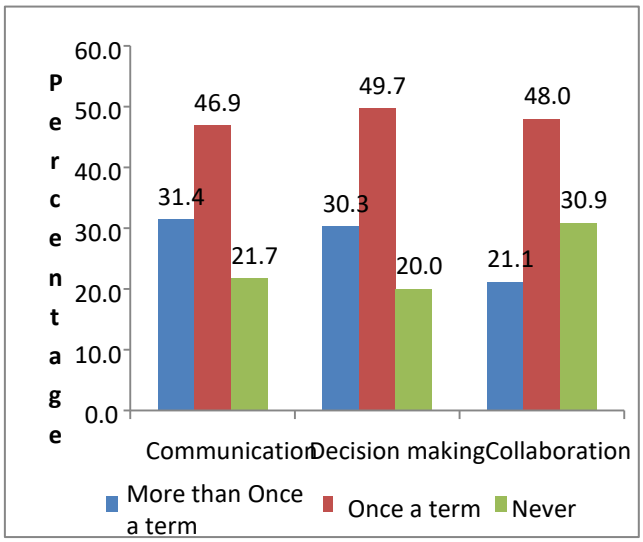
This study measured parental participation in form of communication, decision making and collaboration modes as shown in the table 4.1a and b. From the figure it is clear that most parents visited the school more than once a term followed by those who visited once and then finally never. Most parents participated in communication, decision making and collaboration when they visited the school

Figure 4.1a: Levels of Parental Participation in primary schools Reported by themselves



According to figure 4.1a above, 51.3 percent of the parents reported to have made communication to preschool more than once per term whereas, 37.5 percent only made communication once in a term and 11.2 percent never communicated in the preschools where their children learn. In decision making, a half of parents interviewed participated in decision making process in primary school activities more than once a term. In collaboration, less than half collaborated in primary school. It can be summarized that communication and decision-making parents were actively participated as compared to collaboration.

Figure 4.1b: Levels of parental participation in primary schools reported by the Primary school teachers



However, from figure 4.1b the teachers reported lower levels of parental participation in primary school education of their children. A significant proportion of the parents were not attending at all as reported by school teachers interviewed (comunication-21.7 %, decision making- 20%, collaboration-30.9%). About a third of the parents either communicated (31.4%) or made decisions (30.3%) more than once a term in primary school.

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4.5: Parental Level of Education and their Participation in Children's Preschool Education

The results on the relationships between parental participation in their primary school education and the dependent variables were analyzed using chi-square tests based on the stated hypotheses. The null hypothesis (H_o) is that "there is no relationship between parental level of education and their participation in children's primary school education". To reject this, we needed a $p < 0.05$ (at 95% confidence level). Therefore, the results showed some relationship between variables if the p-value was below 0.05 at 95 % confidence level based on the chi-square tests (The table 4.4 below present's chi-square tests results showing the association of the level of education and mode of participation of parents in primary school education.

Table 4.4: Parental level of education and their level of participation in preschool

The table below show parent level of their education, no education, primary certificate, secondary school and college/university

	Highest Level of Education				
	No education	**Primary certificate**	**Secondary school**	**College/ University**	**Total**
Communication					
More than Once a term	6	6	70	22	104
Once a term	16	16	82	22	136
Total	22	22	152	44	240
	df=3	x2 = 5.876	Significance	0.802	
Decision making					
More than Once a term	10	6	68	26	110
Once a term	12	12	78	16	118
Never	0	4	6	2	12
Total	22	22	152	44	240
	df=3	x2 = 14.35	Significance	0.61	
Collaboration					
More than Once a term	4	4	56	10	74
Once a term	18	16	72	30	136
Never	0	2	24	4	30
Total	22	22	152	44	240
	df=3	x2 = 16.488	Significance	0.442	

X2- Chi-square statistical test, P-value, df=degrees of freedom, a = more than once a term, b = once a term and c = never

From the above table 4.4, all the calculated X^2 values are less than the critical values from the chi-square table with 6 degree of freedom at 0.05 level of significance. The computed chi-square values lie under the non-rejection region. Therefore, we failed to reject null hypothesis. This means that education levels of parents had no effect on their level of participation in primary school education of their children. All the three modes of participation were not determined by the level of education a parent had.

For instance, there was no relationship between the communication mode of parental level of participation and parental level of education since the p value of 0.802 is not statistically significant at

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95 per cent level of confidence. Similarly, no association between the level of education and the decision-making mode of parental level of participation was observed since the p value of 0.61 is statistically insignificant. Consequently, the relationship between parental level of education and collaboration mode of participation in primary school education did not exist since the p value of 0.442 was insignificant statistically at 5 per cent level of significance. Thus, it means that the level of education of a parent had no effect on any of the three modes of parental level of participation in primary school.

4.6: Parental Occupation and their Level of Participation

The chi-square test was used to test the null hypothesis. The null hypothesis (H_o) is that "there is no relationship between parental status of occupation and their participation in children's preschool education". To reject this, we needed a P-value < 0.05 (at 95% confidence level). Therefore, the results showed some relationship between parental status of occupation and their participation in their children's preschool education if the X^2 were significant that if the P-value was below 0.05 at 5 % significance level. The table 4.4 below presents chi-square tests results showing the association of the level of parental status of occupation and their mode of participation in primary school. All the p values of the chi-square tests were above 0.05 at 95 per-cent confidence level. Thus, all of them lie under non rejection regions of the chi-square distribution curve. For example, there was no association between the communication mode of parental level of participation and their occupation status since the p value of 0.12 was statistically insignificant at 95 per cent level of confidence. Consequently, no some relationship between the occupation status of the parents and their decision making mode of parental level of participation was verified since the p value of 0.945 was not statistically significant. Similarly, the relationship between parental status of occupation and their collaboration mode of involvement in primary school did not exist since the p value of 0.574 was not statistically significant at 95 per cent level of confidence. The null hypothesis was consequently adopted since all p values were statistically insignificant. Therefore, there was no some relationship between occupation status of parents and their level of participation in primary school. In a nutshell, all the three modes of parental level of participation in primary schools did not depend on their status of employment/occupation.

Table 4.5: Parental occupation status and their level of participation X2- Chi-square statistical test, P-value, df=degrees of freedom, a = more than once a term, b = once a term and c = never

	Occupation status		
	Employed	**Self-employed/ Business**	**Total**
Communication			
More than Once a term	30	74	104
Once a term	58	78	136
Total	88	152	240
df=1	x2 = 4.834	Significance	0.24
Decision making			
More than Once a term	42	68	110
Once a term	42	76	118
Never	4	8	12
Total	88	152	240
df=2	x2 = 0.224	Significance	1.89
Collaboration			
More than Once a term	22	52	74
Once a term	54	82	136
Never	12	18	30
Total	88	152	240
df=2	x2 = 2.218	Significance	1.148

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4.7: Parental level of income and participation in children's primary school education

Chi-square test was used to test the null hypothesis (H_o) is that "there is no relationship between parental level of income and their involvement in primary school education of their children". To reject this, we needed a P-value < 0.05 (at 95% confidence level). Therefore, the results showed no relationship between parental level of income and their participation in primary school if the X^2 were significant that if the p-value was above 0.05 at 95 % confidence level. Generally, from the table 4.6 below, there was some relationship between parental level of income and their level of modes of participation in the primary school.

Table 4.6: Parental level of income and their participation in primary school

	0-500	600-1000	1100+	Total
Communication				
More than Once a term	22	20	62	104
Once a term	30	36	70	136
Total	52	56	132	240
df=2	x2 = 2.056	Significance	1.202	
Decision making				
More than Once a term	12	20	78	110
Once a term	38	32	48	118
Never	2	4	6	12
Total	52	56	132	240
df=4	x2 = 24.068	Significance	0.034	
Collaboration				
More than Once a term	26	18	30	74
Once a term	24	34	78	136
Never	2	4	24	30
Total	52	56	132	240
df=4	x2 = 18.162	Significance	0.098	

X2- Chi-square statistical test, P-value, df=degrees of freedom, a = more than once a term, b = once a term and c = never

The statistics presented in the table 4.6 above shows that communication was not statistical significantly related to parents' level of income since the test had a p value of 1.202. Therefore, failed to reject null hypothesis and consequently, concluded that parental level of income had no influence on their communication mode of participation in preschool set up.

The decision making was strongly correlated to parental level of income since the p value was 0.034 at 95 per cent confidence level. Therefore, we rejected null hypothesis and consequently, concluded that parental level of income had greater influence on their decision -making mode of participation in primary school. The cross-tabulation results show that parents with higher income made decision in primary school where their children were learning more than low income parents. This implies that decision making of parents is highly associated with their income at the primary school level in Boso, Muchinshi and Mutenda communities.

Similarly, the relationship between level of income of parents and their level of collaboration in primary schools was very significant. Since the p value was less than 0.05 (5 % significance level or 95 % level of confidence) we rejected the null hypothesis (H0) and consequently concluded that there was some relationship between collaboration form of parental involvement in primary schools and their income.

Therefore, the study concluded that only communication mode of parental level of participation and parental levels of income had no relationship at 95 percent level of confidence. However, decision making and collaboration mode of parental involvement in primary school had association with their level of income.

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4.8 Discussions of the Findings

The foregoing findings were based on 240 and 35 sample sizes of the parents and teachers respectively. The teachers were interviewed in their respective schools whereas the parents were interviewed in their respective homes. The reliability and validity of the data were taken care of very well.

Education level of parents; was significant in influencing the communication of parents within the school. Thus the study unveils that parents with higher level of education visited the school frequently to follow up the academic work of their children unlike the parents with low level of education or with no education at all. Generally, the study found out that education plays an important role in the participation of the parents in their children's daily academic attendance. This study finding also concurs with Joan's study in 2009 which found that higher socio economic status and high levels of education enhance parents' ability to become involved in their children's education, and also enable parents to acquire and model social skills and problem solving strategies conducive to their children's school success.

Employment in Boso, Muchinshi and Mutenda communities is very low. There exists also underemployment where majority who have jobs still earn low. 63.3 percent of the interviewed parents were self-employed particularly in businesses compared to 36.7 percent who had been only employed. In relation to the association of parental occupation and their level of participation in the primary school, the relationship is does not exist. Generally, the relationship between parental occupation and parental level of participation in the primary schools was statistically insignificant. This means that the study found out that occupation had no value in determining the parental participation of their children's daily academic attendance.

However, there was strong association of the parental occupation and parent act of buying uniforms, textbook and other learning materials for their children ($p=0.0094$). In comparison with the literature, the study findings concur with findings of some studies. For instance, Alexander's study (2012) asserts that pupils whose parents work in professional occupation generally outperform other pupils as they are able to provide all materials and assist in doing homework. Another study found out that parents who are in small scale business who feed hand to mouth get little or no time to participate in their children education hence affecting their general advancement in their academic (Onzima Robert 2010).

The relationship between level of income of the parents and their level of communication in primary schools was very significant. The study found out that there was some relationship between communication aspect of parental involvement in primary schools and income of the parents since the chi^2 were significant and the P-value was below 0.05 at 95 % confidence level. The study also deduces that higher earner parent is more likely to participate in his/her child's primary education than a less earner parent. The lesser the parent earns, the less likelihood the parent will participate by communication in primary school education of her/his child and vice versa. The relationship between level of income of the parents and their level of decision making in primary schools was somewhat significant. The study found that there was some relationship between decisions making aspect of parental participation in primary schools and income of the parents since the x^2 were significant and the P-value was below 0.05 at 95 % confidence level. Parents participating in Parent Teacher Association (PTA) and Parent Teacher Organization (PTO) activities, being involved in decision making in school regarding development projects, fees and teacher employment/firing, parents being engaged in deciding matters relating to discipline of their children and being involved in

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making decision on school feeding programme were closely correlated with their income.

The relationship between level of income of the parents and their level of collaboration in primary schools was very significant. The study found that there was some relationship between collaboration form of parental involvement in primary schools and income of the parents since the chi square were significant and the P-value was below 0.05 at 95 % confidence level.

In comparison with the literature, the study carried out by Erick (2009) identified parental income to be an important factor upon which the academic and vocational successes of secondary school students lie. Parental income to a large extent affects the psychological balance in the classroom; it causes low concentration, low perception, frustration, sickness, and emotional disability in academic performance of the school children. Deprivation of the child's essential needs may be lead to poor performance in the school work. The findings also concurs with Barry's study (2005), that found out that the main reasons offered by parents for not educating their children or relocating them from one school to another are no more than the school fees for registration and admission, examination, parent's teachers association (PTA) fees, the cost of books and uniforms, the provision of daily monetary demands to their children, and the cost of transportation. UNICEF (2004) found that in Nigeria, about 7.3 million children were out of school and 62 % of the total children out of school were made up of female children mostly due to poverty of their households. In a study carried out in Kenya by Murungi (2013) found out that among the parents with children not enrolled in the Early Childhood Education centers 73 % were not able to provide their Early Childhood age going children with basic needs while 97% of them said they lacked school fees as well as money to meet school needs such as; books, uniform, pencils among other school needs. The findings by Murungi concurs with a study conducted in Meru Central District by Ncabira (2005) which found that lack of school fees and relatively high cost of schooling were crucial variables in the withdrawal of students from school. This study found out that significant number of parents from Boso, Muchinshi and Mutenda communities were able to create a home environment that encourages learning and similar higher number expressed high expectation in education for future careers of their children. A considerable proportion of the parents were involved in education at school and the community. Therefore, the study revealed that majority of the parents had positive results by participating in their children's daily academic attendance.

Parents' active involvement in their children's education both at home and school brings great reward and has a significant impact on their children's developmental milestones. Children of the involved parents are less often absent from schools, behave better both at home and school, and do better academically. A home environment that encourages learning is more important than parental income, education level and/or cultural background (Frost, 2007).

The study found that majority of the schools used some strategies to encourage parents to participate in the primary school activities. They include: school offering programs that give information about school curriculum; school have clear communication with parents, report cards, regular update of pupils; there is good relationship between school and community to attend school matters; school call parents to attend to school meetings scheduled; and school request parents and community land and financial resources. The study concurs with other studies' findings (DATA BANK 2009; Hill 2009). The school considers strategies such as invitation of parents to school meetings, general meeting, meeting the teachers, or serving in the committees as argued from the child trends DATA BANK (2009). According to Hill (2009) the

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most effective strategies are program and policies with regular communication volunteering, engaging in educational activities, parent training programs, and school governance. The increase in parent-teacher interaction enhances mutual respect and increase teachers' perception about how much parent's value education (Epstein, 2001). Epstein further argues that communication can be improved by establishing an informative two-way dialogue between home and school by building a sense of school community exchange information about upcoming events in the school or in the child's life. Henderson (2000) too argues that when the school administrations work together with the families to support learning, children tend to succeed not just in school but throughout their life.

4.9 Strategies used by Schools to Enhance Parental Participation in Primary School Education

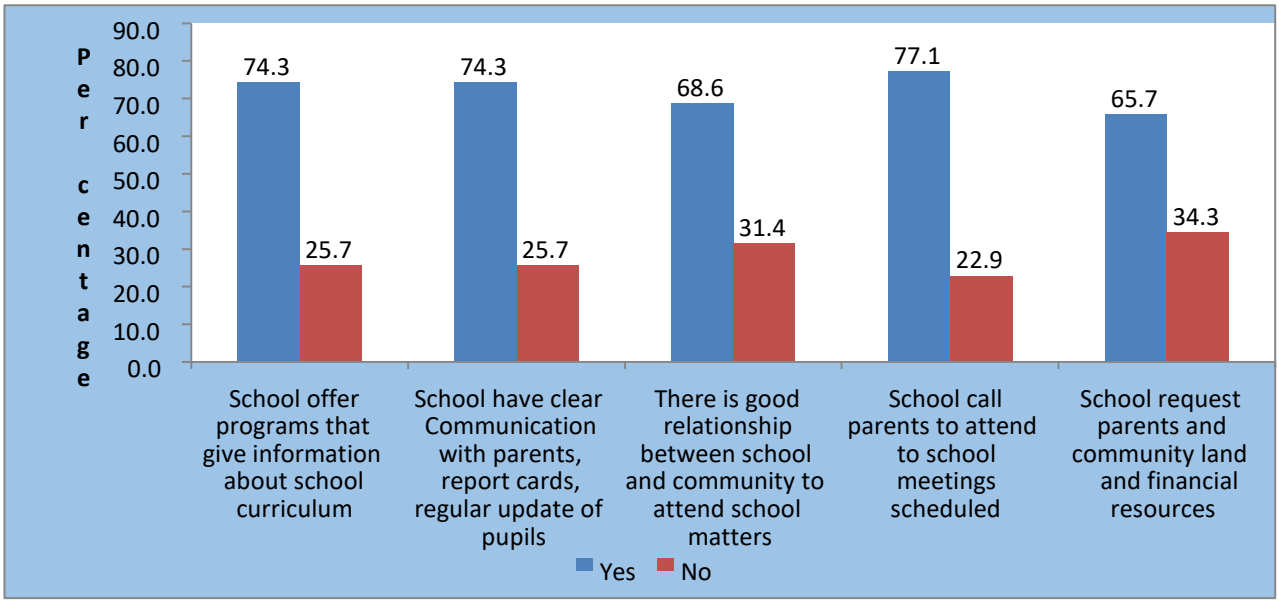

Figure 4.2: Strategies used by schools to enhance parental participation in primary school education

Most of the schools used different strategies to enhance parental participation in primary school education as reported by the teachers. These were (Figure 4.2): school offering programs that give information about school curriculum (74.3%); schools have clear communication with parents, report cards, regular update of pupils (74.3%); there is good relationship between school and community to attend school matters (68.6%); school inviting parents to attend to school meetings that were scheduled in advance (77.1%); and schools requesting parents and community to assist with land and financial resources (65.7%).

From the interpretation about three-fourth of the schools offered conducive environment for the parents to participate in primary school programs. However, there were some schools (about a quarter) which did not utilize good strategies to enhance parental participation as reported by the teachers.

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v. CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter gives an overview of what has been tackled in the foregone chapters in summary. It also highlights the conclusions made based on the findings of the study as well as the recommendations based on the findings and conclusions to be used by stakeholders to improve parental involvement and academic achievement of children in primary schools.

5.1 Summary

This study sought to find out the influence of parents' socio-economic status on their participation in children's daily academic attendance in Boso, Muchinshi and Mutenda communities (peri urban), Chingola, Zambia. The frequencies, cross tabulation and chi-square analysis were done to reveal the demographics of teachers and parents, benefits and strategies and influence of parental level of education, occupation and income on their parental level of participation. Majority of the parents who were interviewed had secondary education. The relationship between education of parents and their level of participation in primary schools of their children was relatively strong. The relationship between parental occupation and parental level of participation in the primary schools was statistically insignificant. This means that the study found out that occupation had no value in determining the parental participation of their children's daily academic attendance. However, the study further revealed that association between level of income of the parents and their level of communication in primary schools was very significant. The study found out that there was some relationship between communication aspect of parental participation in primary schools and income of the parents. The relationship between level of income of the parents and their level of collaboration in primary schools was very significant. The study found that there was some relationship between collaboration form of parental involvement in primary schools and income of the parents. A significant number of parents from Boso, Muchinshi and Mutenda communities were able to create a home environment that encourages learning and similar higher number expressed high expectation in education for future careers of their children. A sizeable proportion of the parents were involved in education at school and the community. Majority of the parents had positive results by participating in their children's daily academic attendance. The study found that majority of the schools used some strategies to encourage parents to participate in the primary school activities. They include: school offering programs that give information about school curriculum; school have clear communication with parents, report cards, regular update of pupils; there is good relationship between school and community to attend school matters; school call parents to attend to school meetings scheduled; and school request parents and community land and financial resources.

Other studies carried out earlier by renowned scholars such as Epstein, Hill, Frost among others were reviewed in order to have a basis for this study. The instruments used in collection of data included questionnaires for parents and interview schedules for teachers.

5.2 Conclusions

In view of the above, it is evident that education levels of parents have a positive influence on the level of participation in primary school education of their children. The higher the level of education the parent has the more he or she participates in the primary school education of his/her child. Thus, parental level of education has direct effect on parental level of participation in their primary school education. The study also concludes that wealth differentials of parents have association with their participation in primary school education of their children. However, the occupation of the

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parents does not have an effect or any relationship with the participation in the primary school education of their children. As much as parents' occupation have no effect on their primary school participation, it does contribute their income have association with children's education. Therefore, this study concludes that parental level of education; occupation and; income have influence on their participation of their children's daily academic attendance.

In addition, it is clear that parents who create a home environment that encourage learning and normally they expect high expectation in education for future careers of their children. Those who participate in their children's primary school education are motivated by the careers and academic performance of their children. Finally, it can be concluded from the study that schools which used the strategies encouraged the parental participation as opposed to such schools that did not utilize any strategies to invite or motivate parents. This is evident from the study findings the majority of the schools used some strategies to encourage parents to participate in the primary school activities.

5.3 Recommendations

Based on the findings and conclusions of the study, the researcher made recommendations for further research

5.3.1 Recommendations for policy makers.

Following the findings of this study, the following recommendations were made to the policy makers:

i. Enhance the education levels of parents to have a positive influence on the level of participation in primary school education of their children. This can be advocated by improving adult education for parents for those who have low levels of education and/or keep adolescent in girls to boost education level for youth before getting married.
ii. There is need to increase income levels for parents in areas like Boso, Muchinshi and Mutenda communities by engaging them through meaningful economic activities.
iii. Because there is an association between income and occupation of parents which also contribute to their children's education, there is need to create for employment opportunities for parents to boost their income and this will boost their level of participation in primary school education of their children.
iv. In order to encourage parents to participate in primary school education of their children, schools and teachers including the management should create conducive school environment that parental participation in their children's daily academic attendance.

5.3.2 Recommendations for Further Research

The study which aimed at finding out the influence of parents' socio-economic status on their participation in children's daily academic attendance in Boso, Muchinshi and Mutenda communities (peri urban), Chingola District, is unrepresentative to generalize in the entire nation like in rural and sub urban areas. Thus, survey need to be carried out in the entire nation to find out the influence of parents' socio-economic status on their participation in children's daily academic attendance in Zambia. This study focused only on parental socio-economic factors and how they influence their participation in children's daily academic attendance, there is need to study other factors affecting primary school education in Boso, Muchinshi and Mutenda communities and other places in Zambia such as food and nutrition, primary health care, gender mainstream, forcefully migration related to primary school education in Boso, Muchinshi and Mutenda communities and other parts in Zambia.

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