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Research Paper

Helping Learners Acquire Competencies in Animal and Soil conservation: The Case of Parental Engagement

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ABSTRACT
Parental participation is an important link in skills achievement by pupils learning Environmental Activities at lower primary schools in Kenya. Kenya Institute of Curriculum Development (KICD) and Ministry of education (MoE) encourage Parental participation for effective and efficient teaching and learning of various environmental activities skills for holistic development of pupils as members of society. Environmental Activities encompasses sub-strands such as social interaction skills, Entrepreneurship skills, and agriculture (crop and Animal rearing) and soil conservation skills. This paper reports findings on parental participation and acquisition of animal and soil conservation skills. The study was informed by Systems theory. The study was conducted in three counties of Busia, Bungoma and Trans Nzoia, Kenya. The study adopted a descriptive survey design. The sample of the study was 1076 participants comprising 1051teachers and 25 Parents' Association representatives (PAs). Random sampling was used to select schools while purposive sampling obtained teachers and PAs. Questionnaire was used to collect data from teachers and interview guide was used with parents. The study yielded qualitative data that was analyzed thematically and quantitative data which was analyzed using IBMSPSS 28.0 statistics software. The study found out that Parents were not participating fully in assisting pupils in take home assignments aimed at acquisition of animal and soil conservation skills. It was found that majority of the respondents (52.17%) did not confirm parental participation using the required ways of assisting pupils in their take home assignments in animal and soil conservation skills. The study recommends further analysis of context to understand the factors that influenced the findings. And, sensitization of parents on their role in supporting pupils obtain animal and soil conservation skills.

Key Words: *Parental Engagement, Competencies, Environmental Activities, Competency Based Curriculum.*

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I. INTRODUCTION

Schools' main objective is to have an all-round personal development of a child and parental participation is important to ensure pupils acquire desired skills and competences for their holistic development. Parents have to work collaboratively with teachers for an effective and efficient learning of Environmental Activities aimed at enabling pupils to fit in society at the end of their education (KICD, 2019). Among the Environmental Activities to be learned include Agriculture and soil conservation. Agriculture being the art of cultivating land for crop growing and keeping of Animals also referred to as crop and animal husbandry. Soil conservation on the other hand refers to methods and practices targeting prevention of soil erosion to maintain soil fertility for a sustainable agricultural production.

Animal and soil conservation are skills that are obtained by learners assisted by parents ang guardians under the Competency Based Curriculum (CBC). CBC is an approach in which students work at their own pace to demonstrate mastery in the competencies necessary for their chosen field of study (Gruber, 2018). When pupils demonstrate a competency, they are demonstrating their ability to do something. One of the strongest outcomes is increased learner's' engagement which results from learners' ownership of the learning process. CBC also promotes individualized learning and accommodates a variety of learning styles, making it a truly personalized experience (Gruber, 2018). In addition, learning outcomes in CBC emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

In Kenya CBC is in the initial years of implementation. This Curriculum of 2-6-3-3 system replaces 8-4-4 which in turn replaced 7-4-2-3 education system adopted at independence. The 8-4-4 system is deemed to serve best those who score high grades in the traditional subjects (English, Maths, Sciences, and Humanities) at the end of secondary education, and then proceed for higher education and take up white-collar jobs. It also ignored many children whose aptitude, interests, and abilities lay in vocational education, arts, and sports (Kabita and Ji, 2017).

The rationale for the revised structure was to ensure learners acquire competences and skills that will enable them to meet the human resource aspirations of Vision 2030, ensure the attainment of 100% transition rate from primary to secondary, thereby reducing wastage by introducing automatic progression to the junior secondary phase based on the acquisition of core skills and competences (literacy, numeracy and communication skills), focus on early identification and nurturing of talent in individual learners. The curriculum hopes to impart eight core values: love, responsibility, respect, unity, peace, patriotism, social justice and integrity (Warrio, 2019; KICD, 2017).

Along with CBC came the introduction of a system of Competence Assessment Tests (CATS) measuring knowledge, skills and competences, whose results will be cumulative and form part of a formative assessment process. This is meant to align the Kenyan structure with international best practices and provide a system that is not examinations oriented.

The new curriculum carries expectations of parental involvement in certain learning activities of their children to complement the effort of the teachers (Amunga et al, 2020). CBC has come with new costs that must be borne by the parents which could further drive many learners out of school (Otieno and Onyango, 2019).

The teacher's role in the current system is that of a facilitator in the learning process. The teacher is expected to keep learners' data on individual skills and weaknesses through regular assessments in a portfolio. This is a folder which officially keeps the record of a learner's efforts, progress and achievement through which the teacher keeps parents and guardians informed, and informs the symbiotic relationship of the parent and teachers in the child's learning process. The portfolios feed the end-of term reports (Warrio, 2019). KICD recommended that reporting in formative assessment should be frequent and ongoing communication between the teacher and the learner, and with the parents about the progress the learner was making towards meeting the curriculum outcomes. The reporting should focus on a series or cluster of learning (KICD, 2017). KICD also suggested that, at different points during the year, this portfolio could be used to discuss with the learner regarding their progress as well as with parents, administrators or other staff members providing services for learners.

CBC requires teachers to be honest, fair and provide sufficient detail and contextual information. They need to keep detailed records of various components of assessment with descriptions of what each component of the assessment measured, accuracy, against the criteria and learning outcomes and supporting evidence. Learners' ability is rated in terms of whether they are exceeding expectation (80 - 100%), meeting expectation (65 - 79%), approaching expecting (50 - 64%), and below expectation (0 - 49%). A remark against the rating provided is then provided.

Parents are expected to play a very important role in the success of their children's education by providing an enabling environment that is conducive to learning, motivating learners to fulfill their potential through completion of assigned tasks, and monitoring and guiding children in doing homework, providing required aids and materials for practical activities, collecting and sending evidence of children completing tasks assigned by teachers (Gitahi, 2019). They are also expected to ensure that their children's bio data is correctly captured in the Kenya Early Years Assessment database.

Nurturing and building competencies which is at the heart of CBC and the Environmental Activities skills area cannot be left to the teachers alone. Teachers and parents have to work as collaborators and co-educators in enhancing the acquisition of the right competencies and skills among the learners. Parental involvement is expected to have positive learning outcomes for learners and shape other aspects of their behavior (Gitahi, 2019).

Epstein's (1995) model is one of the most commonly referenced frameworks on parental involvement. In this model, Joyce Epstein and colleagues conceptualized parental involvement in six types of collaborative relationship between family and school for the benefit of children (Ihmeideh, AlFlasi, Al-Maadadi, Coughlin & AlThani, 2020). The areas of collaboration involve; parenting, communicating, volunteering, learning at home, decision-making and collaborating with community. Epstein's framework serves to restructure parental participation in schools and homes since it allows parents the opportunity to become engaged in collaborating with their children, which reflects positively on students‟ academic achievement (Kimathi, 2014).

Mosha (2012) pointed out that a curriculum that is competency-based, contains the specific outcome of statements that show the competencies to be attained. Expected behaviors or tasks, conditions for their performance, and acceptable standards are shared with students. This in turn provides focus on learning outcomes with specific, measurable definitions of knowledge, skills and learner behavior (ADEA, 2012).

Decades of global research and studies indicate that there is increasing evidence that the quality of linkage between parents and schools influences the nature of learners‟ success at school. Dodillet, et al (2020) in a study on marginalization of democratic parental involvement in Swedish schools found that there is a growing awareness worldwide today regarding parental involvement in learners‟ formal education. Research shows that all families, whatever their income or education level, can take concrete steps that significantly help children learn. And yet families are often the missing link in formal education in most countries (Sharabi, et al 2021).

In the study on parental involvement in the Arab and Jewish education systems, Sharabi, et al 2021 found that, the door between home and school was usually firmly closed. Countries such as the United Kingdom (UK), Japan, Greece and South Africa, however, take the issue of family participation in children's education very serious (Anastasiou et al., 2020). A research by Oates (2017) in United States of America found out that parents wanted to be involved, but there was a disconnect in communication between the families and the schools. In Philippines, Cano, et al. (2016) concluded parenting type had a moderately substantial relationship with higher academic performance. In Qatar, In Ihmeideh et al. (2020) study, participants expressed high to moderate levels of family - school relationships.

In Kenya, Kimathi (2014) in the study on parental involvement in primary standard three pupils reading at home in Igembe South Constituency, Meru County, Kenya concluded that parental involvement in children's reading at home in Igembe South Constituency was very low. Mwangómbe 2021 in the study on Competency Based Curriculum (CBC) in Kenya: Teachers understanding and skills, reality on the ground, successes, challenges and recommendations on the implementation of Competency established that, Majority of the parents are not aware at all of their crucial role in the implementation of the CBC. Instilling and nurturing skills and competencies among learners should be a collaborative role between the teachers and the parents.

Parents should ensure that they provide learners with the required materials, motivating, monitoring and ensuring that learners accomplish assigned tasks at home and provide teachers with appropriate learners' data whenever required to do so. Most parents have faced challenges in implementing their role in CBC. A study conducted by Mwarari et al. (2020) on Challenges in Reference to Epstein's types of Parental Involvement cited that parents lack adequate induction and knowledge on their role in CBC and there is also poor communication and short notices from schools. Additionally, they lack enough time with their children since some work during the day and at night. Some view CBC to be very demanding due to a lot of homework assigned to the learners. Parents from poor backgrounds lack money to purchase learning materials while other parents have worries about their children safety when conducting community service activities. All these challenges pose a threat to the implementation of CBC in Kenya.

The above empirical studies show conflicting outcomes in relation to parental participation and pupils' achievement in environmental activities where animal and soil conservation skills are found.. A critical question arises whether or not parents understand their role of engagement as stipulated in the curriculum. There is a possibility that the curriculum expects parents to do what they don't comprehend. This state of affairs necessitated the empirical enquiry on parental participation and pupils' acquisition of animal and soil conservation skills at lower primary schools in Busia, Bungoma and Trans-Nzoia Counties, Kenya.

THEORETICAL FRAMEWORK

This study was guided by the systems theory by Bertalanffy (1928).) The systems theory postulates that a system consists of various components or sub-systems which must function together for the system to work seamlessly. Other proponents of the systems theory are Mukasa (2001) and Qaphelisani (2021) who observe that a system's main attributes are interdependence, relationships and interactions among its components as well as feedback, adaptability and flexibility to the environmental contexts where adaptation makes elements to cope with the unexpected atrocities. And that, each part affects the functioning of the whole.

The systems theory was relevant to this study because, parental assistance to pupils was to be collaboratively done with teachers, and pupils. Take away assignments were worked on by the pupils with the assistance of parents who communicate with teachers to enable the assessment of pupils in realizing expected Skills in Environmental Activities. In assessment, the pupil was graded as below; approaching, meeting or exceeding expectation.

LIMITANTIONS OF THE STUDY

This study was done under some limitations. Some respondents were suspicious of giving full information. To counter this, the researcher assured respondents that the information given was purely for academic purpose and was confidential. Some parents were illiterate to effectively respond to the interview schedule; therefore, the researcher engaged research assistants that understood the local language as interpreters.

II. METHODOLOGY

The study adopted a descriptive survey design. The sample of the study was 1076 participants comprising 1051teachers and 25 Parents' Association representatives (PAs). Random sampling was used to select schools while purposive sampling obtained teachers and PAs. Questionnaire was used to collect data from teachers and interview guide was used with parents. The study yielded qualitative data that was analyzed thematically and quantitative data which was analyzed using IBMSPSS 28.0 statistics software.

III. RESULTS AND DISCUSSIONS

The respondents were asked questions on how parents assisted pupils in the following aspects of agriculture and soil conservation skills and findings were as summarized below:

i) Parents participate in their children's home assignments that require parental assistance on home gardens

ii) Parents monitor pupils academic progress and put interventions to ensure improvement in the child's achieve Pupils learn Animal keeping skills under the guidance of parents

iii) Parents assist pupils in preparing for different animals place of stay and identify different uses of animals to people

iv) Pupils under the guidance of their parents learn Soil conservation skills

v) Parents assist pupils to differentiate soils by texture, by size of soil particles by naming three types of soils based on their characteristics: sand, loam and clay

vi) Parents assist pupils to acquire Soil and land management practices and skills in agronomic such as plant/soil cover, conservation farming methods, contour farming

Results of the study were summarised and presented in Table 1.

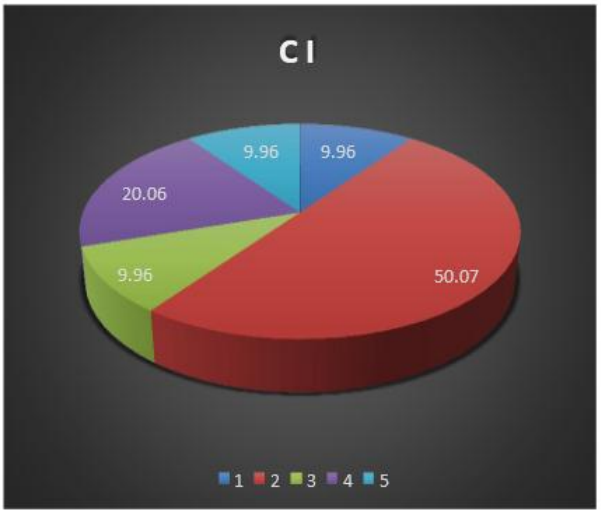
Table 1: ***Parental Engagement and Pupils' Acquisition of Agriculture and Soil Conservation Skills***

i	ii	iii	iv	v	vi	MEAN	MEAN PERCENTAGES	MEDIAN
SD 68	136	67	68	478	137	159.00	23.28	102
D 342	137	206	208	205	407	250.50	36.68	207
U 68	68	72	70	0	0	46.33	6.78	68
A 137	274	271	200	0	139	170.17	24.91	169.5
SA 68	68	69	137	0	0	57.00	8.35	68

KEY

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
SD	**D**	**U**	**A**	**SA**

Item i inquired how Parents participate in their children's home assignments that require parental assistance on home gardens. Results are given in Figure 1.



Key

Answers	Values	Percentage%
SD(1)	68	9.96
D(2)	342	50.07
U(3)	68	9.96
A(4)	137	20.06
SA(5)	68	9.96

Figure 1: Parents' participation in their children's home assignments on home gardens

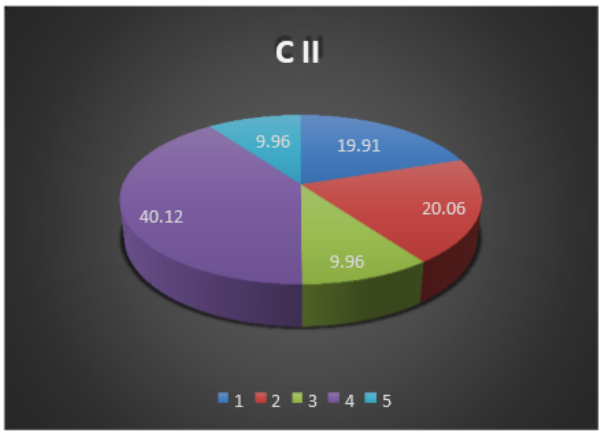
Findings in figure 4.12 indicate that, certain proportion of respondents, with a count of 68, (9.96%) strongly disagreed that parents participated in their pupil's home assignments requiring parental assistance on home gardens. This suggested a clear stance against the notion of parental involvement in these activities among some respondents. The majority of respondents, with a count of 342 (50.07%), disagreed with the statement. This indicates a significant portion of respondents believed that parents are not actively involved in these home assignments.

A smaller number of respondents, also 68, (9.96%) were undecided about whether parents participate in these home assignments. This suggests uncertainty or a lack of consensus among a minority of respondents.

A considerable but smaller portion of respondents, with a count of 137(20.07), agreed that parents participated in their children's home assignments requiring parental assistance on home gardens. This suggested that there was still a subset of respondents who believed in parental involvement in these activities. Similarly, another portion of respondents, also 68(9.96%), strongly agreed to have participated in pupils in home assignments on home gardens. This indicated a clear stance in favor of parental participation in these home assignments among some respondents.

The results are in agreement with the observation by Njura et al (2020) in the study titled "The Relationship between Agricultural Teaching Approaches and Food Security in Kenya indicating that take home assignments which require parental assistance on home gardens gave students an opportunity to participate in hands-on learning that teaches not only the intended subject but also responsibility, teamwork, and respect for nature as well as promote healthier eating habits and appreciate locally grown food sources Home gardens were therefore a practical opportunity for students to reconnect with nature and the ecology that surrounded them, resulting in an increase in achievement of agricultural skills

Item ii inquired how Pupils learn animal keeping skills under the guidance of parents. Results are displayed in Figure 2.



Key:

Answers	Values	Percentage%
SD(1)	136	19.91
D(2)	137	20.06
U(3)	68	9.96
A(4)	274	40.12
SA(5)	68	9.96

Figure 2: Pupils learn animal keeping skills under the guidance of parents

From the results in figure 4.13 a portion of respondents with a count of 136(19.1%), strongly disagreed that pupils learn animal keeping skills under the guidance of parents while another portion of respondents, with a count of 137(20.06%) disagreed that parents guided pupils in to learn animal keeping skills. This indicated a significant number of respondents who did not believe that pupils learn animal keeping skills under parental guidance.

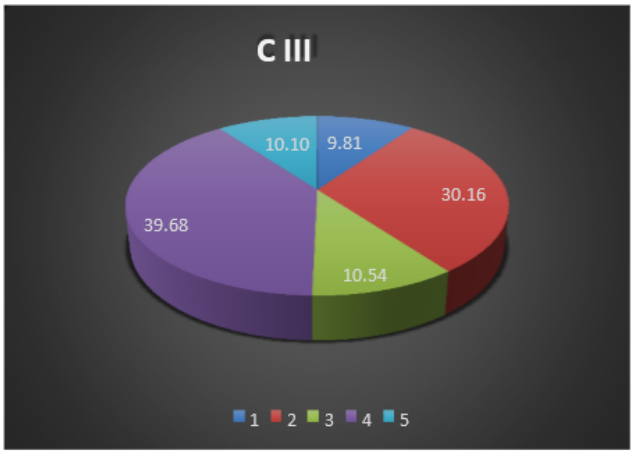
A smaller number of respondents, also 68(9.96%) were undecided about whether pupils learn animal keeping skills under parental guidance. This suggested uncertainty or a lack of consensus among a minority of respondents.

The majority of respondents, with a count of 274(40.12%) agreed that pupils learned animal keeping skills under the guidance of parents. This indicated a significant portion of respondents who believed in the importance of parental involvement in teaching these skills. Similarly, another portion of respondents, also 68(9.96%) strongly agreed with the sentiment that parents guided pupils in animal keeping skills. This indicated a clear stance in favor of parental participation in teaching animal keeping skills among some respondent

There was a diversity of opinions regarding whether pupils learn animal keeping skills under the guidance of parents. A significant portion of respondents either disagreed or are undecided about parental involvement in teaching animal keeping skills. However, a considerable number of respondents agreed or strongly agreed that pupils do learn these skills under parental guidance.

These results agreed with the study by KICD (2017) which directed that Pupils learn Animal keeping skills under the guidance of parents. Parents are expected to assist pupils in naming animals, preparing for different animals' place of stay and identify different uses of animals to people (source of food, security, companionship, manure, animal power, sports, and tourist attraction). Pupils to discuss different food products people get from animals (meat, milk, eggs, honey to develop the core competence of: Learning to learn, Critical thinking and problem solving, Creativity and imagination. And FAO (2022) Farm animals contribute not only a source of high-quality food that improves nutritional status but also additional resources such as manure for fertilizer, on-farm power, and other by-products, and, in addition, provide economic diversification and risk distribution

Item iii inquired how Parents assist pupils in preparing for different animals' place of stay and identify different uses of animals to people. Results are depicted in Figure 4.14



Key:

Answers	Values	Percentage%
SD(1)	67	9.81
D(2)	206	30.16
U(3)	72	10.54
A(4)	271	39.68
SA(5)	69	10.10

Figure 3: Parents' assistance to pupils in preparing for different animals' place of stay and identification of different uses of animals to people.

The findings in figure 4.14 show that a portion of respondents, with a count of 67(9.81%), strongly disagreed that parents assisted pupils in preparing for different animals' place of stay and identifying different uses of animals to people. Another portion of respondents, with a count of 206(30.16%), disagreed with the statement. This indicated a significant number of respondents who did not believe that parents assisted pupils in preparing for different animals' place of stay and identifying different uses of animals to people.

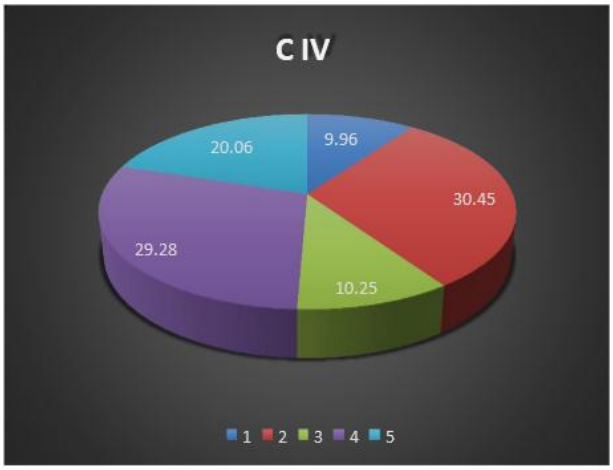
A smaller number of respondents, with a count of 72(10.54%) were undecided about whether parents assisted pupils in preparing for different animals' place of stay and identifying different uses of animals to people. This suggested uncertainty or a lack of consensus among a minority of respondents.

The majority of respondents, with a count of 271(39.68%), agreed that parents assisted pupils in preparing for different animals' place of stay and identifying different uses of animals to people. This indicated a significant portion of respondents who believed in the importance of parental involvement in these activities.

Similarly, another portion of respondents, with a count of 69(10.10%), strongly agreed with the statement. This indicated a clear stance in favor of parental participation in these tasks among some respondents.

The results suggested a varied perception regarding parental involvement in assisting pupils with tasks related to animal care and understanding the uses of animals. While there was a notable proportion of respondent who agreed or strongly agreed with the statement, there were also those who disagreed or were undecided.

Item iv investigated how Pupils under the guidance of their parents learn soil conservation skills. Results are presented in Figure 4



Key:

Answers	Values	Percentage%
SD(1)	68	9.96
D(2)	208	30.45
U(3)	70	10.25
A(4)	200	29.28
SA(5)	137	20.06

Figure 4: Pupils under the guidance of their parents learn soil conservation skills

Results in figure 4 indicated that a portion of respondents, with a count of 68(9.96%), strongly disagreed that pupils learn soil conservation skills under the guidance of their parents. This suggested a clear disagreement with the idea of parental involvement in teaching soil conservation skills.

Another portion of respondents, with a count of 208(30.45%), disagreed with the sentiment that parents guided pupils in learning soil conservation skills. This indicated a significant number of respondents who did not not believe that pupils learn soil conservation skills under parental guidance.

A smaller number of respondents, with a count of 70(10.25%) were undecided about whether pupils learn soil conservation skills under parental guidance. This suggested uncertainty or a lack of consensus among a minority of respondents.

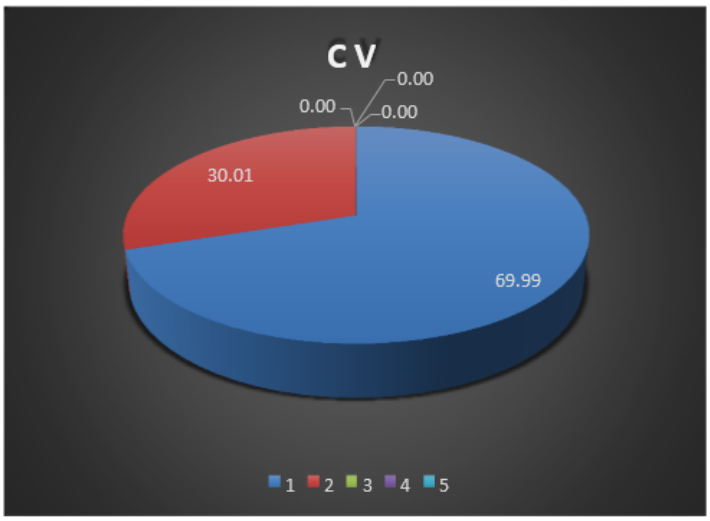
A portion of respondents, with a count of 200(29.28%) agreed that pupils learn soil conservation skills under the guidance of their parents. This indicated a significant portion of respondents who believed in the importance of parental involvement in teaching these skills. Similarly, another portion of respondents, with a count of 137(20.06%) strongly agreed with the statement. This indicated a clear stance in favor of parental participation in assisting pupils in acquiring soil conservation skills among some respondents.

The results suggested a varied perception regarding parental involvement in pupils' acquisition of soil conservation skills. While there was a notable proportion of respondents who agreed or strongly agreed with the statement, there were also those who disagreed or were undecided.

These results are contrary to Zipporah, (2020) in the study on facing academic problems longitudinal relationship between pupils- parental engagement a new normal in the competency-based curriculum in Kenya where it was observed that, when parents are engaged in their child's learning, they work closely with the teachers and the school to impart knowledge, skills, competencies, values and attitudes to the child. They also monitor the academic progress of the child, identifying areas of weakness and together put interventions to ensure improvement in the child's achievement. When parents are involved, to provide informal education at home and in the community, this complements and supplements what the child learns in school. The results here indicated lack of commitment from parents in assisting pupils during take home Environ mental Activities Agriculture and soil conservation skills assignments that needed their intervention.

The results indicated parents' commitment to assisting pupils in agriculture skills in line with the observation of the World Bank, (2022) that Current food systems threaten the health of people and the planet and generate unsustainable levels of pollution and waste. Food insecurity can worsen diet quality and increase the risk of various forms of malnutrition, potentially leading to under nutrition as well as people being overweight and obese. An estimated 3 billion people in the world cannot afford a healthy diet. The World Bank report indicated that the value of Agriculture and the need for enhanced parental participation in enabling pupils acquire expected agricultural skills should be given the attention required in various studies.

Item v inquired how Parents assist pupils to differentiate soil by texture, by size of soil particles by naming three types of soils based on their characteristics: sand, loam and clay
Results are indicated in figure 5.



Key:

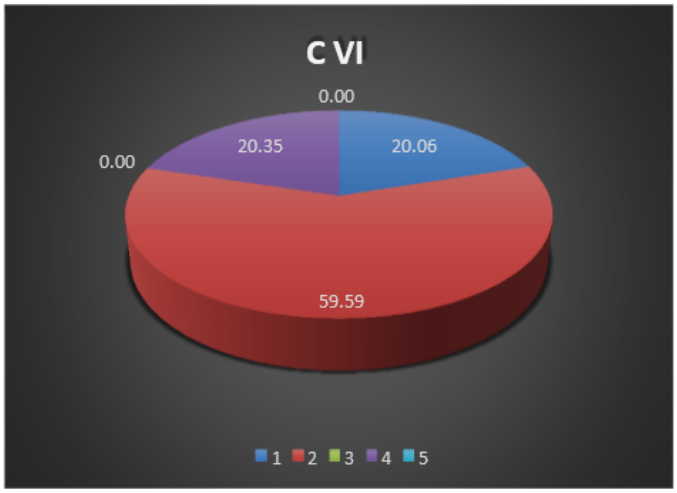
Answers	Values	Percentage%
SD(1)	478	69.99
D(2)	205	30.01
U(3)	0	0.00
A(4)	0	0.00
SA(5)	0	0.00

Figure 5: Parents assist pupils to differentiate soils by texture, by size of soil particles by naming three types of soils based on their characteristics: sand, loam and clay

The results in figure 5 indicate that, majority of respondents with a count of 478(69.99%) strongly disagreed that parents assisted pupils in differentiating soil by texture and naming three types of soils (sand, loam, and clay) based on their characteristics. This suggested a widespread disagreement with the idea of parental involvement in pupils learning and achievement of these specific soil-related skills. Another portion of respondents, with a count of 205(30.01%), disagreed with the statement. This indicated a significant number of respondents who did not believe that parents assisted pupils in these soil-related tasks.

There were no responses indicating undecided, agreed or strongly agreed. It appears that no respondents expressed any level of agreement with the statement. The results overwhelmingly suggested that respondents did not perceive parents as assisting pupils in differentiating soil by texture and naming three types of soils (sand, loam, and clay) based on their characteristics. The lack of any agreement or undecided responses indicated a clear consensus among respondents regarding the absence of parental involvement in teaching these specific soil-related skills. This trend could be attributed to levels of knowledge of parents. More than half of parents who were interviewed (53%) opined that they assist pupils where possible or according to what they know.

Item vi investigated how Parents assist pupils to acquire soil and land management practices and skills in agronomics such as plant/soil cover, conservation farming methods, contour farming. Results are presented in Figure 6.



Key:

Answers	Values	Percentage%
SD(1)	137	20.06
D(2)	407	59.59
U(3)	0	0.00
A(4)	139	20.35
SA(5)	0	0.00

Figure 6: Parents assist pupils to acquire soil and land management practices and skills in agronomics such as plant/soil cover, conservation farming methods, contour farming

From the results in figure 4.17, a portion of respondents, with a count of 137(20.06%), strongly disagreed that parents assisted pupils in acquiring soil and land management practices and skills in agronomics. This suggested a clear disagreement with the idea of parental involvement in pupils' acquisition of these skills. The majority of respondents, with a count of 407(59.59%), disagreed with the statement. This indicated a significant number of respondents who did not believe that parents assisted pupils in acquiring these skills. There were no responses indicating undecided.
Another portion of respondents, with a count of 139(20.35%), agreed that parents assisted pupils in acquiring soil and land management practices and skills in agronomics. This suggested that there was a subset of respondents who believed in the importance of parental involvement in teaching these skills. There were no responses indicating strongly agree.

The results in 6. indicated a varied perception regarding parental involvement in assisting pupils to acquire soil and land management practices and skills in agronomics. While there was a subset of respondents who agree with the statement, the majority either disagreed or strongly disagreed. The absence of any strongly agree responses suggested that there is not widespread agreement among respondents regarding the extent of parental involvement in teaching these Skills.
The results here contradicted FAO (2022) in the study titled, an introduction to the basic concepts of food security information for action which indicated that, Slash-and-burn and other unsustainable methods of subsistence farming are practiced in some lesser developed areas resulting in deforestation and large scale soil erosion, loss of soil nutrients and sometimes total desertification. Techniques for improved soil conservation include crop rotation, cover crops, conservation tillage and planted windbreaks, affect both erosion and fertility. When plants die, they decay and become part of the soil (Karuku, 2018).
KICD 2017 expects Parents to assist pupils to acquire Soil and land management practices and skills in Agronomic such as plant/soil cover, conservation farming methods, contour farming. Vegetative: such as planting barriers (vegetative strips), live fences, windbreaks.
Structural: such as Fanya Juu, terraces, banks, bunds, cut off drains, barriers and lastly.
Overall management: such as area closures and selective clearing.
Average of section B, that is, Parental Engagement and Pupils' Acquisition of Agriculture and Soil Conservation Skills, is displayed in Figure 7.

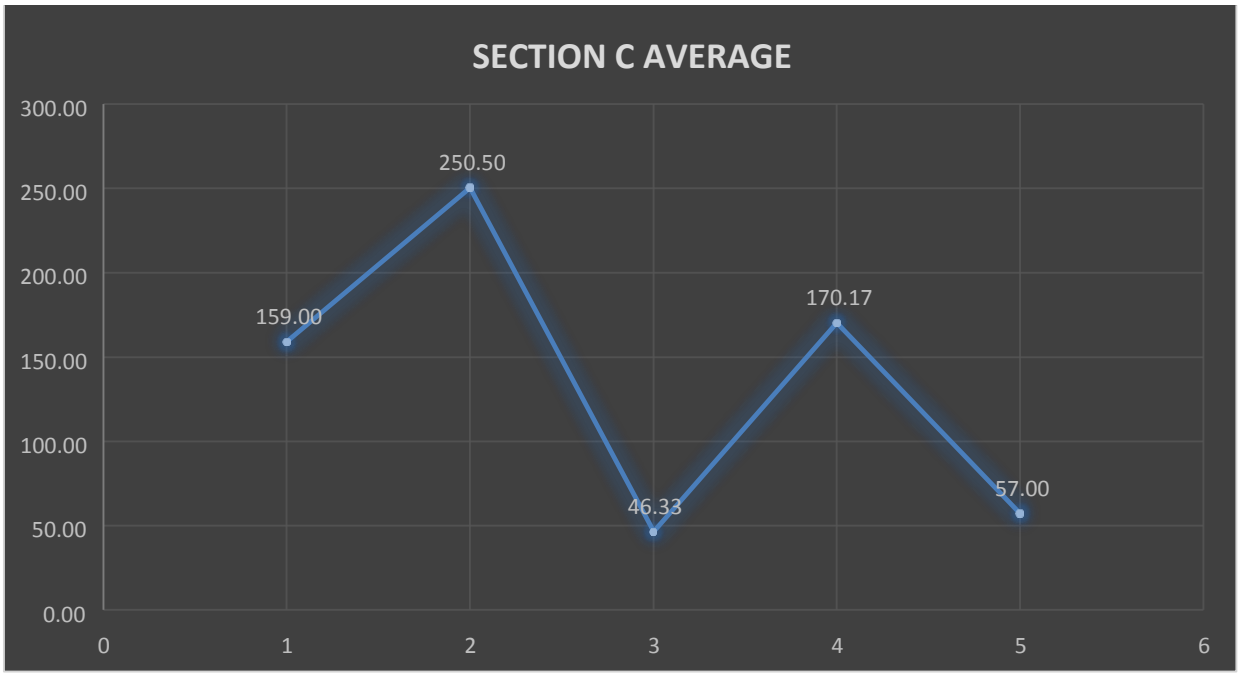


Figure 6: Average of Parental Engagement and Pupils' Acquisition of animal and Soil Conservation Skills

Results in figure 6 showed that, a portion of respondents with an average count of 159.00, strongly disagreed that parental engagement contributes to pupils' acquisition of animal and soil conservation skills. This suggested a clear disagreement with the idea that parents play a significant role in teaching these skills.

The majority of respondents, with an average count of 250 disagreed with the statement. This indicated a significant number of respondents who did not believe that parental engagement leads to pupils' acquisition of animal and soil conservation skills.

A smaller number of respondents, with an average count of 46.33, are undecided about the relationship between parental engagement and pupils' acquisition of these skills. This suggested san uncertainty or a lack of consensus among a minority of respondents.

Another portion of respondents, with an average count of 170.17, agreed that parental engagement contributes to pupils' acquisition of animal and soil conservation skills. This suggested that there was a subset of respondents who believed in the importance of parental involvement in teaching these skills. Similarly, another portion of respondents, with a count of 57.00, strongly agreed with the statement. This indicates a clear stance in favor of parental engagement in contributing to pupils' acquisition of animal and soil conservation skills among some respondents.

The results suggested a varied perception regarding the relationship between parental engagement and pupils' acquisition of animal and soil conservation skills. While there was a subset of respondents who agreed or strongly agreed with the statement, the majority either disagrees or is undecided. Further exploration may be necessary to understand the factors influencing these diverse perspectives and to identify potential strategies for enhancing parental engagement in teaching agriculture and soil conservation skills.

IV. CONCLUSION

Parents were not participating fully in assisting pupils in activities aimed at acquisition of animal and soil conservation skills. It was found that majority of the respondents (52.17%) did not confirm parental participation using the required ways of assisting pupils in their take home assignments in soil conservation skills. A minority 37.37% of respondents agreed to have participated in the mentioned ways of assisting pupils in achieving animal conservation skills through accomplishing take home assignments for assessment by the teachers. There were those respondents who constituted 10.56% that remained undecided. These results indicated a divided opinion on parental participation in enabling pupils acquire social interaction skills.

V. RECOMMENDATIONS BASED ON THE FINDINGS

On the strength of the findings of the study, the following recommendations were made:

i) Further analysis of context to understand the factors that influenced the findings.

ii) Sensitization of parents on their role in supporting pupils obtain animal and soil conservation skills.

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