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**Effects Of Parental Involvement In Their Children's  
Academic Achievement In Public Secondary Schools In Kieni-  
West District, Nyeri County- Kenya**

By Ndirangu, Lydiah Muthoni

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# **Effects Of Parental Involvement In Their Children's Academic Achievement In Public Secondary Schools In Kieni- West District, Nyeri County- Kenya**

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**EFFECTS OF PARENTAL INVOLVEMENT IN THEIR CHILDREN'S  
ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN KIENI-  
WEST DISTRICT, NYERI COUNTY- KENYA**

**PRESENTED BY  
NDIRANGU, LYDIAH MUTHONI  
EDU-3-5706-2/2010**

**A Thesis Submitted to the Faculty of Education and Social Sciences in Partial  
Fulfilment for the Award of the Masters Degree in Education Leadership and  
Management of Kenya Methodist University**

**May, 2012**

## **Declaration and Recommendation**

### **Declaration**

This thesis is my original work and has not been presented for a Masters degree or any other award in any other university.

Sign----- Date-----

Ndirangu, Lydiah Muthoni

### **Recommendation**

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

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## **Dedication**

This thesis is dedicated to my parents, Mr. & Mrs. James Ndirangu who worked tirelessly to bring me this far and my sons, Calvin Brian and Jim Collins who have patiently and ardently supported me.

## **Acknowledgements**

In the course of writing this thesis, I have received assistance from several people. I would like to appreciate the untiring contributions of certain persons for their support; encouragement and motivation which helped me bring this thesis into a reality.

This thesis would not be complete without the help and invaluable support of the Almighty God for giving me good health.

I am greatly indebted to my able supervisors Dr. Kibaara and Prof. Kerre of the Department of Education for their invaluable supervision, guidance, expert advice and helpful feedback. I wish to express my sincere thanks to the principals, teachers, students and parents of Kieni-West District public secondary schools for their participation in this study.

I am thankful to my husband David, two sons, Calvin Brian and Jim Collins for their encouragement and patience during this study.

Finally, am grateful to my parents James Ndirangu and Aliphonsa Wanjira who inspired me to further my studies.



## **Abstract**

Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so in adolescence and adulthood (Siraj-Blatchford & Taggart, 2004). This study was set to investigate the effects of parents' involvement in their children's academic achievement in twenty one public secondary schools in Kieni West District in Nyeri County-Kenya. The objectives of the study were to: (i) Investigate the nature of parents' involvement in their children's academic achievement; (ii) Establish to what extent factors influencing parental involvement contribute to their children's academic achievement; (iii) Investigate teachers' views about parents' involvement in the learners' academic achievement; (iv) Explore the learners' views about parents' involvement in their academic achievement. The literature reviewed indicates that parents are concerned with the education of their children and that parents and teachers talk together about problems concerning students. This study used a descriptive survey design because it was a onetime study seeking the opinion of parents, teachers and students. Mugenda and Mugenda, (2003) support the use of descriptive survey because it gives the researcher a chance to create rapport with the respondents as the researcher gets to the bottom of the study. Twelve public secondary schools were randomly selected. The population of the study was five thousand three hundred and eighty one students. In total, 130 form three students, 76 teachers and 113 parents participated in this study. The research study employed both qualitative and quantitative techniques in collecting and analyzing data. The study purposively sampled form three students. The study used two sets of instruments namely: questionnaire for teachers and students and a structured interview schedule for parents. These instruments were piloted for reliability and validity. Once piloted, the instruments were administered and data collected was analysed using the Statistical Package for Social Sciences (SPSS). The findings of the study were presented using statistical and graphical techniques. Results based on research area indicated that 45% of the teachers agreed that parents are positive about the school in which their children are. Students strongly agreed (89%) that their parents attend all school programmed meetings while 70.8% of their parents check homework. The study showed that 76% of the students strongly agreed that their parents had high hopes in them. The findings of the study indicated that 84.7% of the parents interviewed participated in school events and activities while 71.6% monitored homework. Parents' responses indicated that 92% believed that their involvement is beneficial to the teachers in aiding in their children's education progress. In addition 98.2% felt that organized parental involvement programmes can improve their relationship with their children. The findings further indicated that lack of school fees, poor education background of the parents, and lack of adequate time to assist their children affected their level of involvement. Major recommendations included among others identifying the type of parental involvement in place, parent's awareness programmes through seminars and workshops and holding teacher parents conferences. Areas of further research were identified.

## **TABLE OF CONTENTS**

Title page-----	i
Declaration and Recommendation -----	ii
Copyright -----	iii
Dedication -----	iv
Acknowledgements -----	v
Abstract -----	vi
List of Tables -----	xi
List of Figures -----	xii
Acronyms and Abbreviations -----	xvi

### **CHAPTER ONE:INTRODUCTION**

1.1 Background to the Study -----	1
1.4 Objectives of the Study -----	6
1.5 Research Questions -----	6
1.6 Justification of the study -----	7
1.7 Scope of the Study -----	8
1.8 Limitations of the Study -----	9
1.9 Assumptions of the Study -----	9

### **CHAPTER TWO:LITERATURE REVIEW**

2.1 Introduction -----	13
2.2 The Nature of Parents' Involvement in their Children's Academic Achievement -----	13
2.2.1 School Based Parental Involvement in Children's Academic Achievement -----	18
2.2.2 Home Based Parental Involvement in their Children's Academic Achievement. -----	20
2.3 The Extent to Which Factors Influencing Parental Involvement Contribute their Children's Academic Achievement -----	23

2.4 Teachers' Views about Parents' Involvement in the Learners' Academic Achievement -----	27
2.5 Learners' Views about Parents' Involvement in their Academic Achievement-----	31
2.6 Theoretical Framework -----	34
2.7 Conceptual Framework -----	35

### **CHAPTER THREE:METHODOLOGY**

3.1 Introduction -----	39
3.2 Research Design -----	39
3.3 Location-----	40
3.4 Target Population-----	41
3.5 Sample Size and Sampling Procedure -----	41
3.6 Research Instruments -----	43
3.7 Piloting of Instruments-----	45
3.7.1 Reliability of the Instrument -----	45
3.7.2 Validity -----	46
3.8 Data Collection Procedure-----	47
3.9 Data Analysis -----	48
3.10 Ethical Considerations-----	50

### **CHAPTER FOUR:RESULTS AND DISCUSSION.**

4.1 Introduction -----	51
4.2 Biographical Data -----	51
4.2.1 Sex of the respondents-----	52
4.2.1.1 Sex of teachers -----	52
4.2.1.2 Sex of Students -----	52
4.2.1.3 Sex of Parents -----	53
4.2.2 Age of parents -----	54

4.2.2 Academic Qualifications -----	54
4.2.2.1 Teachers’ academic levels -----	54
4.2.2.2 Students’ Academic levels -----	56
4.2.2.3 Parents’ academic levels -----	57
4.2.2.4 Parents’ income levels -----	58
4.3 Objective 1: To investigate the Nature of Parents’ involvement in their children’s academic achievement -----	59
4.3.1. Teachers’ responses towards the nature of parental involvement in their children’s academic achievement -----	59
4.3.2 Students’ response to the nature of parental involvement in their academic achievement. -----	62
4.3.3 Parents’ response to the nature of their involvement in their children’s academic achievement. -----	67
4.4 Objective 2: To establish to what extent factors influencing parental involvement contribute to their children’s academic achievement. -----	79
4.4.1. Teachers’ responses to the extent factors influencing parental involvement contribute to the children’s academic achievement. -----	79
4.4.2 Students’ opinion regarding factors influencing involvement of their parents in their academic achievement. -----	83
4.4.3: Parents’ responses to the extent factors influencing their involvement contribute to their children’s academic achievement -----	88
4.5.1 Teachers’ responses regarding their views on parents’ involvement in the academic achievement of their children -----	101
4.5.2 Students’ response to teachers’ views about parents’ involvement in their academic achievement. -----	106
4.5.3. Parents’ responses concerning teachers’ views in their involvement. -----	111
4.6.1 Teachers’ responses towards learners’ views about parents’ involvement in their academic achievement. -----	117
4.6.2 Learners’ views about their parents’ involvement in their academic achievement -----	121
4.6.3 Parents’ opinion as regards their children’s views in their involvement in their academic achievement -----	124
4.6.3.2 Newsletters and Report forms -----	125
4.7 Challenges experienced by parents in their children’s academic achievement -----	129

4.7.1 Challenges experienced by parents as stated by teachers -----	129
4.7.2 Challenges experienced by parents as stated by students -----	131
4.7.3 Challenges stated by parents in their involvement -----	133

## **CHAPTER FIVE:SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction -----	138
5.2 Summary of the findings -----	138
5.3 Conclusion-----	141
5.3 Recommendations -----	142
5.4 Areas for further research -----	144

<b>REFERENCES</b> -----	145
-------------------------	-----

<b>APPENDICES</b> -----	151
-------------------------	-----

Appendix I: Consent Letter -----	151
Appendix II: Teachers' Questionnaire -----	152
Appendix III: Students' Questionnaire -----	157
Appendix IV: Interview Schedule for Parents-----	161
Appendix V: Kieni – West District Public Secondary Schools 2012 -----	166

## List of Tables

Table 1: Sampling Frame Showing Sample Size.....	43
Table 4.1: Teachers’ opinion on the nature of parents’ involvement.....	64
Table 4.2: Parents assisting in course selection.....	65
Table 4.3: Parents’ attendance to all school programmed meetings.....	66
Table 4.4: Students’ opinion on report form checking by their parents.....	67
Table 4.5: Students’ opinion on the nature of parents’ involvement.....	69
Table 4.6: Reasons for parents not attending school activities and events.....	70
Table 4.7: Parents’ academic levels versus homework monitoring.....	72
Table 4.8: Monitoring homework.....	73
Table 4.9: Reasons for not monitoring homework.....	74
Table 4.10: Reasons for engaging children in holiday tuition.....	76
Table 4.11: Parents’ opinion on checking and discussing performance of their children.....	79
Table 4.12: Parents’ involvement factors.....	81
Table 4.13: Teachers’ views regarding parents’ needs in their children’s’ academics.....	83
Table 4.14: Teachers’ opinion on the extent of parent’ involvement.....	85
Table 4.15: Midterm average scores for form three in the sampled schools.....	87
Table 4.16: Students’ responses in relation to the extent of their parents’ involvement.....	89
Table 4.17: Parents’ range of daily working hours.....	90
Table 4.18: Difficulties and painful experiences experienced in school by parents.....	91
Table 4.19: Sex versus awareness of parental involvement programs.....	93
Table 4.20: Reasons for parents who did not experience difficulties.....	95
Table 4.21: Parents’ income levels versus children’s school attendance.....	96

Table 4.22: Reasons given by parents as to why their children remain in school.....	97
Table 4.23: Reasons for children not remaining in school.....	98
Table 4.24: Parents’ response on academic progress and visiting the school.....	102
Table 4.25: Teachers’ views on parents’ involvement.....	103
Table 4.26: Teachers’ views on parents’ involvement in children’s academic achievement.....	106
Table 4.27: Students’ responses as regards teachers’ views on parents’ involvement.....	111
Table 4.28: Benefits of parents’ involvement to teachers.....	114
Table 4.29: Parents’ reaction towards their involvement being of benefit to teachers.....	115
Table 4.30: Relationship between parents’ opinion on involvement and information flow.....	119
Table 4.31: Teachers’ responses as regards parents talking with their children about school....	121
Table 4.32: Teachers opinion on learners’ views towards their parents’ involvement.....	124
Table 4.33: Students’ views on their parents’ involvement in their academic work.....	126
Table 4.34: Inefficient flow of information.....	130
Table 4.35: Parents’ opinion on parents’ teachers’ conferences and academic clinics.....	132
Table 4.36: Challenges parents experience in their involvement in academic achievement of their children.....	136
Table 4.37: Children’s duties as assigned by parents.....	239

## List of Figures

Figure1.1: Conceptual Framework showing parental involvement in Schools .....	36
Figure 4.1: Sex of teacher respondents .....	52
Figure 4.2: Sex of students.....	53
Figure 4.3: Sex of Parents .....	53
Figure 4.4: Parents' age .....	54
Figure 4.5: Academic levels of the teachers .....	55
Figure 4.6: Teaching experience of the teachers .....	56
Figure 4.7: KCPE scores for form three in the samped schools .....	56
Figure 4.8 : Parents' academic level .....	58
Figure 4.9: Parents' income level .....	59
Figure 4.10: Nature of parental involvement in schools.....	60
Figure 4.11: Parents' involvement in academic progress and career choices.....	62
Figure 4.12 : Parents' participation in school events and activities.....	67
Figure 4.13: School events and activities parent's participated in.....	68
Figure 4.14: Reasons as to why they do not attend school activities.....	69
Figure 4.15: Parents' response on monitoring homework .....	70
Figure 4.16: Various ways in which homework was monitored by parents .....	72
Figure 4.17: Reasons for not monitoring homework .....	73
Figure 4.18: Parents responses regarding holiday tuition .....	74
Figure 4.19: Reasons for not engaging children in holiday tuition.....	75
Figure 4.20: K.C.S.E results for sampled schools in 2009 and 2011 .....	76
Figure 4.21: Parents' feedback on checking the childs' performance .....	77



Figure 4.22: Teachers' views regarding parents' needs in their children's academic work .....	82
Figure 4.23: Students' opinion on their parents' capability factors.....	84
Figure 4.24: Midterm average scores for form three students in the sampled school .....	86
Figure 4.25 : Difficulties and painful experiences.....	89
Figure 4.26 : Parents sources of income .....	90
Figure 4.27: Parents' parental involvement programmes awareness.....	91
Figure 4.28: Parents' sources of income.....	93
Figure 4.29: Other sources of income.....	94
Figure 4.30 Parents ability to have their children remain in school .....	95
Figure 4.31: Factors that made the children remain in school.....	96
Figure 4.32: Reasons for children not remaining in school .....	98
Figure 4.33 : Languages parents speak to their children .....	98
Figure 4.34: KCSE average scores for the sampled school year 2011 .....	99
Figure 4.35: Parent's home-based capability factors.....	102
Figure 4.36 :Teachers' suggestions on parents' involvement ways .....	104
Figure 4.37: Challenges teachers experience with parents in their schools.....	105
Figure 4.38: Teachers' suggestions on creating a teacher –parent friendly relationship	106
Figure 4.39 : Invitation of teachers by parents to assist in weak subject areas.....	108
Figure 4.40: Opinion of students regarding academic progress dicussion of their parents with teachers. ....	109
Figure 4.41: Parents' frequency of visiting the schools.....	111
Figure 4.42: Parents' responses on their involvement.....	112

Figure 4.43: Importance of parental involvement.....	113
Figure 4.44: Engaging parents in meaningful discussions with teachers .....	114
Figure 4.45: Frequency of parents’ teachers’ conferences .....	115
Figure 4.46: Teacher’s responses on language, interaction and consultation.....	117
Figure 4.47: Teachers response about the parents’ involvement in their childrens’ academic achievement .....	120
Figure 4.48: Learners’ opinion on their parents’ involvement .....	122
Figure 4.49: Academic clinics .....	124
Figure 4.50: Parents’ response on receiving report forms .....	125
Figure 4.51 Parents response to good flow of information.....	126
Figure 4.52: Communication channels .....	126
Figure 4.53: Challeges faced by parents in their involvement as stated by teachers.....	129
Figure 4.54: Teachers’ suggestions on overcoming challeges experienced by parents.	130
Figure 4.55: Challenges parents faced by parents as cited by students .....	131
Figure 4.56: Overcoming parent’ challenges as indicated by students.....	132
Figure 4.57: Parents’ responses on overcoming challenges in parental involvement .	135
Figure 4.58: Students’ responsibilities for academic achievement.....	136

## **Acronyms and Abbreviations**

<b>AA</b>	Academic Achievement
<b>AP</b>	Academic Performance
<b>ASALs</b>	Arid and Semi-Arid Lands
<b>CBE</b>	Curriculum Based Establishment
<b>DEO</b>	District Education Officer
<b>EFA</b>	Education for All
<b>FT</b>	Follow Through
<b>FCUBE</b>	Free Compulsory Universal Basic Education
<b>HFRP</b>	Harvard Family Research Projects
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KSH</b>	Kenya Shillings
<b>KW</b>	Kieni West
<b>PTA</b>	Parents Teachers Association
<b>TV</b>	Television
<b>SD</b>	Standard Deviation
<b>SES</b>	Social Economic Status
<b>SWOT</b>	Strengths Weaknesses Opportunities and Threats
<b>SPSS</b>	Statistical Package for Social Sciences
<b>VAP</b>	Value Added Progress

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Children have two main educators in their lives: their parents and their teachers at school. Parents are the prime educators until the children attend nursery or start school and remain a major influence on the children's learning through school and beyond. There is no clear line to show where parents' input stops and the teachers' input begins. The parents and the school both have crucial roles to play and the impact is greater if parents and schools work in partnership (Scott, 2003). Many parents are already involved in their children's education. The time the British parents spent doing homework or reading with their children was increased four times during the past 35 years (Gershunny, 2000). Reading attainment is positively affected by parental support (Tizard, 1982). Research findings reveal that engaging in leisure activities such as artistic and music related leisure, reading for pleasure and writing for pleasure all have positive effects. Each of them increases the likelihood of getting a first degree, taking a course in adult education and being a member of a voluntary organisation. According to Robson (2003), these activities also raise earnings potential in later life.

Some parents may feel that their participation is not necessary given that their child is doing well in school and others may have no history of being involved and see no reason to begin doing so (Dwyer & Hecht, 2001). Many parents have experiences going through school. These parents may have encountered academic difficulties or other painful

experiences during their time in school. Many parents do not want to become involved because they question their ability to make a difference. Studies show that some parents are not very much involved in all aspects of their children's education due to frequent barriers like scheduling conflicts and lack of childcare. However, parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood (Sylva & Melhulsh, 2004). McDonald and Frey, (1999) recommend that parents and schools communicate with each other about learning objectives and children's progress through newsletters, school handbooks, parent-teacher conferences, open houses and telephone calls. German parents are involved formally and informally in their children's education in many ways. Parents are able to communicate directly with the teachers during the office hours or indirectly via parent committees. Parents often consult teachers because of unsatisfactory academic achievement by their children. Teachers are most likely to contact parents because of discipline problems with a student (Herrelmann, 1991).

The school your child goes to is as much a status symbol as the car you drive or the estate you live in (Kaigai, 2011). The author further states that the parent and the child must submit some elaborate results which are used to determine the performance of the parent. Sleep deprived tots are forced to wake up way before 5 am for school transport pick-up all the privilege of giving educational rights. Esther Njeri, a nominated counsellor reported to the Truth, Justice and Reconciliation Commission that many children are not accessing even the basic education although it is free because they are either forced by their parents to work on the farms to supplement the family income or

they voluntarily choose to work to gain self reliance (Daily Nation, 2011).The quality of parental input in the first twenty five years of children's lives contributes greatly to what happens for the next forty five years or more. Quality parenting must therefore be addressed and enforced in any well-established society, for children to achieve their potential. However, parents also need to be supported in this role (Daily Nation, 2012).

During Kieni West District Education Day 2011, the District Education Officer (DEO) reported that the standard of education in schools in the district had assumed a downward trend. The DEO claimed that "Our KCPE and KCSE performance in 2010 is not pleasant at all! He further lamented that KCPE Mean score was 239 which is below average and KCSE a mean grade of C". He noted that the schools that had performed well had a well established parental participation in the school where parents' turnout was high in the annual general meetings and academic clinics. He noted that the secondary school which had the lowest mean of 1.0267 was one in which students were out of school due to either indiscipline or failure of the parents to pay school fees in time leading to heavy school fees balance that cannot maintain the school. This resulted to poor results.

There are many parents who want to become involved but do not know how to translate that desire into effective involvement. Parents may feel they lack the skills to participate in such activities as secondary advisory councils or classroom volunteering (Greenwood & Hickman 1991). In Kieni-West district, child labour has increased rampantly in the recent times affecting academic achievement in schools. Most primary school pupils barely fourteen years of age are engaged in all sorts of labour including working as house

helps, taking care of livestock and running errands among other responsibilities (Hussein,2010).In the evening, after classes, children are engaged in selling of vegetables among other commodities at the famous Kiawara market along Nyeri-Nyahururu Highway. Children do not get enough time to do their homework and revise what was taught in class. This makes the child not to concentrate in class since the mind will only be thinking on how one will sell onions or tomatoes and make more profit than the previous day. Over the years, a considerable number of children on being sent home for school fees balances or indiscipline spend the better part of the term at home where some drop out of school while others just come to sit for the final exams (DEO, 2011).The DEO further reported that, when parents are invited for academic clinics, a good number prefer sending their own children who may be at home to represent them while others do not attend at all. Parents state that their wish is that their children just get the Kenya Certificate of Secondary Education certificate at the end of the four years course.

Kieni-West district is a semi arid area and in most cases the residents experience prolonged drought. The parents have to travel long distances in search of food when there is no rain and the children are not left behind. Most pupils miss classes and accompany their parents to go and work on people's shambas to earn extra cash or be paid with food such as potatoes or maize (Hussein, 2010). Due to lack of proper follow-up, the area is faced with a high percentage of children not attaining quality grades.

## **1.2 Statement of the Problem**

Today, parental involvement in education of their children is one of the most important ongoing discussions in the field of education. There is a remarkable boost to the learners' academic success when parents are involved in their education (Eliason & Jenkins, 2003). In some cases, more attention is given on the decline of educational achievement among students. It is not clear whether children whose parents are involved in their academic achievement are higher academic achievers or that parents who are not involved means that their children are low academic achievers.

While it is shown that parental involvement has a positive impact on the academic achievement of their children, it is not clear what specific factors or aspects of involvement contribute to academic achievement. A considerable number of parents do not involve themselves in the academic work of their children which may contribute to low academic achievement (Njeri, 2011). If parental involvement in the children's academic achievement is not addressed accordingly, opportunities that would have otherwise been available for their children to advance academically will be lost. This will in the long run make it difficult to reduce regional disparities in Kenya. It is for this reason that the researcher was prompted to investigate the nature of parental involvement in the academic achievement of their children.

## **1.3 Purpose of the Study**

The purpose of the study was to establish the extent to which parents are involved in their children academic achievement in public secondary schools in Kieni West District, Nyeri County, Kenya.



## **1.4 Objectives of the Study**

The objectives of this study were to:

- i) Investigate the nature of parents' involvement in their children's academic achievement,
- ii) Establish to what extent factors influencing parental involvement contribute to their children's academic achievement,
- iii) Investigate teachers' views about parents' involvement in the learners' academic achievement, and
- iv) Explore the learners' views about parents' involvement in their academic achievement.

## **1.5 Research Questions**

The study was guided by the following research questions based on the objectives of the study:

- i) How are the parents involved in the academic achievement of their children?
- ii) What impact does the parents' involvement have on the performance of the children?
- iii) What are the teachers' views about parents' involvement in the learners' academic achievement?
- iv) What are the learners' views about parents' involvement in their academic achievement?

## **1.6 Justification of the study**

The findings of the study may be useful in: Establishing how the nature of parental involvement influences the academic achievement of children, showing to what extent parental involvement impacts on academic achievement of children, establishing teachers' and learners' views towards parental involvement on academic achievement. In particular the key beneficiaries of the study are the children in schools who may be sensitized to have a better understanding of their parents being involved in their academic work. The students may develop a positive attitude towards their parents' involvement and in the long run do well in schools and achieve quality grades in the national examinations.

The key findings are of key benefit to the learners in that their parents will be more committed in their involvement in education. As a result all children will be in a position to compete favourably as they undertake courses in higher institutions of learning and career choices later in life. Further, the key findings of the study could be useful to the government, through the Ministry of Education and in liaison with the Kenya Institute of Education, to develop an appropriate curriculum. In addition this will enhance coming up with parental awareness programmes geared towards improving parental involvement in children's academic achievement in schools. Levels of participation by the parents in their children's educational success will be identified, as a result notable value added progress at all levels of learning will result. Other beneficiaries will include the researcher, schools, various ministries, the community and Kenya Government as a

whole .The finding of the study will assist other researchers in other universities as they further their research.

### **1.7 Scope of the Study**

This study specifically focused on parents in Kieni-West District and their children in public secondary schools. Form three learners were involved because they have selected the optional subjects which are tested at the end of the four years. In addition they are potential candidates, settled and more serious with their coursework. Form three teachers were involved because they have been with the students for a longer period of time and know them well. Public secondary schools were involved because they are more than the private schools in the district. The content scope included the nature of parents' involvement in their children's academic achievement and the extent to which factors influencing parental involvement contributed to children's academic achievement. Teachers' views as well as learners' views towards parents' involvement in their children's academic achievement was also looked studied.

Any one of the parent was expected to participate. The findings of the study were generalisable to Kieni West District-Nyeri County, Kenya. The study solicited for views of parents, teachers and students on parental involvement in the learners' academic achievement. The study highlighted the importance of parental involvement in the academic achievement of their children towards achieving good performance.

### **1.8 Limitations of the Study**

Parental involvement cuts across all public secondary schools in the country, for more conclusive results, it was necessary to study all the schools in Kenya. This was not possible due to constraints of time and resources which may result to data inaccessibility and anticipated occurrences. It was not possible to get the views and opinions of parents, teachers and students from all public secondary schools in Kenya.

The study was limited to the effects of parental involvement in their children's academic achievement in public schools in Kieni-West District, Nyeri County. The study relied on teachers, parents and students to provide information concerning parental involvement in their children's academic achievement. However, the researcher assured the respondents of confidentiality in the information given and an assurance was given that the information was not to be used for any other purpose other than the study at hand.

### **1.9 Assumptions of the Study**

The study assumed that all respondents would be cooperative, honest and provide reliable information. The study assumed that parents were involved in the academic achievement of their children and each student had a parent. Further, it was assumed that parents, teachers and students would be interested and would participate fully in the research. Being the 21<sup>st</sup> century, the study assumed that the parents with children in secondary school were literate. The researcher assumed that teachers interact with parents and know them well. The study involved learners whose parents were educated and that the sample would be a representative of the population. The respondents would have a common understanding of each question.

### **1.10 Operational Definition of Terms**

**Academic achievement:** Refers to hopes and expectations of the child in school and what a child becomes after school.

**Basic education:** Up to secondary school education level.

**Better school:** School that takes more students to university on regular programmes.

**Collaborating parents:** Parents' who portray positive contributions to schools geared towards their children's academic achievement.

**Community support:** Refers to positive involvement of people around and far from the school and friends to the school that keep contact in the running of the school.

**Distancing:** Psychological separation of children from their parents that is critical in academic achievement.

**Effective parental involvement:** Engagement of the parent with the children that results to a real difference in education.

**Efficiency:** Self driven, directed and focused in making follow ups geared towards a positive impact in the child's achievement.

**Exclusion:** Keeping the student out of school due to indiscipline for a period not exceeding three weeks.

**Extent of parental involvement:** The degree to which a parent is involved and committed to ensure good performance.

**Highly educated teachers:** Attaining a Bachelors Degree.

**Homework:** Assignments administered to the students when the schools are in session and during the school holidays

**Home based involvement:** Making follow ups at home on school matters like homework, encouraging the children to read at home by ensuring use of personal time table and paying library fee.

**Learning at home:** Refers to parent assisting their children in assignments and Career guidance.

**Mother tongue:** Most commonly used language in the region which is Kikuyu.

**Nature of parental involvement:** The type and forms that parents engage in their children's education in school and at home.

**Parent:** Biological father, mother or guardian, responsible of paying the school fees. It will be used interchangeably to include one parent or two.

**Parents' attitude:** It is a predisposition to respond towards something in a favourable or unfavourable manner. In this study it will be used to mean response by parents towards the school.

**Parental efficacy:** Parent's confidence that they can make a difference.

**Parental involvement:** Parental participation in the education of the child in and out of school from early childhood and beyond.

**Parental involvement challenges:** Internal and external forces that hinder one from perfecting involvement geared towards value added progress in children's education.

**Quality grade:** An average means score of grade C- and above those results to admission to a college for a good course.

**School based parental involvement:** Attending academic clinics, annual general meetings and consulting the subject teachers on performance.

**Students' exclusion:** Keeping a student out of school due to indiscipline for a period not exceeding three weeks.

**Solution to performance:** Actions geared towards improving parental involvement instrumented by parents, teachers, students and all the other stakeholders in the education sector.

**Stem Absenteeism:** Reduce the average number of learners absent in the school sessions per term.

**Parental capacity:** Refers to general parenting being the capability of the parent to fully participate in the academic work of the child at home and in school.

**Parents' level of education:** Parents highest level of education with or without certification.

**Quality parental involvement:** Quality of involvement that has a notable impact on the children's academic achievement.

**Tuition:** Extra teaching and learning process that takes place in school or home conducted by the student or supervised by professionals or non professionals.

**Value Added Progress:** The difference between the students' current average scores and the previous average scores in a given exam.

**Wavelength:** Ability to have a common understanding and approach to school issues relating to students' academic achievement between the teachers and the parents as well as school administration.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review captured the following areas: Parents involvement in their children's academic achievement in secondary schools, factors influencing parents' involvement in their children's academic achievement, teachers' views about parents' involvement in the learners' academic achievement, learners' views about parents' involvement in their academic achievement, theoretical framework as well as conceptual framework.

#### **2.2 The Nature of Parents' Involvement in their Children's Academic Achievement in Secondary Schools**

Family is the first source for teaching on how to behave and how to make decisions in life. One of the aspects that have received attention by many researchers is children's academic achievement (Bradley & Corwyn, 2002). Parents play a significant role in their children's moral thinking (Grusec, Goodnow & Kuezynski, 2000). Sackar, School and Barthey (2002) model of the relationship between family social class and pupil achievement and adjustment presumed the role of parental involvement. Involvement is assumed to be a working link between social class and pupil's achievement and adjustment where involvement has been assumed to be influenced by material deprivation and parental aspiration. Parental aspiration is in turn influenced by the child's evident achievement. The more the child achieves, the greater is the parental expectation.



An attempt to give more meaning to parental involvement and children's education, a comprehensive view of involvement is presented by Epstein's model, which analyses how children learn and grow. Epstein (1997) discusses how children learn and grow through three overlapping spheres of influence: family, school and community. The three spheres must form partnerships to best meet the needs of the child. The author further defined six types of involvement based on the relationships between the family, school and community. This includes parenting (skills), communicating, volunteering, learning at home, decision making and collaborating with the community. He stressed that all these six types of involvement need to be included to have successful partnerships.

Family involvement improves facets of children education such as daily attendance (Simon 2000), student achievement (Voorhis, 2001), behaviour. It was suspected that parent involvement has a large role on children's performance. More recently researchers have focussed on parent-child interactions, usually with the mother, that foster or inhibit cognitive development. Some of this work has been heavily influenced by the writings of Bygotsky and Piaget. The underlying assumption is that parents function in much the same way as teachers and their behaviours are contingent on the particular contexts in which they interact with the children. According to Siegel, parental distancing strategies which vary along a continuum from less to more demanding activate children's representational thinking processes. Observing and labelling are considered less demanding tasks than proposing alternatives and resolving conflicts. Distancing strategies have been shown to be related to measures of cognitive skill.

A variety of techniques exists for involving parents in their children's education. These range from parent school contacts to parent involvement in school policy (Moles, 1982). In a survey of 3700 first, third and fifth grade teachers, Becker and Epstein (1982) found that teachers techniques for involving parents in their children's schooling fall into five broad categories: reading activities, learning through discussion, suggestion for home activities, contacts between parents and teachers (i.e. concerning rewards and punishment), and five techniques to foster parents tutoring skills. Parent involvement programs have a positive impact on children's achievement (Henderson & Barla, 1994). Parents who maintain frequent contact with the school have higher achieving children than parents who have infrequent contact. Schools that are well connected with the community tend to have higher achieving students than schools with fewer ties. Parents who become involved in their children's schooling tend to develop positive attitudes towards their children's teachers. Teachers perceive them as wanting them to help their children and are very helpful in suggesting ideas for home activities (Epstein, 1988).

Many teachers worry that parents, particularly low income parents may not have enough time, training or educating themselves to help their children with school work (Becker & Epstein, 1982) reports that many teachers also have low expectations that parents will follow through on commitment to help their children with school work. Low income parents do want to help their children, are willing to be active participants in their children's learning and so implement suggestions offered by teachers (Mc Laughlin & shields, 1987). Others have noted that many low income parents care about their children academic progress, but do not know how to help their children (Ogbu, 1989).

Educationists and those responsible for education policy have known for a good while that the largest barrier to reaching high academic achievement for approximately two thirds of all students is lack of parental involvement in these children's education. New compelling evidence proves that parental involvement is even more crucial to a Childs intellectual development and academic success than believed even a few years ago. On a high school level Henderson (1988) indicated that effects of parent involvement are particularly strong at the early levels but significant benefits can be derived from involving parent in the intermediate and high school year (Epstein, 1987). Some of the association between students' outcomes and parents' background is probably attributable to different levels of parental involvement in school related activities. Middle class parents tend to have higher expectations for their children's academic achievement and higher career aspirations (Laureau, 1987). Clarks (1993) ethnographic study of low income high and low achieving African American children showed that high achieving children had parents who stressed the value of education for their future, monitored their academic performance.

Learning outcomes have been determined by such variables as: family, school, society and motivation factors (Aremu & Soka, 2003). Parker (2003) noted that much of the previous studies have focused on the impact of demographic and social-psychological variables of academic achievement. Government factor is another determinant of academic achievement. (Aremu & Soka, 2003). Findings have shown that parent's involvement in the education of the children has been found to be of benefit to parents, children and schools (Tella & Tella, 2003). Rasinki & Fredrick's (1988) concluded that

parents play an invaluable role in laying the foundation for their children learning. The authors have remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation of literacy is built with no difficulty.

Cotton and Wiklund (2005) ably coped it by asserting that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. Thus it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in teacher-parent association and help children develop plans for their future children are more likely to respond to and do well in school. Mc Millan (2000) noted that parental pressure has a positive and significant effect on public school performance. The exactness of the parental pressure is brought to bear on the children's academic achievement. Ryan (2005) reported that academic achievement is positively related to having parents who enforce rules at home. The obviousness of the research findings reported that family involvement improves faces of children's education such as daily attendance (Simon 2000). Auerbach (1989) shows that indirect factors including frequency of children outings with adults, number of maternal outings, emotional climate of the norms, amount of time spent interacting with adults, level of financial stress enrichment activities and parental involvement with the schools has a stronger effect on many aspect of reading and writing than direct literacy activities such as helping with homework.

Literature review has shown that cognitive development is highly influenced by the parents and has influence on the children's academic achievement. This study will establish the influence of both the mother and father on their children's academic achievement in Kieni West District, Nyeri County-Kenya. The literature has also reviewed parents' frequent contact with the school but it has not looked at the parent's level of involvement. Thus, this study will be addressing the two concerns for no similar studies have been carried out in Kieni West District.

### **2.2.1 School Based Parental Involvement in Children's Academic Achievement**

School based parental involvement includes contact with schools to share information, participation in school events, participation in work of the school and participation in school governance. (Desforges & Abouchea, 2003). This has taken a number of forms which includes good parenting in the home pre-school providing good foundation of skills, values, attitudes and self concept. Visit to schools to gather relevant information establishes good relationships. Discussions with teachers keep the parent a breast of the child's progress and discuss emerging problems. This further assists more broadly in the practical activities and governance of the school. Parental involvement at school might have both a private and a public benefit. The direct beneficiary of parental involvement might flow from the parents' involvement which focuses on their children's school work or through the teacher to their children.

In addition to whatever the child gets out of school involvement (pleasure, self fulfilment) this would be a private benefit directly accruing to the participating parents and their children. Parental involvement in the classroom activities, school activities and

functions and in governance and advice, it could be the case that all the children in the school benefit. Parental involvement at this level could properly be thought of as a school input. Parental involvement at the school may include parent-teacher conferences, participating in parent-teacher organizations (Stevenson, David & Baker, 1987), attending school performance and events, visiting the child's classroom, or volunteering at the school. (McNeal, 1999) explains that in addition to conveying to the child the importance of education, participation in a parent organization provides the parent with a social network whose members have similar interests. Previous findings indicate that involvement at the school or in parent-teacher organizations is positively associated with educational outcomes.

Conflicting work schedules and competing demands on parents' time have been cited as barriers to parent's involvement in schools. This refers to parents with odd work schedules or those who must work more than one job; it is also possible to find parents who feel they don't have the time given that they are busy with their leisure interests and activities (Dwyer & Hecht, 2001). Some parents have had enough discouraging experiences with parent involvement that they feel weary of trying to include or involve parents as partners. The most universal problem is poor attendance at school events that deal with educational topics, convey important information or require work to be done (Kirschenbaum, 2000). Asking busy parents to participate in the school rarely produces significant results (Greenleaf, 2000). Due to inconsistency of participation across all parents, teachers feel concerned that creating and incorporating too many parent

involvement activities may pose problems in that not all children are receiving such parental assistance (Epstein & Becker, 1982).

Literature review shows that the involvement of the parents to enhance their children's development and education progress is important. No similar studies have been carried out in Kieni West District, hence this study is meant to establish the school based parental involvement in their children's academic achievement.

### **2.2.2 Home Based Parental Involvement in their Children's Academic Achievement.**

Parental involvement takes many forms like good parenting in the home. This includes provision of a source and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship, (Desforges & Abouchea, 2003). Sacker et al., (2002) set out to examine how inequalities in educational achievement and adjustment come about. It has been known that educational achievement is related to parents' social class yet the mechanisms that form this relationship are not well understood. Depending on the age or developmental level of the child parents do provide for the acquisition of skills (e.g. foundations of literacy and numeracy through playing word and number games). Parental involvement seems to have its major impact on children through the modelling of values and expectations as they form an image of themselves as learners. These influences are played through discussions about and beyond schooling. (Desforges & Abouchea, 2003)

Involvement techniques used at home to encourage student's learning and parent-child communication about school were ranked by teachers among the most successful parental involvement practices (Epstein, 1986). Involvement practices at home may include discussion with the child about school activities and plans (Corwyn & Bradley, 2002). This type of involvement represents social and cultural capital because as parents show interest in the child's academic activities they express to the child the level of importance they place to on education (Mc Neal, 1999). Parents generally believe that becoming involved in their children's homework will have a positive influence (Hoover, Walker, Jones & Reed, 2000).

Need for strategic planning has been seen as essential to the initiation and maintenance of parental involvement especially in regard to disadvantaged or otherwise hard to reach families (Rafaela & Knoft, 1999). These authors concluded that successful engagement programmes require strategic planning and organisational change. We must recognise the organisational climate that exists within our schools and the messages about involvement that we send. This is particularly important for parents who had negative school experiences themselves. Rafaela and Knoft(1999) claim that home-school collaboration should build on a foundation of core beliefs which are seen as; Collaboration should be proactive rather than reactive; the engagement of all parents should be worked for. Collaboration involves sensitivity to the wide range of all students and families. Collaboration recognises and values the contributions parents make in the education process of their children. Collaboration must engender parental empowerment. All parents must be given a voice and that voice must be heard (Raffaele & Knoft, 1999).



Parental involvement in their children's education has been linked to increased levels of academic performance in the classroom (Bobetsky, 2003). Increased levels of parental expectations to high academic achievement leads to increased student achievement, as well as an increase in the amount of time spent completing homework outside the classroom. It is argued that parents expectations are very powerful as they encourage students to excel academically (Catsambis, 2001). The author concludes that successful parental involvement nurtures relationships and partnerships, which strengthens bonds between home and school, parent and teacher, parent and school as well as school and community. Some parents may feel that their participation is not necessary given that their child is doing well in school and others may have no history of being involved and see no reason to begin doing so (Dwyer & Hecht, 2001). Expectations that parents hold for their children's future achievement are absolutely important. If parents expect high levels of academic achievement and commitment to schooling, the child is more likely to adopt these positive attitudes. (Hoover-Dempsey, 2005).

Literature reviewed has extensively shown the forms of parental involvement at home which include good parenting but the literature does not look at the specific hands on activities in the home the parent should capitalize on to enhance their children's academic achievement. This study is set to establish the specific roles parents play at home that affect the academic achievement of their children in public secondary schools in Kieni West District.

### **2.3 The Extent to Which Factors Influencing Parental Involvement Contribute their Children's Academic Achievement**

Jeynes (2003) states that the single greatest parental involvement indicator is whether a child comes from an intact family. The effect of social economic status was between three and six times larger than the effect of parental involvement. He further stated that with the exception of the Asians, the race/ethnicity coefficients indicate that the relationship between race/ethnicity and academic achievement is mixed. A negative and statistically significant relationship exist between academic achievement and the variable that measures the extent to which parents know their children's friends and how often they help with or check to see whether their children have completed their homework. Jeynes speculates that struggling adolescents need their parents to check on these matters more. Parents checking up on their children's friends and homework represent the only interaction the parent has with the child.

In addition to family structure, Jeynes original study (2005) includes several variables used in various combinations to determine the extent to which parental involvement which includes attendance and participation at school activities, discussing school activities with their children and checking up on their children school related activities. McNeal (2001) study looked at the possible correlation between parental involvement which is generally a salient factor in explaining behavioural, but not cognitive outcomes, with greatest support for parent –child discussion and involvement in parent-teacher organizations. Parental involvement is positively correlated with academic achievement. Compared with parents who are less involved, parents who are more involved in their

adolescents schooling regardless of the parents gender or educational level, have offspring who do better in school irrespective of the child's gender, ethnicity or family structure.

Two studies, (Zimiles and Lee, 2004) suggested that children from single parent household may be losing ground in the battle for academic success in a variety of ways. The Swedish school system has a compulsory, nine year education requirement and the study found that children from lone parent household were much more likely to finish only the nine years required. In addition, 36 percent of the children from intact, two parent homes finished at least 13 years of schooling. Hill & Tyson (2009), states that across 50 studies parental involvement is positively associated with achievement, with the exception of parental help with homework. The authors cited school based involvement strategies such as volunteering at school communication between parents and teachers ,and involvement in school governance; home based involvement strategies which include taking part in scholastic activities at home school support for parenting which involves parent teaching programs and involvement between schools and other community agencies.

Jeynes (2005) states that social economic status is made up of five different variables including mother's education, father's education, mother's occupation and family income. Perna, Laura and Marvin (2005) conceptualize parental involvement as a form of social capital that provides individuals with access to resources that may facilitate college enrolment. Social capital or lack of social capital could be related more to family

structure because low-income, single parent families might have less time available to participate in parent teacher organization or volunteer to help at other school functions. Muller's (1998) revealed that girls discussed school with parents more frequently than did the boys. The author further showed that boys talked about schools programmes more with their fathers. Both groups talked more with their mothers than with their fathers. Muller (1995) indicates that father's discussions of high school with sons may be due to a need to intervene regarding disciplinary issues or it may be that fathers simply take more interest in shaping their sons lives. According to Muller parents follow stereotypical norms and restricted their daughter's activities away from school more than boys. Jeynes (2007) has argued that parental involvement may be of greater importance to students situated in urban areas because of high family dissolution rates, numerous two parent working families and unique sociological pressures on children. The study finds ample evidence that academic achievement and parental involvement are positively correlated for urban students.

School community, partnerships model for school renewal, Bauch (2001) states that urban schools, to which much of the research on current reform efforts has been directed, are not rural schools at large. The author states that rural students face many challenges in gaining sound education, but one of the advantages they have is that their schools are set in a community context that values a sense of conditions for building the social capital important for helping students succeed in school. Rural school attendance does not affect either parental involvement or change in achievement and that parental involvement has the same effects on the achievement of students in rural schools as in urban schools.

Lobel and Bempechat (1992) found that mothers with a high need for social approval had sons with high performance although their daughters were not similarly affected. Phillips (1992) found that parents' goals for their children's educational achievement were a stronger predictor of achievement gains for girls than for boys and that parents of girls had higher expectations for their children's educational achievement than parents of boys (McDevitt & Hess 1988). A challenge on the relationship between parent involvement and student achievement separated by gender exists. There are economic, educational and cultural beliefs to parental involvement; the most predominant explanation is related to socio-economic factors. Hard physical jobs, multiple jobs and long hours of work are factors that need the time, energy and resources of parents to support children at home and attend school meeting.

Effectiveness of challenges designed to eliminate the achievement gap through increasing parental involvement may be attributed by two factors. Some parents of children with low achievement may encounter barriers to their involvement. (Heymann & Earle, 2000; Hill & Taylor, 2004; Pena 2000). Secondly, influence of parent involvement on children's education performance may be weaker in some families than in others (Desimone, 1999). Parents who are less able to visit the school are less likely to gain the social, informational and material rewards gained by parents who enact the school involvement roles valued and delineated by the school staff. Parents who are not able to be present at the school during academic meetings may be viewed as uncaring, an attitude that may have negative ramifications for their children.

Literature reviewed on the factors influencing parent's involvement, which includes attendance and participation at school activities but never looked at the parent- child relationship that could affect academic achievement. The studies looked at performance in mathematics and single mother families. This study will look at the overall performance in all the subjects and all types of families in Kieni West District.

#### **2.4 Teachers' Views about Parents' Involvement in the Learners' Academic Achievement**

Teachers report that while they engage in traditional means of parent-teacher communication (i.e. notices, home, and interaction during parent- teacher rights) many do not go beyond such attempts (Becker & Epstein, 1982). They admit not knowing the best way(s) to get parents involved in their children's education. Many teachers worry that parents, particularly low income parents may not have enough time, training or educating themselves to help their children with school work. Moles (1982) reports that many teachers also have low expectations on those parents who follow are committed to help their children with school work. According to Sirvani (2007) teachers have complained that parents often place their careers and social events before involvement in their children's' education leaving the vast majority of instructions and support solely to teachers.

Teachers are frustrated with lack of parental involvement in literacy activities at home and at school. Experienced teachers are well aware of the benefits of family involvement in children's education. In the past, parental support always thought to be a critical component of education and teachers assumed, whether accurately or not, that families

supported their efforts and expectations for the children learning. In contemporary society issues about parental support and involvement are complicated by diverse family arrangements and vast socio-cultural differences among classroom teachers, children and families. Delpit (1992) argued that families should serve as cultural informants for teachers to interpret children's behaviour. McCarthy(2000) explained how family involvement in education is influenced by culture, income, language and the adult's perception of school and family responsibilities.

Au and Mason (1981) found that when teacher's conversation styles match that of the community, children are more able and eager to participate in classroom activities. Heath (1983) discovered that children will achieve more when their home language pattern and values for literacy resembles that of the school. Cazden (1988) showed that teachers who are familiar with children's conversational styles, including the uses of silence are more successful in their instruction than teachers who are not. Urban teachers often lack knowledge of ethnicities and cultures of the children they teach. Pianta, Cox, Taylor and Early (1999) found that most teacher communication with low income families consists of low intensity letters and flyers with little face to face interaction with the parents. Linek (1997) argued that many urban teachers possess a "we-them" attitude towards urban parents and do not view them as collaborators in children's education. Parents communication with schools and parental involvement are influenced by school characteristics(Feuerstein,2001).Schools play an important role in determining the level and nature of parental involvement.Critical factors include teachers' beliefs about

parents' role in the classroom and their responsibility to provide involvement opportunities to parents (Feuerstein, 2001).

Teachers need to be informed of the importance of parental efficacy for involvement, and they need to have some understanding of communication and parent involvement strategies that will increase such efficacy. Unfortunately there is an attitude with some schools that reflect a lack of valuing off parental participation or of parental opinions in the schools. Educators view parents as problems that are best kept at a safe distance from the genuine works of the schools and who often have to be appeased when angry (Dodd & Konza, 2000). Teachers feel that inviting parents' input will create fear and take away their authority as teachers or will bring parental criticism of their instructional methods, curriculum decisions and classroom management techniques (Lazar & Slostad, 1999). Many teachers feel that parents do not respect them and unnecessarily question their authority. Some parents often feel unwelcome on school premises, feel like intruders rather than partners and receive the impression that they are interfering when they contact teachers with questions. There has to be a discussion among parents and teachers as to the importance of each party's role; Instead of viewing parents in an adversarial light, schools should nurture the role of parents as partners in the education of their children (Dwyer & Hecht, 2001).

Lazar and Slostad (1999) argue that teachers fear that they may not be able to handle conflicts with parents. Thus some teachers may prefer to avoid contact with parents because it reduces the chances of having a confrontation. However, keeping parents out



of school to create the false impression that the school runs smoothly can have costly effects e.g. making parents more hostile and denying teachers the chance to acquire knowledge and to gain the parental support that makes schools (Dodd & Konzal, 2000). Teachers' perceptions of parents and parents' involvement are influenced by cultural history and schooling practices (Lazar & Slostad, 1999). Lazar & Slostad argues that teachers often complain that kids are failing in school because parents do not study with them, this suggests that teachers have an underlying assumption that such parents feel as though teachers blame them when a child encounters difficulties at school, rather than examining something about the classroom environment that uses a contributing factor in their child's school problems (Becker, 2000). Parents who engage in direct, open-minded instruction tend to promote higher levels of cognitive complexity and ability as well as factual knowledge in their children. (Hoover, 2000). A common comment of teachers is that the parents they most want to see (those with lower achieving children) seldom enter the school door. Despite their own low school achievement, many parents value education, believing it to be a pathway to success for their children (Karther & Lawden, 1997). Parents with low education achievement may have feelings of inadequacy.

Lack of parent participation and involvement may be detrimental to the achievement of successful transition outcomes (Johnson & Rusch, 1993). There are several rationales for involving parents in the transition process. Parents know their children better than anyone else and can be valuable resources when planning their child's future. Parents can act as role models, instilling positive learning that makes job success for their children more likely. The bottom line is parental involvement can ensure more effective. Seeley (1982)

argues that parent involvement might be facilitated if the relationship between parents and teachers become a true partnership. The author further argues that this will be based on mutual sharing, helping and accountability. The author contends that as long as schools see the parents' role as one of the backgrounds support, the relationship between parents and teachers will remain unequal. Literature review looked at the teachers views in the urban families but did not look at the rural families. This study will look at the teachers' views about parental involvement in their children's academic achievement in the hardship areas Kieni West District.

## **2.5 Learners' Views about Parents' Involvement in their Academic Achievement**

Parent's involvement in the education of the children has been found to be of benefit to parents, children and schools (Tella & Tella, 2003). Rasinki and Fredricks, (1988) concluded that parents play an invaluable role in laying the foundation for their children learning. When children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. It is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in parents-teacher association and help children develop plans for their future. Children are more likely to respond and do well in school. Research has indicated that family involvement improves facets of children's education such as daily attendance and academic achievement (Cotton & Wikelund, 2001).

The influence of commitment and positive perception shows the crucial role of parents in the educational development of their children. A well function of family is able to provide a positive climate to its members. Children who grow up in positive family

environment not only achieve academically, but also show high morality compared to children in less functional family. According to Majoribanks (1979) in independence training parents insist on the child self-reliance and autonomy in decision making situations. While in achievement training they insist on high achievement through imposing high standards of excellence in tasks, setting high goals for the child and expecting the child to show competence in doing tasks well. Achievement motivation is among other factors dependent on child-parent interactions. The attitudes and aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are involved in children's education (Gutman & Akerman, 2008).

Students form self concepts, values and beliefs about their abilities at young age. In a study by Gottfried, Fleming and Gottfried (1998), home environment was found to have a statistically positive and significant effect on academic intrinsic motivation. Children whose homes had greater emphasis on learning opportunities and activities were more academically intrinsically motivated. Edwards and Allred (2000) constructed a typology of parental involvement in interaction with the child as active agent. Children could be seen as active or passive in mediating other parent involvement or parent uninvolved. Children were just as active in discouraging, evading and obstructing their parent involvement as they were in its promotion. Pupils saw themselves as autonomous and with a right to some privacy. They saw it as their own responsibility to do their homework. They did not want or need parental involvement. On occasions pupils actively

evaded or blocked home-school connections by dumping notes or newsletter or censoring discussing of bad days at school.

Notices about expensive school trips, were lost to save the parents stress or guilt about something they could not afford. Equally pupils say they find the school day boring and do not want to inflict accounts of it on their parents. A passive stance on parental uninvolved was often evident as recognition of parental restriction of time or of legitimate parental tasks. Rarely did children see their parents as wilfully uninvolved they were seen rather as too lovely or not the type. Children adopting a passive stance to parental uninvolved felt that responsibility lay with the parents themselves to get involved in according to their tastes or resources. There was an age effect with secondary school children less comfortable with parental involvement especially in school. Middle class children were more inclined to go along with the idea of parental involvement than those from the working class who were either more likely to initiate involvement mainly among girls or block it among mainly boys. There seemed to be a desire to resist institutional incursions into family life. Working class children seemed to be more active in taking and/or being given more control over their parent's involvement in their education (Edwards & Alldred, 2000).

Teacher/parent interactions are shaped and influenced by pupils who see themselves as playing a significant mediating role here. Studies show that family involvement contributes to positive children's results (Catnambis, 2001). This includes higher achievement, better attendance, more courses, credits earned and more responsible class

preparation. The studies reviewed looked at parents of working class parents but never looked at the non working class parents' contribution to their children's academic achievement. This study will look at learner's views on their parent's involvement, working and the non working parents, on their academic achievement in Kieni West District.

## **2.6 Theoretical Framework**

This study is based on ecological systems theory developed by Urie Bronfenbrenner in the year 1977 in an attempt to explain the effects of parental involvement in their children's academic achievement in public secondary schools. The theory is formulated around academic achievement which encompasses various dimensions of student interactions including school, family, community and social factors (Perna, 2007). According to ecological systems theory, there are four types of systems which contain roles, norms and rules that shape development. The system includes a microsystem, mesosystem, exosystem and macrosystem. The microsystem is the family, school, peers, church, classroom or systems in the immediate environment. The mesosystem is the two Microsystems interacting such as the connection between a child's home and school. The exosystem is an environment in which an individual is indirectly involved and is external to his experience, yet it affects him for instance a child's parent workplace, neighbours, mass media and family friends. The macrosystem refers to the attitude and ideologies of culture.

The ecological systems theory attempts to explain the differences in individual's knowledge, development and competences through the support, guidance and structure of

the society in which they live. Interactions between numbers of overlapping ecosystems affect a person significantly. While parents and teachers work together to educate children, it happens through the mesosystem. Variations in any one layer will ripple throughout other layers (Paquett & Ryan, 2001). The instability and unpredictability of family life gives children little interactions with parents and this according to Bronfenbrenner is the most destructive force to a child development. Primary relationships must be those that last a life time such as with parents and cannot be replaced with others. Teachers cannot become parents but can educate parents about the development needs of children. This study looks at parental influences on academic achievement where the teachers, parents and students are part of the system.

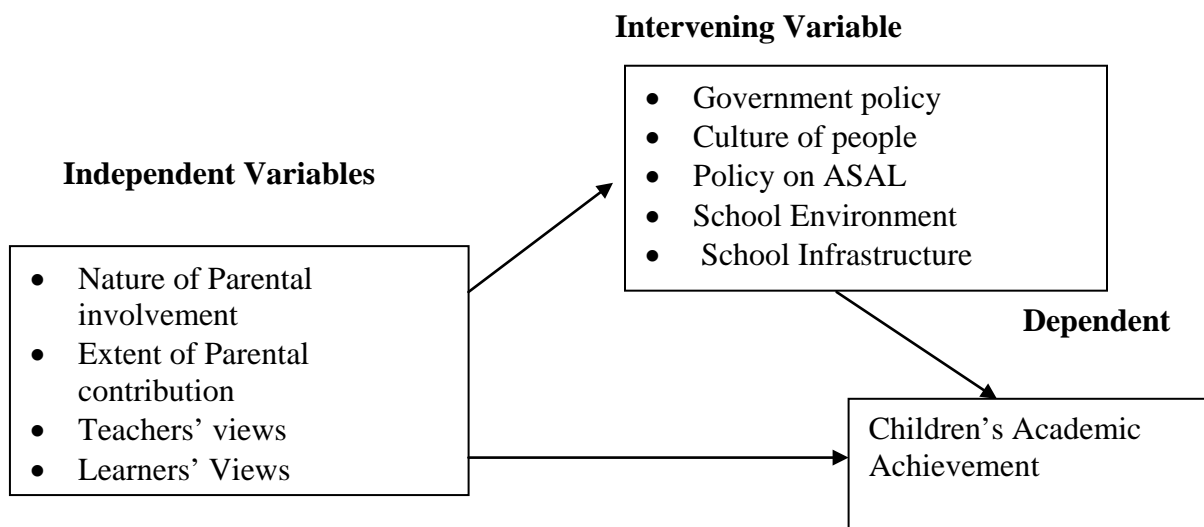
Based on this theory, it is hoped that more parents will be involved in the academic children's academic achievement. Parents will be assisted, supported, informed and encouraged to involve themselves fully in the academic work of their children. This will in the long run eliminate regional disparities leading to national development in Kenya.

## **2.7 Conceptual Framework**

A parent who has experienced the benefits of parental involvement stands a better chance of continuing with the same. In the school, a child may experience parental involvement and perform quite well as compared to a child whose parent is not involved. The extent of some forms of parental involvement may create a difference in the academic achievement of children. Lack of parental involvement in children's education may create lack of interest in learning and as a result children lack focus, defeating the purpose for which education is created. This adapted conceptual framework from Desforges & Abouchear

(2003) fitted into this study for it looked at the parental role in their children's academic achievement by assessing parental capacity for involvement, parent child interactions, teacher parent interactions programmes to do with parental participation in schools and schools as active and reactive agents in parental involvement.

On the other hand, the researcher looks at parental self efficiency in relation to working with the school through teachers to promote the education of the learner for successive academic achievement. This can be conceptualized as shown in figure 1.1 below:



**Figure1.1: Conceptual Framework showing parental involvement in Schools**

**Source:** Adapted from Desforger and Aboucheir (2003).

The conceptual framework in this research identified independent, intervening and dependent variables. The independent variables refer to the conceptualised factors or variables that may influence the dependent variable and these include: nature of parental involvement, extent of parental contribution, teachers' and learners' views on parents' involvement. The intervening variables are the environmental factors that the researcher has no control over and they include: Government policy, culture of the people, policy on

ASALs, school environment and school infrastructure. School infrastructure may refer to inadequate facilities for instance in the laboratory or library, which may interfere with the learners' performance even with the parents being involved. Extracurricular activities are also involved, herby if the student is out of school on activities such as games and science congress performance is affected.

On the other hand the school environment refers to the teachers' ways of teaching such that if they are not supervised performance may be affected. Parents may be involved but the performance may be affected by teachers' ways of teaching. The community being part of the environment means that a good community will support the school in terms of controlling discipline in cases where sneaking is experienced. This will see to it that children remain in school and will impact positively to the academic achievement of the children. The dependent variable is the problem that the researcher intends to address in the research through the study of independent variables.

## **2.8 Conclusion**

This chapter has reviewed literature on parental involvement in their children's academic achievement under four subheadings. The material under review reveals that parental involvement in the education of their children has been existing since time immemorial. Further it is difficult to give substantiated data on the number of children whose parents are involved in their academic achievement and one whose parents are not involved. The nature of parental involvement has been highlighted as well as learners' and teacher's



views on parental involvement. Finally, some light has been shed on the contribution of parental involvement in the academic achievement of the children in schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the procedures and strategies used in the study. The chapter focuses on the following subtopics: research design; study area; target population; sampling procedures and sample size; instruments; piloting; reliability and validity; data collection procedures; data analysis and ethical considerations.

#### **3.2 Research Design**

The research design adopted in this study was descriptive survey. According to Orodho, (2003) a survey is a method of collecting information by interviewing or administering questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any other education or social issues (Orodho & Kombo, 2002). Descriptive methods are widely used to obtain data useful in evaluating present practices and in providing basis for decision. This method was relevant to the study because it involved frequency of answers to the same questions by different respondents. Both qualitative and quantitative techniques were used.

By qualitative techniques, the researcher included open ended items where the respondents were given an opportunity to express their views. The researcher established the relationship between parental involvement and academic achievement of their children. Quantitative techniques meant measuring numerical values. Measures of central tendency such as mode, mean, median, frequency and standard deviation were used. Data

was categorized, themes established, coded, entered and the association between parental involvement and their children's academic achievement established. By use of this design the researcher intended to report the status of parental involvement in their children's education as it were in the schools studied.

### **3.3 Location**

Kieni-West District was hived from the Nyeri North region from the larger Nyeri District. The district has four main divisions namely: Mugunda, Gataragwa, Mweiga and Endarasha. The district is in Nyeri County, Central Province bordering the following districts; Kieni-East, Tetu, Laikipia Central and Nyeri Central. The District headquarter is in Kiawara town along Nyeri-Nyahururu highway. It is seventy kilometres from Nyeri town, the provincial headquarters. Kieni-West district being in ASALs has a high rate of crop failure despite the fact that most parents engage in farming. The area experiences high rates of unemployment due to high school dropout rates.

The area is poorly served by higher education institutions where there is totally no tertiary institution of higher learning. The District Education Office has several challenges which include lack of adequate personnel, no vehicle, teacher understaffing, and lack of adequate office space among others. The District has 61 public and 41 private Early Childhood Education centres, 50 public and 38 private primary schools and 1 special unit. There are 21 public secondary schools and 5 private schools totalling 26 schools (appendix V) .The public secondary schools have a student enrolment of 5381 comprising of 2617 boys and 2764 girls. The district has 141 male teachers and 73 female in secondary schools resulting to a shortage of 76 secondary schools teachers based on

Curriculum Based Establishment. Teacher shortage and gender imbalance has for a long time been experienced in the district since the schools are located in a hardship zone (DEO'S office 2011).

### **3.4 Target Population**

The study targeted parents, teachers and students in public secondary schools in Kieni-West District. There are twenty six secondary schools in Kieni-West Districts. Five are private while twenty one are public secondary schools. The study focused on the 21 public secondary schools and all the teachers teaching in these schools. According to Olependai, DEO Kieni west District, there are a total of 5,381 students and 214 teachers comprising of 141 male and 73 female. The parents of form three students made the target population.

### **3.5 Sample Size and Sampling Procedure**

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho, 2002). A sample is a small part of the large population which is thought to be representative of the larger population. Stratified random sampling technique was used in this study where there were three groups namely the parents, teachers and form three students from the four educational zones in Kieni-West District. This was used to ensure a good representation from every education zone in the District. The researcher randomly picked three schools from each of the four educational zones which were then coded. Form three students were purposively selected because they

have been in school for a longer period and are settled while form one and two were excluded because they are still settling while form four being an examination class, are busy. Simple random sampling technique was used for parents and forms three students. Admission numbers of form three students present during the study were written down on slips of papers and put in a box. They were thoroughly mixed and then 10% drawn for the sample one after the other without replacement. Sampled parents comprised of a combination of parents of form three students who had been sampled and others who had not. Form three teachers from each school were to respond to the questionnaires.

The sample size for this study was as shown in table 1 below:

**Table 1: Sampling Frame Showing Sample Size**

Description	Schools Codes	Number of students	Sampled students	Teachers of Form 3	Parents of Sampled students	Total
Zone 1	School 1	220	22	8	22	270
	School 2	120	12	6	12	150
	School 3	110	11	7	11	139
Zone 2	School 4	200	20	10	20	250
	School 5	120	12	8	12	152
	School 6	61	6	6	6	79
Zone 3	School 7	120	12	7	12	151
	School 8	55	6	8	6	75
	School 9	59	6	8	6	79
Zone 4	School 10	87	9	8	9	113
	School 11	75	8	5	8	98
	School 12	58	6	6	6	76
Totals		1285	130	87	130	1632

*Source: (D.E.O'S office, 2012)*

### **3.6 Research Instruments**

The research study used triangulation methodology in data collection. Questionnaires, interview schedules, document analysis and researcher's own observation were used. Observations were made where information recorded was researcher's own observation, without interviewing the respondents. The information was related to what was happening during the material day of the study and was not related to the past behaviours or future intentions.

One questionnaire was administered to form three subject teachers (appendix (ii) and the other one to form three students' appendix (iii). A questionnaire was adequate for this study since questionnaires are commonly used to collect important information about a population (Orodho, 2004) and each item in the questionnaire was developed to address a specific objective( Mugenda & Mugenda, 2003). Since a questionnaire guarantees anonymity it was useful for study in that the respondents divulged personal information about parental involvement without the fear of being found out and therefore allowed more honest answers. The questionnaire allowed the researcher to reach a large sample in a short time and at a low cost as well as enabling the researcher to gather a wide range of information. Prior to administering the instruments, the researcher examined them to ensure that the items were appropriate and revisions were done accordingly. The questionnaires had three sections namely, biographical data, closed ended statements on educational issues that respondents reacted to by ticking in the spaces provided, while open ended questions on the respondents' opinion about the issues were included. Questions had a scale where SA stands for Strongly Agree, A means Agrees, stands for

Neutral means Disagree and SD for Strongly Disagree. The key factors covered were on academic achievement, parents' involvement and home based capability factors, teachers' and learners' factors.

A structured interview schedule (appendix (IV)) for sampled parents focused on their involvement in the academic achievement of their children. This was used to supplement the views solicited by the questionnaires. This involved subjecting every sampled parent to a similar set of predetermined questions with others. It made it possible to obtain data required to meet specific objectives of the study. Since interviews are face to face encounters, they provide an in depth data by using probing questions, which is not possible to get using a questionnaire (Mugenda & Mugenda, 2003). The structured interview schedule had three main sections namely biographical data, open and closed ended questions. The number of questions and the wordings were identical and the sequence of the questions was the same.

Three documents were analysed during the study at school level. They were the form three mark books for the opener and midterm examinations which were obtained from the class teachers. KCSE file from the academic dean provided national exam results for the sampled schools for two years and school registers for an update on the enrolment of form three students during the time of study. The DEO'S office provided a current list of registered secondary schools both private and public which included their enrolment. In addition, teachers' establishment in the District was provided.

### **3.7 Piloting of Instruments**

Piloting is done to ascertain the reliability and validity of the instrument to be used for collecting data (Mugenda & Mugenda, 2003). This is essential as it reveals the weakness that may be in the questionnaire, for instance unclear directions, ambiguous questions and general layout. Piloting reveals if the analytical techniques are appropriate and reliable. Piloting makes it possible for any adjustments to collect the required data. A pilot study was carried out in two schools one from Kieni West District and another from a neighbouring, Kieni East District. This exercise determined the time needed to carry out the study in one school and the time required to interview one parent. After the study, certain items that seemed unclear were altered or eliminated.

#### **3.7.1 Reliability of the Instrument**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). It is concerned with precision and accuracy. Reliability is a synonym for consistency and replicability over time, over instruments and over groups of respondents (Cohen, Manion & Morrison, 2000). In this study, reliability of the questionnaire instruments was achieved through test-retest procedure. The researcher administered the instrument in one school and after some time administered it again. A reliability coefficient was computed using the Spearman's coefficient of the correlation formula. A reliability of 0.75 for teacher's questionnaire and 0.83 for student's questionnaires was realised, hence the researcher considered both instruments reliable and thus the instruments were administered.



### **3.7.2 Validity**

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). It is concerned with establishing whether the questionnaire content is measuring what it is supposed to measure. It is concerned with how accurately the data obtained in the study represents the variables of the study. It also addresses the criterion and construct validity. Construct validity is a measure of the degree to which data obtained from an instrument meaningfully and accurately reflects or represents a theoretical concept (Mugenda & Mugenda, 2003). It is a quality control feature aimed at ensuring that researchers are actually researching what they think and what they report, they are researching. It is about talking the same language, putting people at the same wavelength and avoiding confusion resulting from misunderstanding, misinterpretation and vagueness (Evans, 2002). In this study, the structured interview schedule for parents contained identical number of questions and wordings for all the sampled parents which were not altered. The principle was to attain uniformity on the assumption that parents had a common understanding of each question.

Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Mugenda & Mugenda, 2003). In this study, results from the pilot study were used to judge the nature of parental involvement to establish its content validity. Prior to the pilot study, the researcher had availed the instruments to classmates and supervisors whose input assured validity through discussions. Administrative difficulties resulting from

piloting, informed the decision to have the teacher remain with their questionnaires to a maximum of three days. This ensured that they had adequate time to study and understand the items thus increasing their validity. Further, it was discovered that some respondents gave more than one choice and instructions to tick were provided. Questions and words that were ambiguous were rephrased. Construct validity was ensured by giving operational definition of terms used in this study.

### **3.8 Data Collection Procedure**

The study used primary data. Quantitative and qualitative methods were employed in data collection. Quantitative method has the advantage of getting responses of the same questions from a large number of people. Their responses can then be quantified and conclusions drawn from them. Qualitative method enables the researcher to collect data in the actual context in which the actual phenomenon occurs. It is usually an exploratory activity in which data is collected in a real-life natural setting and is therefore rich, descriptive and extensive (Wellington, 2000).

The researcher was given an introductory letter by Kenya Methodist University School of postgraduate studies to seek for a research permit from National Council for Science and Technology. After receiving the research permit, the researcher forwarded copies of the same to the D.E.O and District Commissioner, Kieni- West District. The researcher made appointments with the principals of the sampled schools and presented an introductory letter requesting to conduct research in the sampled schools on the appointed day. The visit was for familiarization and creating rapport.

Upon agreeing on commencement of data collection, the researcher with the help of four research assistants trained by the researcher beforehand visited the teachers of the sampled schools. The researcher arranged with the teachers on specific time to meet with the sampled students to administer the questionnaire. When time came, the researcher had the sampled students put in the assembly hall or laboratory for the administration of the instrument. A brief introduction on how the students were expected to fill the questionnaires was given. The team answered questions that arose from the students regarding the closed and open ended questions.

After completing the exercise, the students were asked to give their questionnaires to the researcher as they went out so as to ensure 100% collection. Questionnaires were delivered to teachers and collected after three days. With prior arrangement, the researcher interviewed the parents at their own convenience. Upon completing the exercise, the researcher filed the instruments in three different files labelled parents', teachers' and students' feedback. The researcher then processed the instruments for analysis by eliminating unusable data where the respondents gave the same data to two or more questions and ambiguous answers were interpreted.

### **3.9 Data Analysis**

Data analysis is the process of bringing order, structure and meaning to the mass of information collected (Mugenda & Mugenda, 2003). In this study qualitative data was derived from open-ended questions in the questionnaires and the interview schedule; and was meant to supplement quantitative data availed by the questionnaire. The researcher perused the collected data and identified information that was related to the research

questions and objectives and came up with themes. Different cards were used to record different themes. Related topics to the research questions were categorized and a coding system developed based on collected data. The frequency with which an idea or description appeared was used to interpret the importance.

To facilitate quantitative analysis, questionnaire and the structured interview schedule were precoded. A code book was prepared to enable the data to be entered into the computer. For objective items data was first organized in terms of percentages according to the categories on the likert rating scale type responses. The data was tabulated on the basis of how many strongly agreed (5points), agreed (4points), neutral (3points), disagreed (2points) and strongly disagreed (1point) and presented as percentages of the total number of responses. The researcher allocated 1 to no and 2 to yes. Summated scales consisted of a number of statements which expressed either favourable or unfavourable attitude towards the given object to which the respondent was asked to react. Each statement was given a numerical score indicating its favourableness or unfavourableness. The scores were totalled to measure the respondent's attitude. The overall scores represented the respondent's position towards an issue. Missing data represented unanswered questions.

The researcher used statistical techniques which included frequencies and percentages, cumulative frequency percentage and cumulative frequency, means and standard deviation and modal responses on parental involvement in children's academic achievement in public secondary schools in Kieni West District. The findings were

graphically represented in pie charts, bar graphs, frequency polygons, cumulative frequency curves, line graphs, area and scatter for ease of interpretation.

### **3.10 Ethical Considerations**

The researcher obtained a research permit to carry out the study from National Council for Science and Technology. Selection of respondents was randomized to avoid biasness. All the participants were briefed on the importance of the research and were requested to participate voluntarily. The researcher assured the study participants confidentiality that all the information given would be treated with strict confidence and only used for the purpose of this study. The students were reminded not to write their names or the names of their schools on the questionnaires to ensure anonymity. A code was used to identify each school to assure the students that their true identity was concealed. Through the sampled schools, the researcher made plans on the contact of sampled parents which called for some knowledge of parent's daily routine. Initially friendly greetings in accordance with the cultural pattern of the parents were exchanged followed by self introduction aimed at creating a natural pleasant interviewing environment. The team ensured respect and curiosity to all the respondents during the study. All data was recorded and stored in paper and electronic form. The researcher acknowledged the work of other authors to avoid plagiarism and fraud.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This study was set to investigate the effect of parents' involvement in the academic achievement of their children in public Secondary Schools in Kieni West District, Nyeri County – Kenya. Data was collected using questionnaires for students and teachers, and structured interview schedules for Parents. Data was collected and analysed using descriptive statistics. The findings of the study are presented in this chapter based on the data collected from the respondents and as per the research objectives of this study. The specific objectives were to:

- i) Investigate the nature of parents' involvement in their children's academic achievement.
- ii) Establish to what extent factors influencing parental involvement contribute to their children's academic achievement.
- iii) Investigate teachers' views about parents' involvement in the learners' academic achievement.
- iv) Explore the learners' views about parents' involvement in their academic achievement.

#### **4.2 Biographical Data**

A total of 319 research instruments which included structured interview schedule for parents and questionnaires for teachers and students were returned out of 347

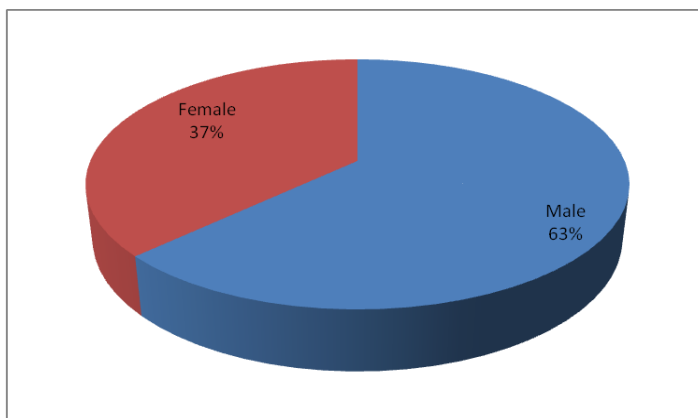
administered. This gave a response rate of 92% which was adequate for analysis. Discussion of the results was done as per the objectives of the study.

#### **4.2.1 Sex of the respondents**

The researcher wanted to know the sex of the respondents and their responses are as indicated below:

##### **4.2.1.1 Sex of teachers**

The sampled population consisted of 44(62.9%) male and 26 (37.1%) were female (Figure 4.1).

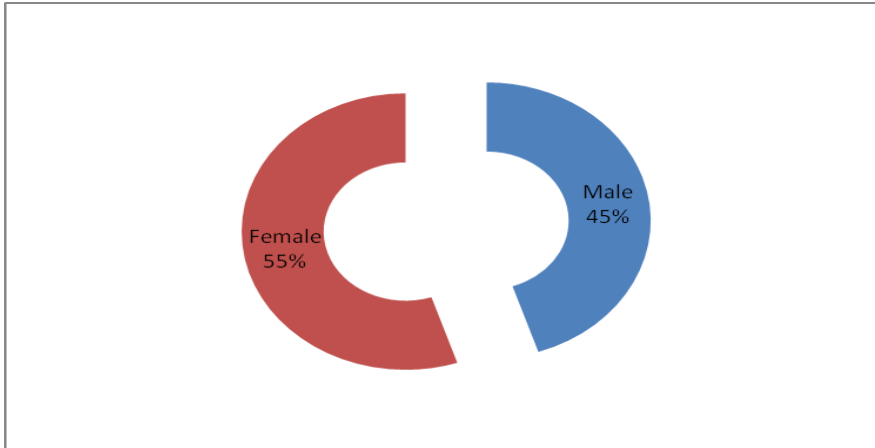


**Figure 4.1: Sex of teacher respondents**

The percentages offered a fair representation as far as both sexes were concerned since female respondents in the target population were few (73) as compared to male (141). This was an important observation of the study because the area is gazetted ASALs where female teachers do not report when posted according to the DEO, (2011).

##### **4.2.1.2 Sex of Students**

The sex distribution of students was sought (Figure 4.2).

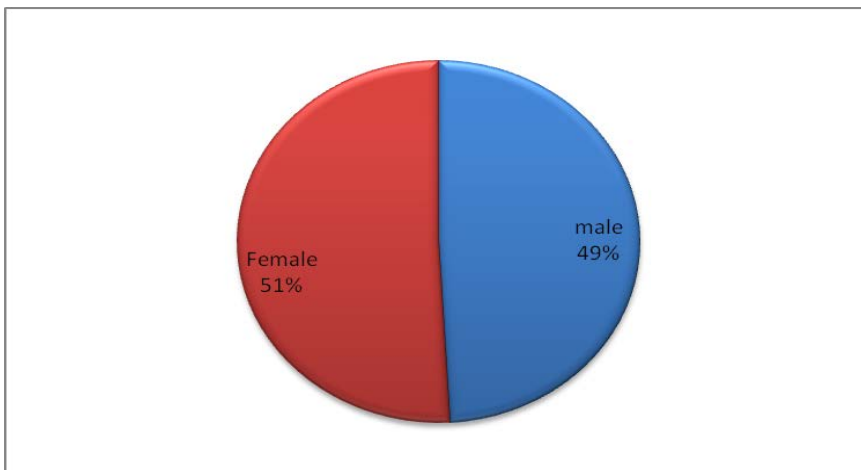


**Figure 4.2: Sex of students**

The sampled students consisted of 70(55.1%) female and 57(44.9%) were male. This offered a fair representation as far as both sexes were concerned since according to the target population there were 2,764 female and 2,617 males.

#### **4.2.1.3 Sex of Parents**

The sex of the parents who participated in this study (Figure 4.3) was as shown.



**Figure 4.3: Sex of Parents**

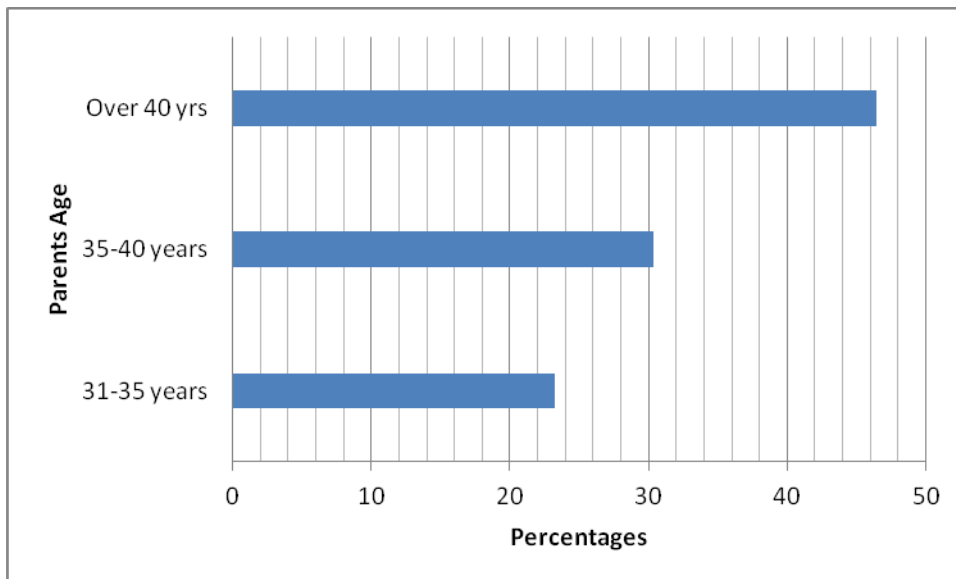
The sampled parents consisted of 57(50.9%) female and 55 (49.1%) male. The sex representation was fair and this ensured that the researcher got information from the



concerned group that was both male and female parents. This was an important observation of the study because it shows that both male and female were involved.

#### **4.2.2 Age of parents**

Parents were asked to show their age (Figure 4.4).



**Figure 4.4: Parents' age**

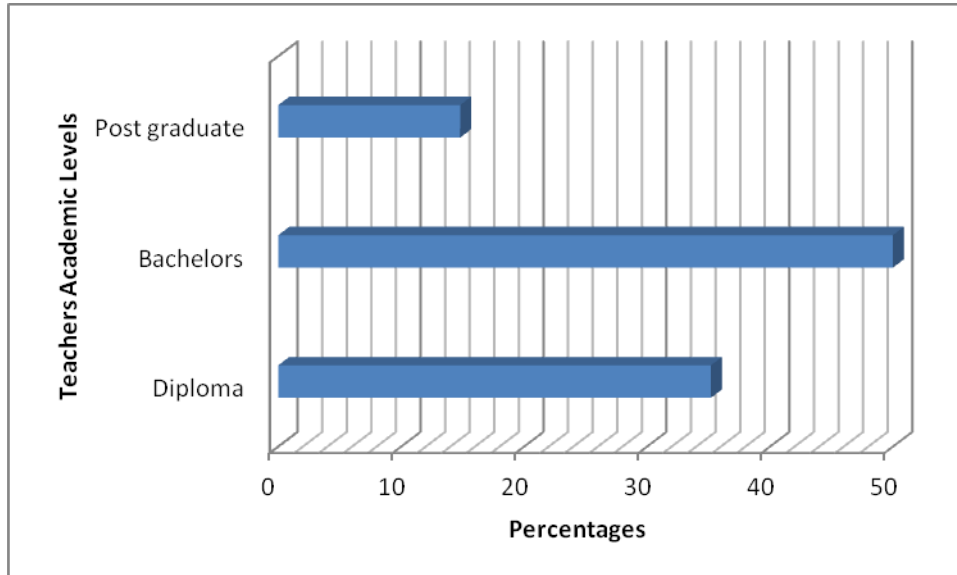
The majority of the parents interviewed (46.4%) were over 40years followed by (30.4%) in the age bracket of 35-40 years. Parents in the age brackets between 31-35 years constituted 23.2%. The results indicated that the age bracket between the parent and the student was significant

#### **4.2.2 Academic Qualifications**

The researcher wanted to establish the academic levels of the respondents and their responses were as shown below:

##### **4.2.2.1 Teachers' academic levels**

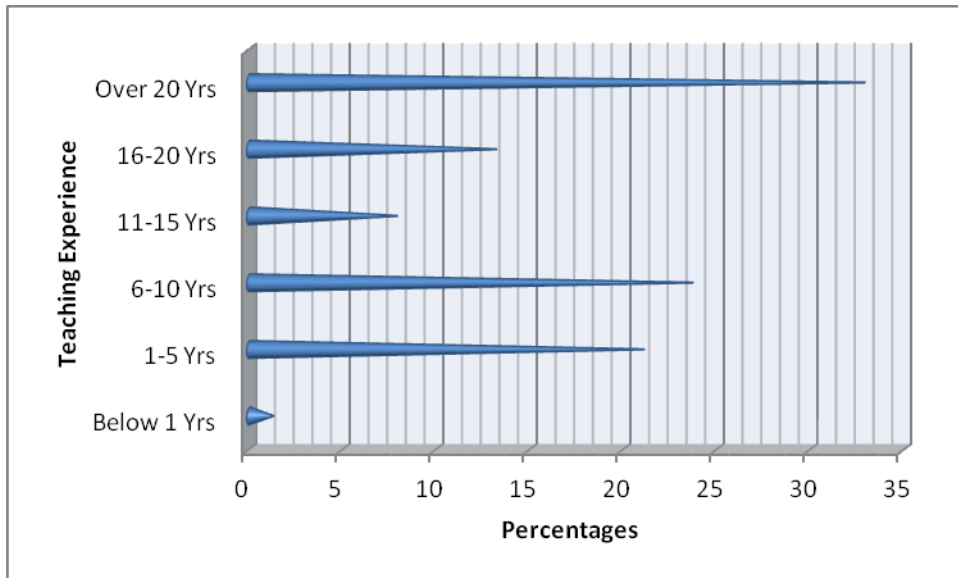
The study sought to investigate the academic levels of the teachers (Figure 4.5).



**Figure 4.5: Academic levels of the teachers**

The findings of the study showed that half of the teachers had Bachelors 50.0% and 35.2% had Diplomas. Post Graduates teachers were 13.5%. The findings indicated that most of the teachers (50%) were highly educated and well trained.

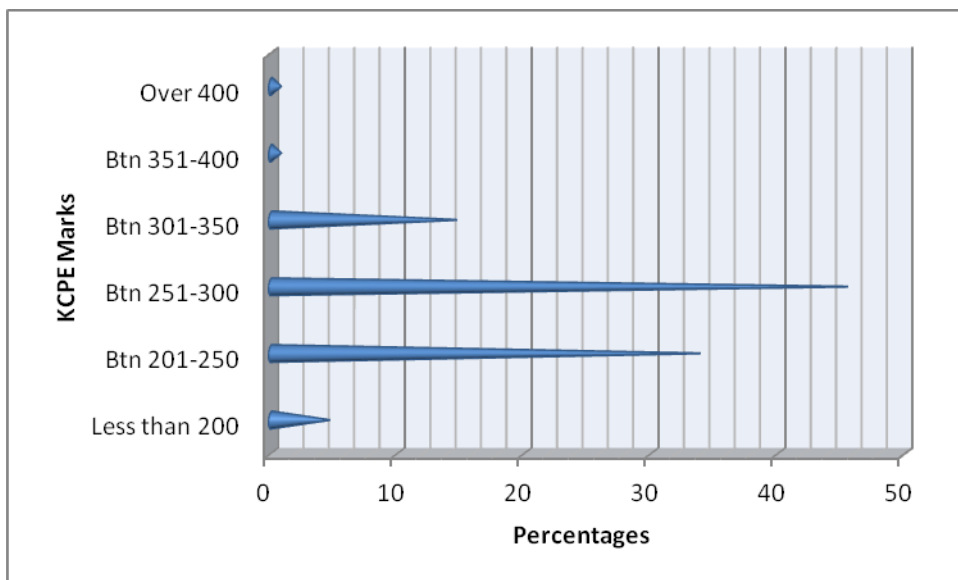
Further the researcher wanted to find out the teaching experience of the teachers (Figure 4.6). Data revealed that most of the teachers had been teaching for over 20years 32.9%, 23.7% have taught between 6 - 10 years, 21.1% between 1-5 years, 13.2% between 16-20 years, 7.9% between 11-15 and the rest 1.3% below 1 year. This means that the schools in the district are well served with experienced teachers since the highest number of teachers had a teaching experience of over twenty years therefore had the capability of making the students perform well.



**Figure 4.6: Teaching experience of the teachers**

#### 4.2.2.2 Students' Academic levels

Students were asked to indicate their KCPE marks (Figure 4.7).



**Figure 4.7: KCPE scores for form three in the sampled schools**

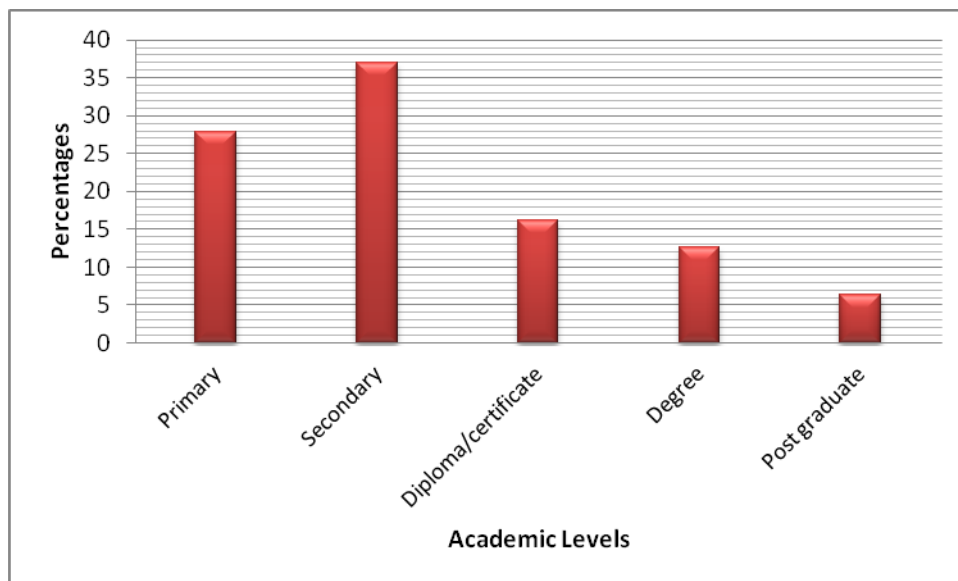
#### **4.2.2.3 Parents' academic levels**

According to the study students who had scored KCPE marks between 251-300 were the majority with 59(45.4%), between 201- 250 with 44(33.8%), between 301-350 between 19(14.6%) and those with less than 200 were 6(4.6%). However, the students with more than 350 marks were very few, whereby only one student (0.8%) had between 350-400 and one (0.8%) had above 400 marks. From these findings, the researcher concludes that more than half of the students had scored grade C and above because grade C is equivalent to 250 KCPE marks scored out of 500 marks. The results indicate that the students should be in a position to score not less than grade C in the internal and external examinations not to forget KCSE.

The researcher asked the parents to indicate their academic levels (Figure 4.8). According to the study, students who had scored KCPE marks between 251-300 were the majority with 59(45.4%), between 201- 250 with 44(33.8%), between 301-350 between 19(14.6%) and those with less than 200 were 6(4.6%). However, the students with more than 350 marks were very few, whereby only one student (0.8%) had between 350-400 and one (0.8%) had above 400 marks. From these findings, the researcher concludes that more than half of the students had scored grade C and above because grade C is equivalent to 250 KCPE marks scored out of 500 marks. The students should be in a position to score not less than grade C in the internal and external examinations not to forget KCSE.

In establishing the level of education(Figure 4.8), majority of the parents interviewed had gone up to secondary school level which was 41 (36.9%) , followed by primary school level at 31 (27.8%). Diploma/certificate constituted 18 (16.2%), degree 14(12.6%)

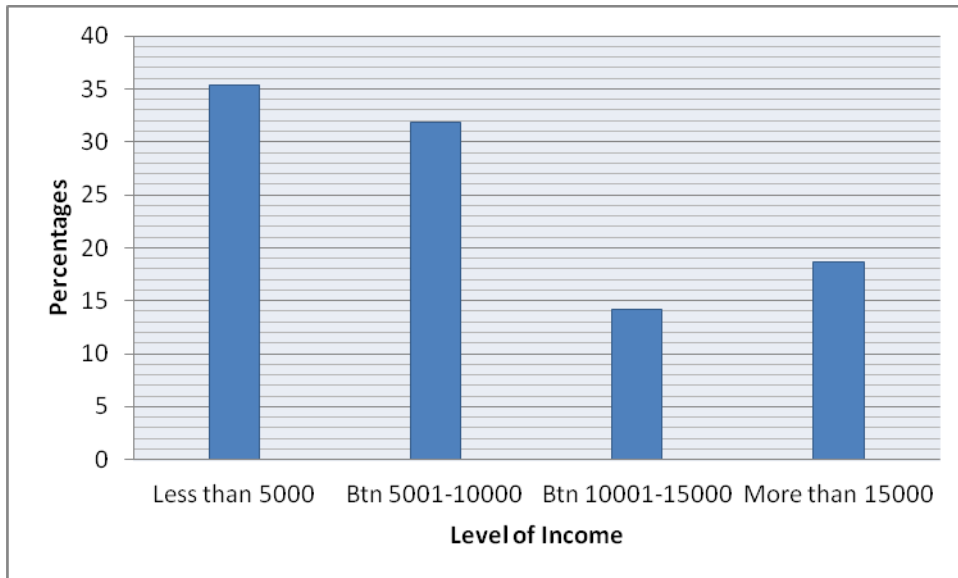
and post graduate recorded the least percentage of 7 (6.3%). This situation suggests that in most schools, majority of the parents had basic education should be in a position advise their children on the value of education.



**Figure 4.8 : Parents' academic level**

#### **4.2.2.4 Parents' income levels**

The researcher had asked the parents to indicate their income levels and the responses were as indicated in figure 4.9. The findings of the study indicated that parents who earned a monthly income level of Ksh. less than 5000 was the highest with 40(35.4%), those who earned between 5001- 10000 recorded 36 (31.9%), and those with more than 15000 were 21 (18.6%). It was also noted that between 10001- 15000 the parents were 16 (14.2%). The researcher argues that most of the students came from low income earning households and this may lead to poor fees payment or delays resulting to the student being absent.



**Figure 4.9: Parents' income level**

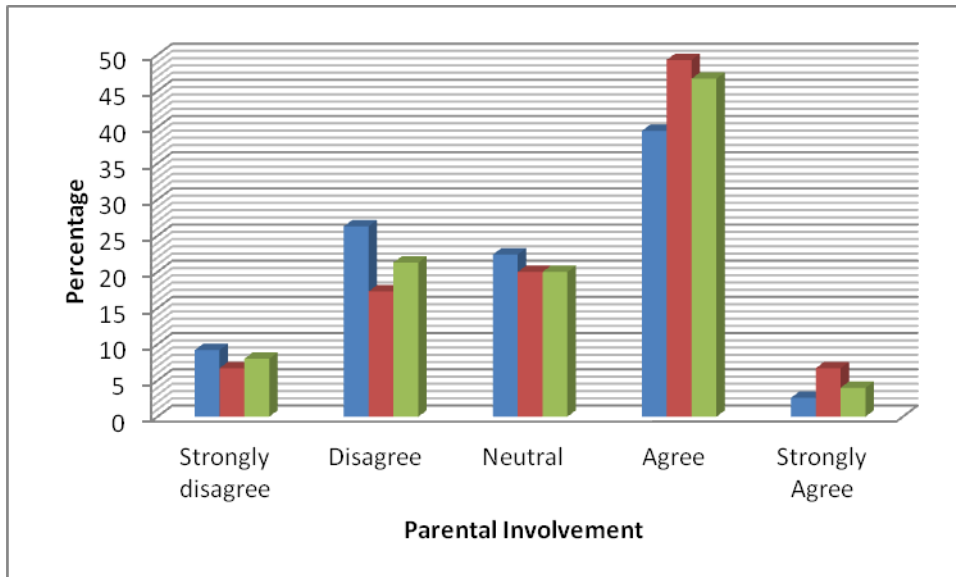
### **4.3 Objective 1: To investigate the Nature of Parents' involvement in their children's academic achievement**

The study was set to investigate how parents were involved in their children's academic achievement in schools in Kieni West of Nyeri County. There were three categories of respondents to this objective and their responses were discussed as follows:

#### **4.3.1. Teachers' responses towards the nature of parental involvement in their children's academic achievement**

When teachers were asked to indicate how parents were involved in their children's academic achievement their responses were as shown in figure 4.10. Regarding teachers' response to how parents are involved in ensuring that their children adhere to the school rules and regulations, the response was as follows: those 39.5% agreed, 26.3% disagreed, 22.4% were neutral, 9.2% strongly disagreed and 2.6% strongly disagreed. A high percentage of 49.3% teachers agreed that parents freely participate in meetings involving

decisions that affect their children's academic achievement. On the same note, 20.0% were neutral, 17.3% disagreed while the same percentage of 6.7% strongly disagreed and agreed. Teachers were asked to indicate if parents were included in decision making, goals and objectives of the school where the findings were that 46.7% agreed, 21.3% disagreed, 20.0% neutral, 8.0% strongly disagreed and 4.0% strongly disagreed.



**Figure 4.10: Nature of parental involvement in schools**

A similar study carried out by (Desforbes) 2003 found that school based parental involvement includes contact with schools to share information and participating in school governance which enhances children's development and educational progress. It is clear that 80% of the children adhere to school rules and regulations however 26% strongly disagreed. Stevenson and Baker (1987) found that parental involvement at school includes parent-teacher conferences, attending school performance and events. The researcher realized a strong commitment by the parents in finding that 49% participated freely in decision making meetings. The researcher concludes that parents are actively involved in ensuring that their children adhere to school rules and regulations

and participate freely in meetings .When parents are involved in their children’s education, the students are highly disciplined, are able to remain in school and thus perform better in academic work .The researcher concludes that parents highly attend meetings where they participate in decision making to ensure that their children adhere to school rules. This suggests that parents work in partnership with the school to monitor the discipline of their children.

The study further investigated teachers’ views in relation to their teaching experience and their responses are as indicated in (Table 4.1).

**Table 4.1: Teachers’ opinion on the nature of parents’ involvement**

Experience	%	Opinion	Homework	Targets	Academic clinics
			%	%	%
5 and below	22.4	A	3.9	3.9	19.6
		N	5.3	6.6	-
		D	13.2	11.8	2.6
6-15 years	31.5	A	-	10.5	25.0
		N	11.8	10.5	3.8
		D	19.7	10.5	2.6
16 and above	46.1	A	6.6	10.5	38.6
		N	7.9	11.8	5.2
		D	31.6	22.4	1.3
Missing				1.3	1.3
Total	100.0		100.0	100.0	100.0

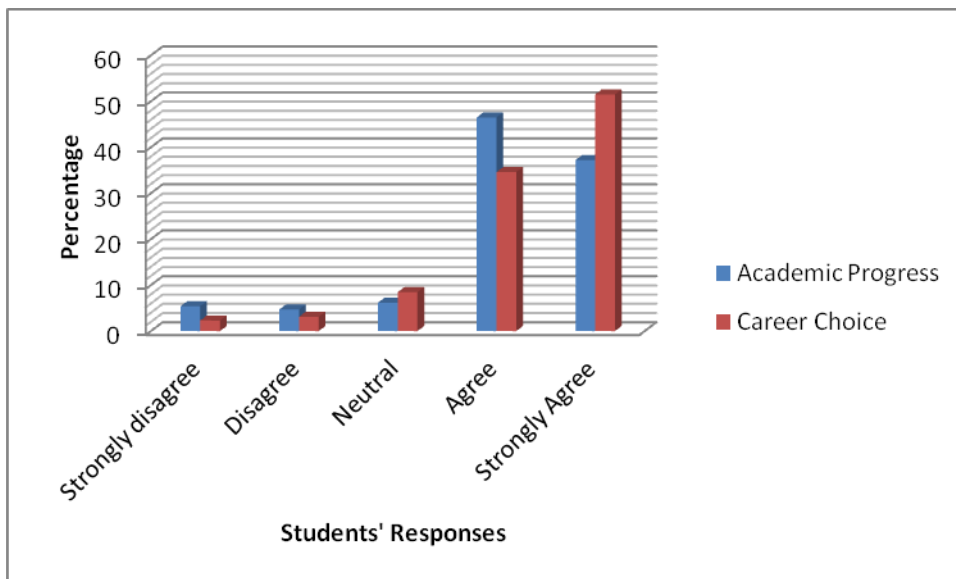
N=76



The findings of the study indicated that teachers who had been teaching for more than 16 years constituting 46.1%, stated that parents were not aware of the homework given to their children. A further 17(22.4%) were of the opinion that parents did not help their children in setting targets. It is clear that parents were aware of the importance of the academic clinics and made efforts to attend.

#### 4.3.2 Students' response to the nature of parental involvement in their academic achievement.

Students were asked to indicate how their parents were involved in their academic progress and career choices (Figure 4.11).



**Figure 4.11: Parents' involvement in academic progress and career choices**

The study shows that the highest number of the students agreed that their parents discussed their academic progress with them and their teachers while 8(6.2%) were neutral, 7(5.4%) strongly disagreed and 6(4.7%) disagreed. With regard to the parents involvement in their children's career choice/guidance those who strongly agreed were the majority with a frequency of (51.5%), 45(34.6%) agreed while 11(8.9%) were

neutral. Those who disagreed were 4(3.1%) and those who strongly disagreed were 3(2.3%).

Herrelmann, (1991) suggests that parents often consult teachers because of unsatisfactory academic achievement by their children. Earlier responses indicated that parents participate in decision making meetings that affect their children's AA. For good performance to be realized there should be full participation of the three parties namely the student, parent and the teacher. The researcher notes that with this, the parent and the teacher will give the student the correct career guidance which will lead to success of the children later in life.

The researcher wanted to know student's opinion on being assisted by their parents in course selection (Table 4.2).

**Table 4.2: Parents assisting in course selection**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	8	6.2	6.2	6.2
Disagree	17	13.1	13.1	19.3
Neutral	12	9.2	9.2	28.5
Agree	49	37.7	37.7	66.2
Strongly agree	44	33.8	33.8	100.0
Total	130	100.0	100.0	

N=130

The study showed that the majority of the students' parents 49(37.7%) agreed while 44(33.8) strongly agreed. Those who disagreed were 17(13.1%), 12(9.2%) were neutral and those who strongly disagreed were 8(6.2%).Parents are concerned about a bright future for their children even with financial constraints. This suggests that parents are involved in their children's academic achievement.

Students were further asked to indicate their opinion on their parents' attendance in school programmed meetings (Table 4.3).

**Table 4.3: Parents' attendance to all school programmed meetings**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	1.5	1.5	1.5
Disagree	5	3.8	3.8	5.4
Neutral	8	6.2	6.2	11.5
Agree	26	20.0	20.0	31.5
Strongly Agree	89	68.5	68.5	100.0
Total	130	100.0	100.0	

N=130

The findings showed that an overwhelming 89(68.5%) of the students strongly agreed that their parents attended all school programmed meetings while 26(20.0%) agreed. Those who were neutral were 8(6.2%), those who disagreed were 5 (3.8%) while those who strongly disagreed were 2(1.5%).This is an important opinion that was shared by teachers as regards meeting attendance by parents. Attendance of meetings keeps the

parent informed first hand and is in a position to enquire on school policies in good time. Confidence is created in the parent and the child feels that is his or her school and performs well not thinking of being transferred to a better school, the child is settled.

Students indicated their opinion on their report forms being checked by their parents (Table 4.4).

**Table 4.4: Students' opinion on report form checking by their parents**

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	3.1	3.1	3.1
Disagree	3	2.3	2.3	5.4
Neutral	4	3.1	3.1	8.5
Agree	27	20.8	20.8	29.2
Strongly agree	92	70.8	70.8	100.0
Total	130	100.0	100.0	

N=130

The study showed that many parents of the students checked their report forms after every term which was 92(70.8%), while 27(20.8%) agreed, those who strongly disagreed and those who were neutral were 4(3.1%) and those who disagreed were 3(2.3%).

The researcher further sought to establish the relationship between children's average scores and the nature of parents' involvement (Table 4.5). Discussing academic progress,

checking the report forms and valuing of teachers by parents was highly rated in the students' opinion, which was not dependent on students' scores.

**Table 4.5 : Students' opinion on the nature of parents' involvement**

Average grade	%	Response	Discussing progress	Report form	Value teachers
			%	%	%
C and below	38.5	A	33.1	36.2	36.9
		N	1.5	0.8	0.8
		D	3.1	4.6	0.8
C+ to B-	60.0	A	48.5	53.8	58.5
		N	4.6	2.3	0.8
		D	6.9	0.8	0.8
B and above	1.5	A	1.5	1.5	1.5
Missing			0.8		
Total	100.0		100.0	100.0	100.0

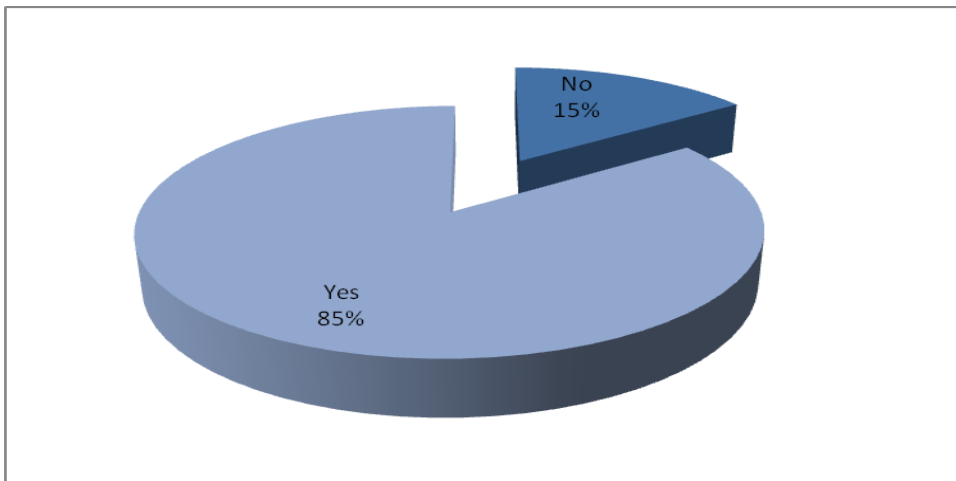
N=130

When parents are involved in checking the report forms, it means they are aware of their children's performance at the end of the term. During the holidays parents discuss their children's performance and look for the way forward to move to greater academic heights. Parents who value teachers are capable of consulting them if the performance is

not satisfactory. This finding shows that students who score high as well as low grades have their parents being involved. There could be other factors contributing to the disparities in students' scores for instance the learners' environment and the culture of the community.

#### **4.3.3 Parents' response to the nature of their involvement in their children's academic achievement.**

Parents were interviewed regarding the nature of involvement they offered in their children's academic work. The results were as discussed below. The researcher established that 94 (84.7%) of the parents participated in school events and activities while 17 (15.3%) did not (Figure 4.12).

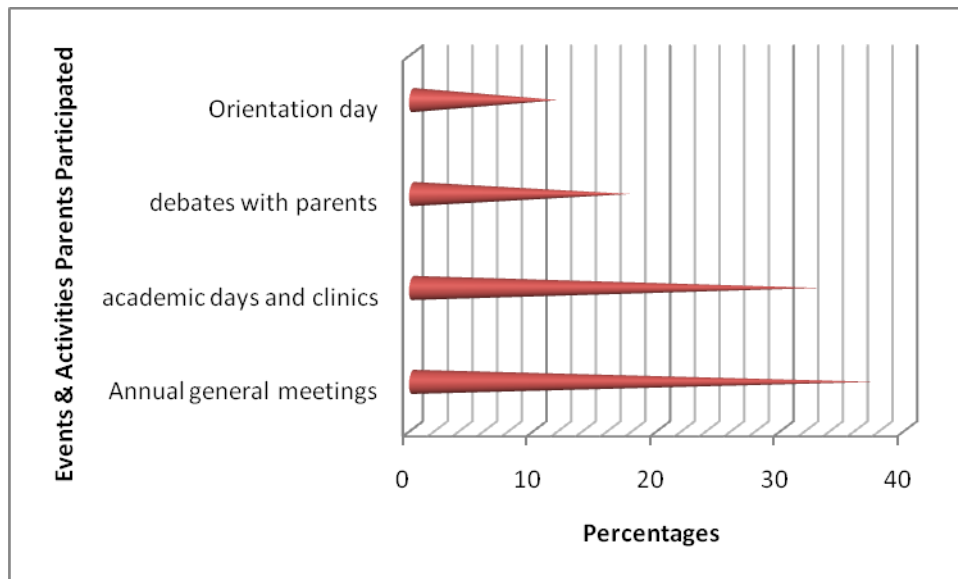


**Figure 4.12 : Parents' participation in school events and activities**

The findings confirmed the results obtained from teachers' and students' questionnaires regarding parents' attendance. This suggests a strong commitment by parents in school events and activities. This finding is different from a similar study carried out by Kirschenbaum (2000), who found that the most universal problem is poor attendance at school events that deal with educational topics, convey important information or require

work to be done. The researcher argues that the parents are committed and are part of the school's plan. This trend is important in understanding school performance and learning.

The researcher was further interested in establishing how parents participated in school events and activities and the findings are as in figure 4.13.



**Figure 4.13: School events and activities parent's participated in**

The findings of the study showed that 51 (38%) attended annual general meetings, 45(33%) were involved in academic days and clinics, 24(18%) participated in debates with other parents during meetings while 16(12%) attended orientation days, prayers days and harambees days. In the researcher's opinion, when parents participate they are able to bring in new ideas that will be to the benefit of their children both in instilling discipline and improving performance of the child and school at large. Parents of this nature will always own the results of the school whether deviation is negative or positive. The researcher visited a school which had invited form one parents and observed that there was an attendance of 50 parents out of the expected 77 which amounted to 65%

attendance.

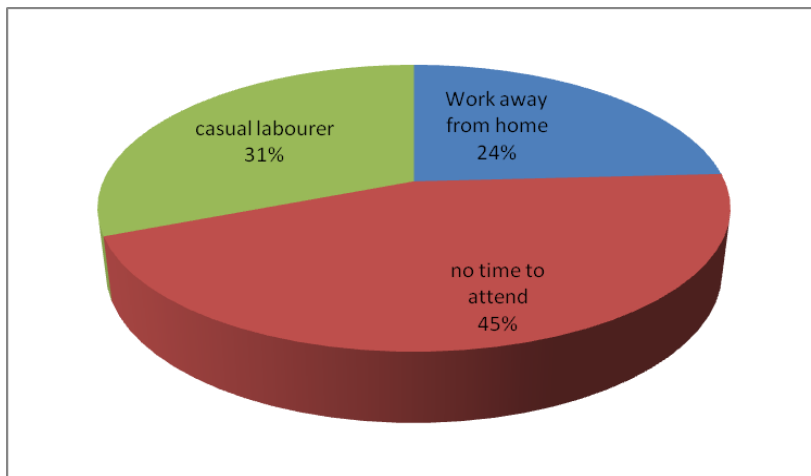
The study sought to further investigate why parents were not able to attend and participate in school events and activities (Table 4.6) where the outcome was that a considerable percentage of 45 had no time to attend.

**Table 4.6: Reasons for parents not attending school activities and events**

Response	Frequency	Percentage
Work away from home	7	24
No time to attend	13	45
Casual laborer	9	31
Total	29	100

N=29

Parents who worked away from home constituted 24% while those who were casual labourers and lacked permission from work place were 31 % (Figure 4.14).



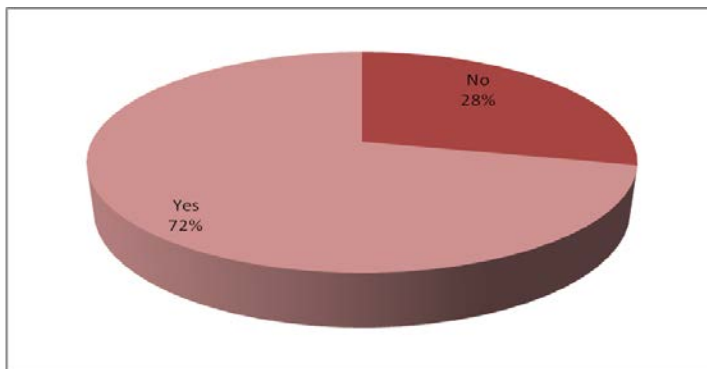
**Figure 4.14: Reasons as to why they do not attend school activities.**

The findings are similar to studies carried out by Dwyer and Hecht (2001), who reported



that parents feel they did not have enough time, given that they are busy with their leisure and activities. The findings are replicable as lack of time took the highest percentage. When parents fail to participate they are not in touch with the school and as a result they are not good role models to their children .When this occurs children may transfer the same during their time as parents and education levels may continue remaining low. The researcher argues that parents of this nature are likely to get wrong information from their children or from other parents who attend the meetings.

The researcher further asked the parents to indicate whether they monitored homework or not (Figure 4.15).



**Figure 4.15: Parents’ response on monitoring homework**

The findings of the study showed that the frequency of the parents who monitored the homework for their children was 78(71.6%) while those who did not recorded 31 (28.4%).Related responses from teacher respondents showed that parents are aware of the homework given though none of them strongly agreed. However this suggests that parents know the importance of homework in the learning process and its contribution to the academic achievement of their children.

The study further compared monitoring homework in relation to parents’ academic levels (Table 4.7) of the 78(71.6%) parents who said they monitored homework.

**Table 4.7: Parents' Academic level versus homework monitoring**

Academic level	Frequency	Percentage frequency
Primary Education	17	20.7
Secondary Education	40	48.8
Diploma/Certificate	16	19.5
Degree	7	8.5
Postgraduate	2	2.4
Total	82	100

N=82

Parents who had acquired secondary education constituted the highest 48.8%, involvement in ensuring that they monitor homework as compared to those with primary education with 20.7%.The researcher concludes that parents with secondary education have the basic knowledge and are aware of the subject content.

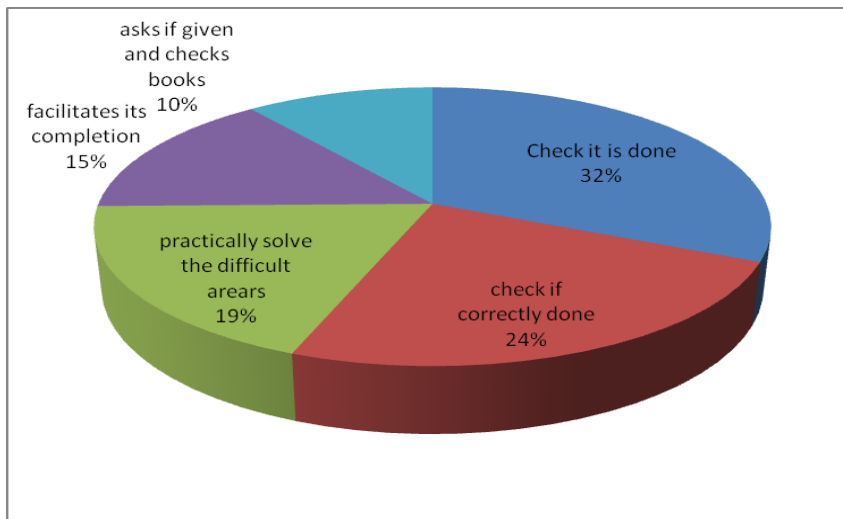
The researcher further enquired on how parents monitored homework (Table 4.8).

**Table 4.8: Monitoring homework**

Response	Frequency	Percentage
Checks if it is done	30	32
Checks if it is correctly done	23	24
Practically solves	18	19
Facilitates its completion	14	15
Asks if given and checks books	10	11
Total	95	100

N=95

The study revealed that parents had various ways of monitoring homework where 30(32%) confirm that it was done while 23(24%) checked if it was correctly done and 18 (19%) practically solved the difficult areas with their children. The findings were presented graphically as shown in figure 4.16 that follows:



**Figure 4.16: Various ways in which homework was monitored by parents**

Parents who facilitated homework completion by ensuring there was fuel constituted 15 % ( Figure 4.16) and 10% enquired if assignments had been given. Earlier on the study revealed that teachers disagreed with the statement that parents were aware of the homework assigned to their children by them. The researcher argues that parents are able to monitor homework and practically solve some problems because a good number of parents had attained secondary education and have the basics. This study brings in the issue that when the parent is educated the child achieves more and learning does not stop in the absence of the teacher. An educated parent knows the value of education.

Parents were further asked to indicate why they were not in a position to monitor homework. The study revealed that out of 39 parents who were not able to monitor

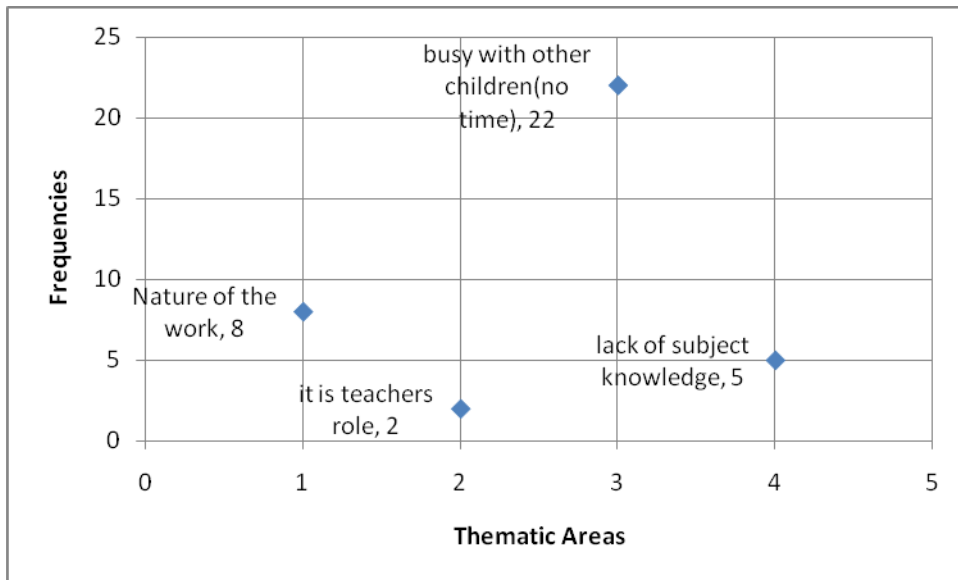
homework, 8 went home at the end of the month due to the nature of their work while 22 were busy with other children and had no time (Table 4.9). In addition 5 parents lacked subject knowledge and 2 parents said it was the role of the teacher.

**Table 4.9: Reasons for not monitoring homework**

Reasons	Frequency	Percentage
Nature of parents' work	8	22
Teachers' role	2	5
Busy with other children(no time)	22	59
Lack of subject knowledge	5	14
Total	37	100

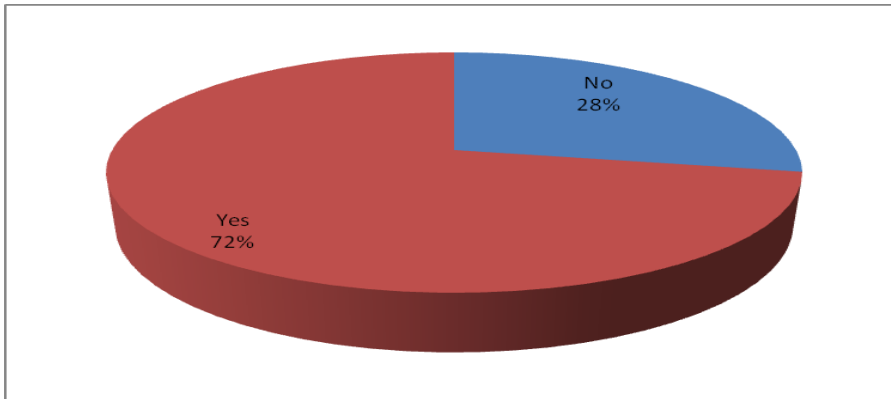
N=37

The researcher concludes that parents would be willing to assist in the homework but have no time. This means that parents may not know whether their children score in class or not. Reasons for not monitoring homework were illustrated in (Figure 4.17).



**Figure 4.17: Reasons for not monitoring homework**

The researcher found out that majority of the parents engaged their children in holiday tuition (Figure 4.18) and the highest frequency was 80(72.1%) while those who did not were 31(27.9%). This situation suggests that parents support holiday tuition and are aware of its benefits to their children.



**Figure 4.18: Parents responses regarding holiday tuition**

The researcher further wanted to know why the parents engaged their children in holiday tuition (Table 4.10).

**Table 4.10: Reasons for engaging children in holiday tuition**

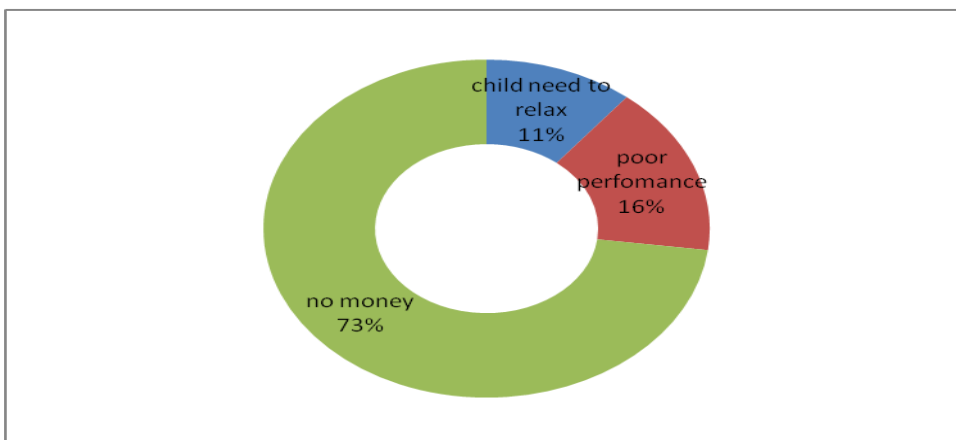
Response	Frequency	Percentage
Compulsory school policy and charged	49	66
Assist in revision	8	11
Improves performance	13	18
Invites teachers at home	4	5
Total	74	100

N=74

The study indicated that out of 74 parents who engaged their children in holiday tuition, 49 did it because it was a school policy, compulsory and charged whether the

child attended or not. Further, the research showed that 21 parents believed that tuition assisted in revision and improved the children's performance. The researcher argues that as much as students felt that their parents discussed the value of education with them, parents engaged their children for tuition because it was compulsory and a school policy. The researcher feels that parents do it because whether the child attends or not the parent had to pay.

On the other hand, parents were asked to explain why they did not engage their children for holiday tuition (Figure 4.19).

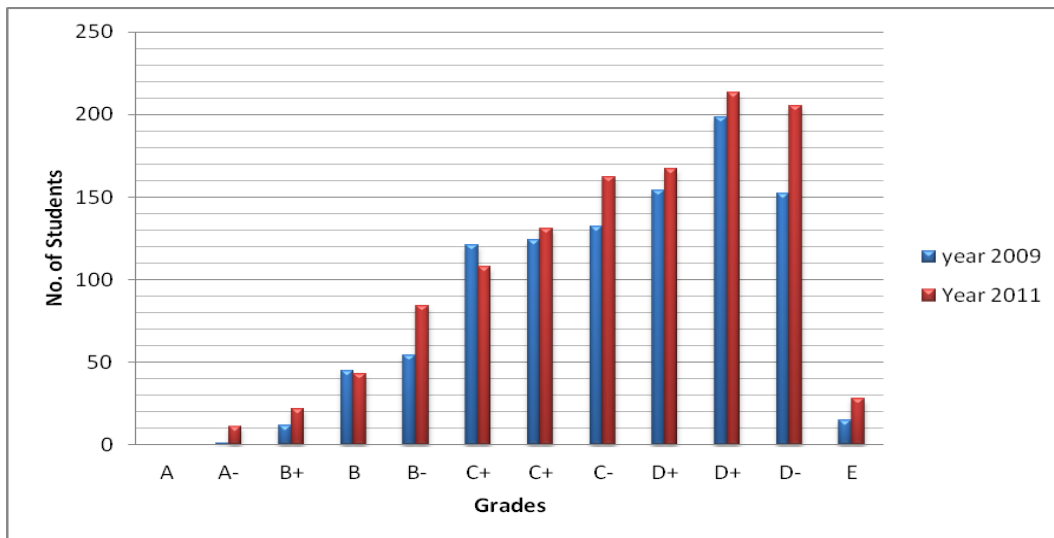


**Figure 4.19: Reasons for not engaging children in holiday tuition**

Parents who did not engage their children for tuition had various reasons which included lack of money with the highest percentage of 73% followed by 16% who were discouraged by poor performance of their children while 11% felt that children needed to relax during the holidays.

While it is shown that parents monitor their children's homework the results in the national of the examination has been low. This is what Hill & Tyson (2009) stated that, parental involvement is positively associated with achievement with an exception of

parental help with homework. The researcher noted that the district did not produce Grade A in 2009 and 2011(Figure 4.20).

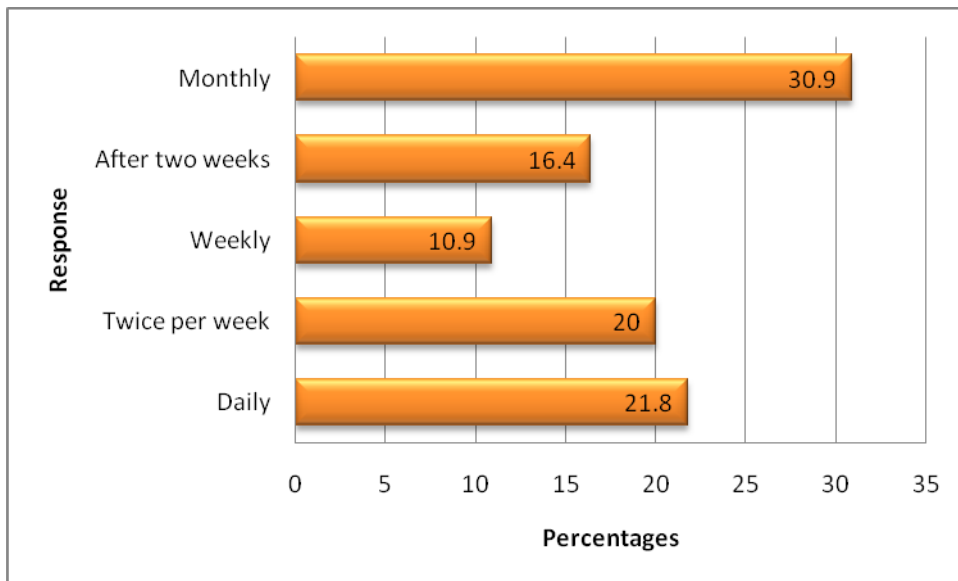


**Figure 4.20: K.C.S.E results for sampled schools in 2009 and 2011**

Majority students are concentrated in grade C- and below .As noted students feel that their parents have high hopes in them.The results indicated that more than 50% of the students did not manage quality grades. The researcher argues that although many parents are involved in their children’s academic achievement and 92% of the parents believed that it is beneficial and aids in the child’s education progress, then there could be other factors affecting the approach of parental involvement.

The researcher asked the parents to indicate how often they discussed academic progress with their children (Figure 4.21). According to the research the parents did not concentrate on checking the performance of their children and this was evidenced with the analysis carried out. The highest frequency, 34 (30.9%) checked monthly, while 24(21.8%) daily and parents who checked twice per week were 22(20.0%). For those who checked after two weeks the frequency was 18(16.4%) and the worst was weekly

with 12(10.9%).The researcher states that when parents are involved early enough in their children’s education the results are better and the impacts lasts longer.



**Figure 4.21: Parents’ feedback on checking the childs’ performance**

When a parent frequently checks on the children’s performance the ability level is known early enough. The researcher feels that when done monthly areas that would have been addressed earlier are not addressed and this affects performance. Some parents may feel that their participation is not necessary given that their children are doing well in school and others may have no history of being involved and see no reason to begin doing so (Dwyer & Hetch, 2001)

According to the results in table 4.11 below, the researcher further established the nature of parents’ involvement in relation to their age in years.



**Table 4.11: Parents’ opinion on checking and discussing performance of their children**

Age bracket	F	%	Response	Check on performance		Visit school discuss performance	
				F	%	F	%
31-35 years	26	23.1	Often	12	10.6	14	12.4
35-40 years	34	30.0	Rarely	14	12.4	13	11.5
			Often	20	17.7	20	17.7
Over 40 years	52	46.0	Rarely	14	12.4	14	12.4
			Often	26	23.0	9	7.9
			Rarely Never	24	21.2	30 13	26.6 11.5
Missing	1	0.9		3	2.7		
Total	113	100.0		113	100.0	113	100.0

N=113

The findings of the study showed that parents who were over 40 years of age often checked on the performance of their children but rarely visited the school to discuss the performance of their children. It is in this age bracket where the study realized that 11.5% of the parents never visited the schools. The trend in the performance of the child calls for the parent to visit the school and discuss with the subject teachers whether the performance is good or not. This creates room for improvement because when teachers discuss with the parents in the presence of their children more positive results are achieved. Strategies for further improvement are sort and the learner sees his or her potential as far as academic achievement is concerned.

**4.4 Objective 2: To establish to what extent factors influencing parental involvement contribute to their children’s academic achievement.**

The study was set to investigate the extent to which factors influencing parental involvement contributed to their children’s academic achievement. In Kieni -West District in Nyeri County. There were three categories of respondents to this objective and their responses were as discussed below.

**4.4.1. Teachers’ responses to the extent factors influencing parental involvement contribute to the children’s academic achievement.**

Teachers were asked to indicate the extent to which homework, setting targets and punctuality influenced parents’ involvement (Table 4.12). They were also asked to respond to the influence of academic clinics and sending relatives to meetings influenced parental involvement.

**Table 4.12: Parents’ involvement factors**

	Homework	Setting Targets	Punctuality	Attending Academic Clinics	Sending relatives to meetings
Strongly Disagree	21.1	12	6.8	1.3	6.7
Disagree	44.7	34.7	32.4	5.3	24
Neutral	23.7	28	18.9	9.3	21.3
Agree	10.5	22.7	35.1	68	42.7
Strongly Agree		2.7	6.8	16	5.3
Total Percentage	100	100.1	100	99.9	100
N=76					

Out of the 76 teachers, 34(44.7%) disagreed that parents are aware of the homework assigned to their children, 18(23.7%) were neutral, 16(21.1%) strongly disagreed and the rest 8(10.5%) agreed. The study realized that as regards parents assisting their children in achieving the set targets, 2.7% of the teachers strongly agreed, 12.0% strongly disagreed 22.7% agreed, 28.0% were neutral while the rest disagreed 34.7%.The findings of the study showed that 35.1% of the teachers agreed that parents punctually attend meetings organized by the curriculum department which was the highest percentage. On the same note 32.1% disagreed, 18.9% were neutral and 6.8% each strongly disagreed and agreed. As regards parents attendance in academic clinics, 51(68.0%) of the teachers agreed, 12(16.0%) strongly agreed, 7(9.3%) were neutral, 4(5.3%) were neutral and the rest strongly disagreed 1(1.3%).42.7% of the teachers agreed that parents send their relatives and friends to meetings on academic clinics on their behalf. The study also revealed that 24.0% of the teachers disagreed, 21.3% were neutral, 6.7% strongly disagreed and 5.3% strongly agreed.

Hoover-Dempsey (2000) found that parents generally believe that being involved in homework of their children will have a positive effect. From these findings the researcher argues that parents ensure that they send relatives who are expected to pass on the information to the parent thereafter. However a considerable number of parents are not aware of the homework assigned to their children and do not assist their children in achieving the set targets. The study realized that this could have been as a result of poor education background and the fact that the parent is busy and has no time. In the researcher's opinion this results to the child lacking direction and focus. It may be

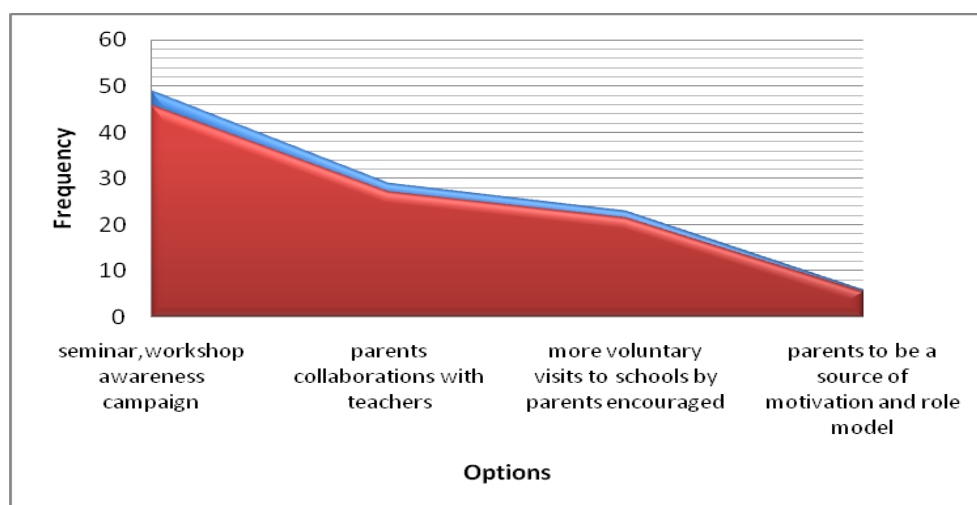
possible that parents do not make follow-ups on the advice given and may leave everything to the teacher and the child gets lost on the way to a point of no return. Out of curiosity the researcher noted two bicycles and one vehicle parked in the school compound. On enquiring from the teacher on duty, the parents had come to see the subject teachers because they had failed to report on the academic day that the school had set aside.

The study sought to investigate suggestions which the teachers would offer regarding curbing the challenges they face with parents in involvement in education achievement for their children (Table 4.13).

**Table 4.13: Teachers' views regarding parents' needs in their children's academics**

Response	Frequency	Percentage
Seminar, workshop awareness campaign	49	46
Parents collaborations with teachers	29	27
More voluntary visits to schools by parents encouraged	23	21
Parents to be a source of motivation and role model	6	6
Total	107	100

The findings indicated that 49 teachers were for seminars and workshops that empower parent on their roles, 29 teachers said that parents collaborate with teachers and 23 teachers felt that parents should be encouraged to voluntarily visit schools for academic updates. In addition 6 teachers said that parents should be good role models and sources of motivation to their children as far as academic achievement was concerned. Figure 4.22 that follows represents the area covered by these responses.



**Figure 4.22: Teachers' views regarding parents' needs in their children's academic work**

The extent of involvement in provision of supplementary books, parents' support as well as financial preparedness was also explored (Table 4.14).

**Table 4.14: Teachers' opinion on the extent of parents' involvement**

Response	Supplementary books		Parents' support		Financial preparedness	
	F	%	F	%	F	%
Agree	44	57.9	54	71.1	16	21.1
Neutral	15	19.7	13	17.1	16	21.1
Disagree	16	11.8	7	9.2	42	55.2
Missing	1	1.3	2	2.6	2	2.6
Total	76	100.0	76	100.0	76	100.0

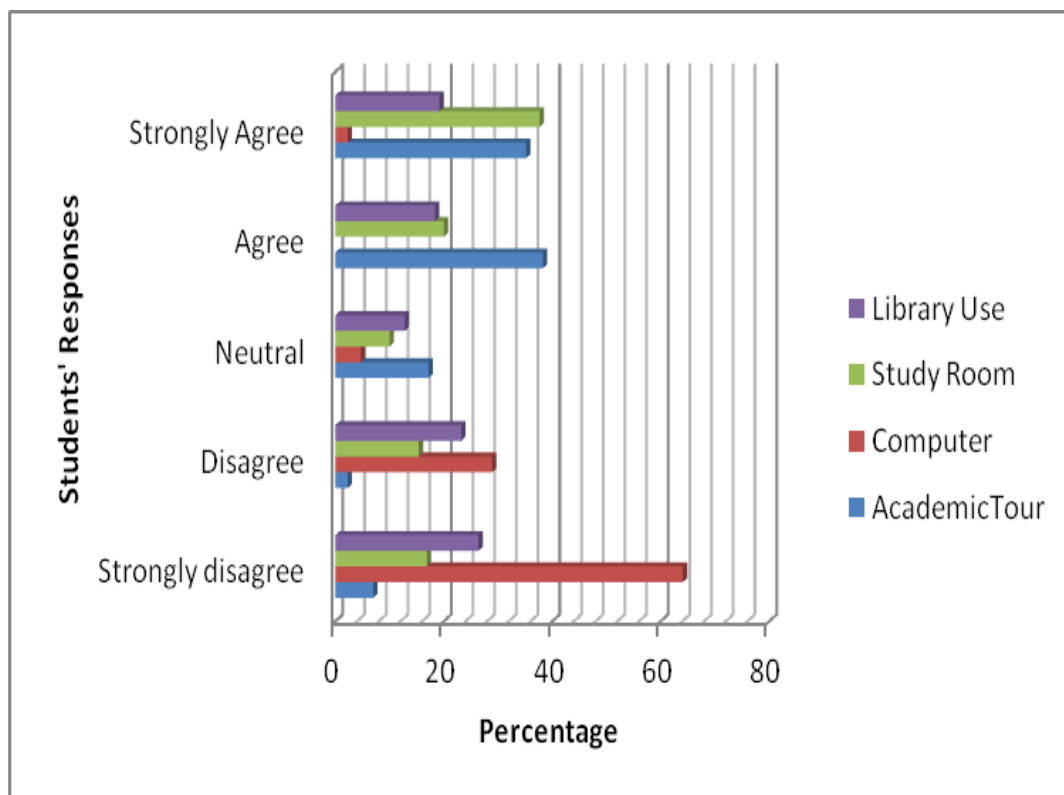
N=76

The researcher observed consistency in provision of supplementary books and parents' support being the most important way to improve school. The two types of involvement were highly rated at 57.9% and 71.1% respectively. However parents are not financially

prepared. When parents buy books it shows that they go an extra mile in helping their children achieve the set targets as earlier realized. As earlier realized parents have high hopes in their children's education but this could be blocked by lack of funds. When parents are financially set their involvement is greatly felt. This impact positively in the academic achievement of their children who attain quality grades in their examinations. This study concludes that the extent of parental involvement is directly related to the academic achievement of the children.

#### 4.4.2 Students' opinion regarding factors influencing involvement of their parents in their academic achievement.

When students were asked to indicate their opinion regarding the extent to which factors influencing parental involvement contribute to their academic achievement (Figure 4.23) the responses were as shown below.



**Figure 4.23: Students' opinion on their parents' capability factors**

According to the study majority of the students strongly disagreed 33(26%) that their parents had paid a registration fee for their library use, 29(22%) disagreed, 24(19%)strongly agreed while 23(18%) agreed and those who were neutral were 16(13%).Most of the students in the study strongly agreed that their parents had created a study room for them 49(37.7%), 26(20.0%) agreed while those who strongly disagreed were 22(16.9%), those who disagreed were 20(15.4%) and the minority were neutral 13(10.0%)The majority of the students strongly disagreed that their parents had bought a computer for their educational purposes at home which was recorded as 82(64.1%), those who disagreed were 37(28.9%), neutral and those who strongly agreed were 3(2.3%).The results indicated that 49(38.3%) of the students agreed that their parents paid for their academic tours, 45(35.2%) strongly agreed while 22(17.2%) were neutral. Those who strongly disagreed were 9(7.0%) and those who disagreed were 3(2.3%).

Though teachers indicated that parents are not in a position to buy supplementary books for their children, it is interesting to note that according to the students their parents pay for their academic tours but are not capable of purchasing computers for their children's education purposes. The fact that parents have not paid a fee for library use shows that their priority in education of their children is wanting. Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so into adolescence and adulthood (Sylva & Melhulsh, 2004)

During the study the researcher further looked at the students' mark books to check on the performance of the opener and midterm examinations (Table 4.15).

**Table 4.15: Midterm average scores for form three in the sampled schools**

Schools	mid-term exam average scores
School 1	3.918
School 2	6.47
School 3	3.456
School 4	6.033
School 5	4.692
School 6	2.973
School 7	2.538
School 8	3.52
School 9	3.235
School 10	4.438
School 11	3.8
School 12	3.62

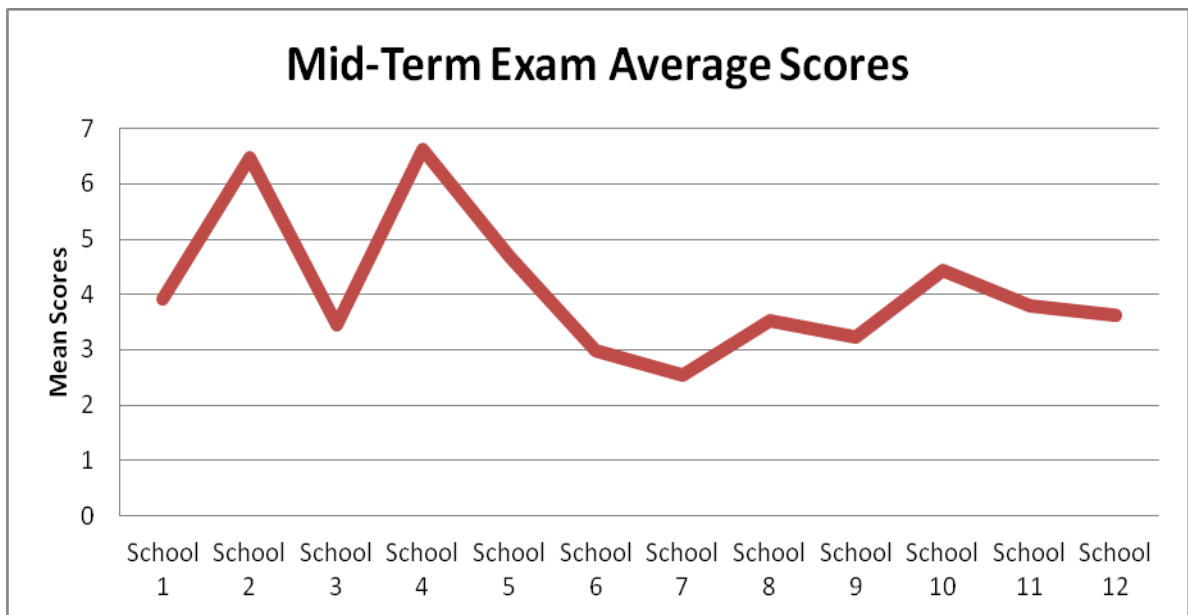
The average mean scores were recorded. The table shows that only one school had attained a mean score of C+, C plain and C-, five schools scored D+ and four managed a D plain. A disturbing finding was that only 25% of the schools had C- and above indicating the performance is low.

Earlier findings observed that the students had an average score of C plain as they were being admitted in form one. The study shows that parents are involved in attending



academic clinics where performance is discussed but according to the researcher there is no value added in the two years. The researcher further argues that the low social economic status as a result of low levels of monthly income have an impact on the performance. The study realized earlier that majority of the parents (35.4%) earned less than Ksh 5,000 monthly and only 18.6% had over Ksh 15,000. When the income is low the parent may not be in a position to pay fees as required so at the end of the day fees balance results and the learner is sent home. With low income, the parents may only be in a position to provide the basics.

Figure 4.24 below represents the average scores recorded in the sampled schools.



**Figure 4.24: Midterm average scores for form three students in the sampled school**

Responses to meetings attendance was all time high unlike in library fee and purchase of computers as shown in table 4.16. When children are exposed to other reference books in the library, they are more informed and as such are able to compete favourably with

others exposed to the same. On the other hand provision of computers keeps the student informed. The student is able to down load examinations and other revision materials and may not require reference books.

**Table 4.16: Students' responses in relation to the extent of their parents' involvement**

Average grade	%	Response	Attend meetings	Library fee	Computers
			%	%	%
C and below	38.5	A	33.8	14.6	0.8
		N	0.8	6.2	3.2
		D	3.8	17.7	34.6
C+ - B-	60.0	A	53.1	23.8	1.5
		N	5.4	6.2	1.5
		D	1.5	30.0	56.9
B and above	1.5	A	1.5	0.8	
		N			
		D		0.8	1.5
Total	100.0		100.0	100.0	100.0

N=130

There is need to improve on provision of computers for academic use which was merely 2.3% and improve on library fee payment which was 38.4%.If parents are actively involved and keep the promises they make to their children, this would go a long way assisting the children. The researcher feels that the fact that the schools are located in an

ASALs, means that there is a high possibility that there are no libraries. It may also be that libraries that would be available were far away from the children's home, which implies that parents have to meet transport costs.

#### **4.4.3: Parents' responses to the extent factors influencing their involvement contribute to their children's academic achievement**

When parents were interviewed on the factors influencing their support in their children's academic achievement the outcomes were as discussed below.

Parents were asked to state the average number of hours they worked in a day and the responses were varied (Table 4.17).

**Table 4.17: Parents range of daily working hours**

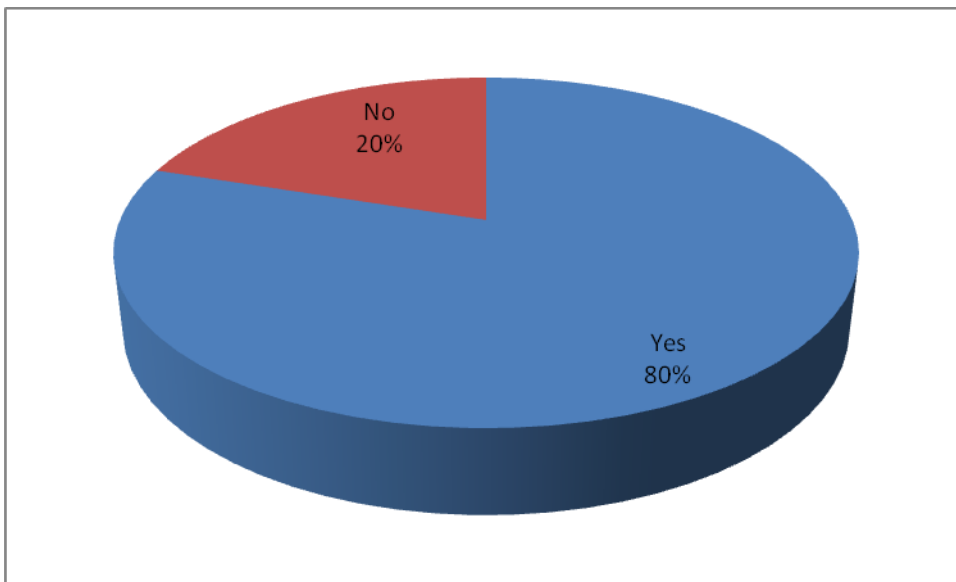
Response	Frequency	Percentage
2-4 hours	1	1
5-7 hours	13	12
8-10 hours	72	64
11-13 hours	20	18
14-16 hours	6	5
Total	112	100

N=112

The study revealed that 72 parents out of 113 interviewed fell in the bracket of 8 to 10 hours constituting 64%, 20(18%) were in the 11 to 13 hours bracket and only 1(1%) worked between 2 to 4 hours. According to International Labour Organisation (ILO) the recommended working hours by law is 48-hour a week which limits an average of 8

hours a day for 6 days (Valticos & Potobsky,1995).The findings indicates that 96 parents constituting 87% work more than eight hours which is the standard working time. To confirm this finding a significant proportion of parents (45%) reported earlier that they had no time to attend to school activities and that 31% were casual labourers. The researcher concluded that parents are busy and tired at the end of the day having noted that 31% work away from their homes. This would also suggest that large proportion of parents do not have permanent work places which may lead to a parent performing multiple jobs.

As regards difficulties or painful experiences during the parents school time, the study revealed that a high frequency of the parents, 87(79.8%) experienced difficulties as compared to 22(20.2%) who did not (Figure 4.25).



**Figure 4.25 : Difficulties and painful experiences**

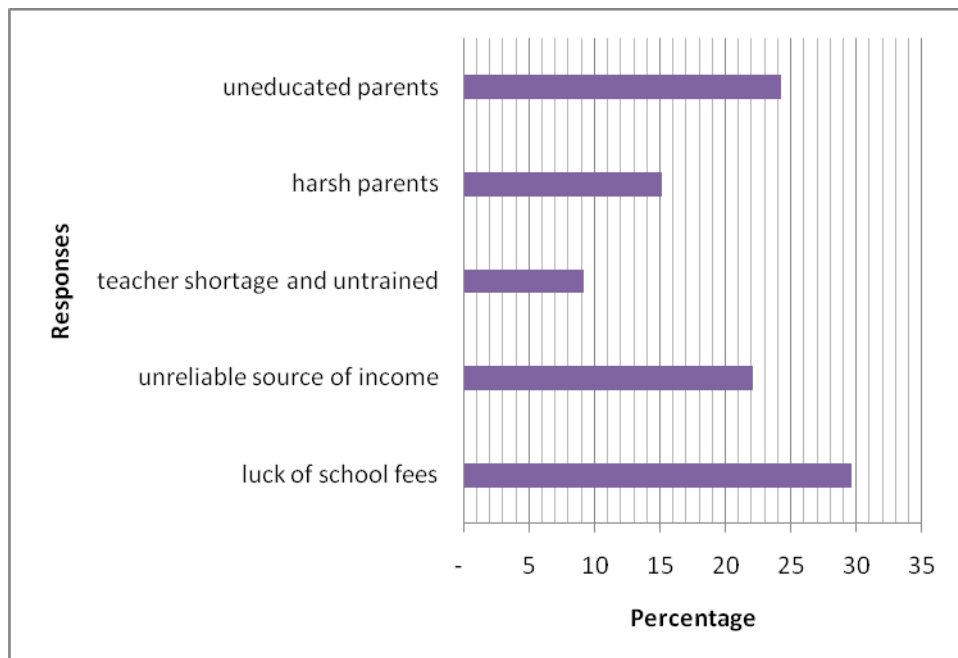
The study sought to investigate the specific difficulties and painful experiences encountered by parents in their school days (Table 4.18). The study showed that up to

55(30%) lacked school fees and 45(24%) had parents with poor education background and did not know the importance of education.

**Table 4.18: Difficulties and painful experiences parents experienced in school during their time**

Response	Frequency	Percentage
Lack of school fees	55	30
Unreliable source of income	41	22
Teacher shortage and untrained	17	9
Harsh parents	28	15
Uneducated parents	45	24
Total	186	100

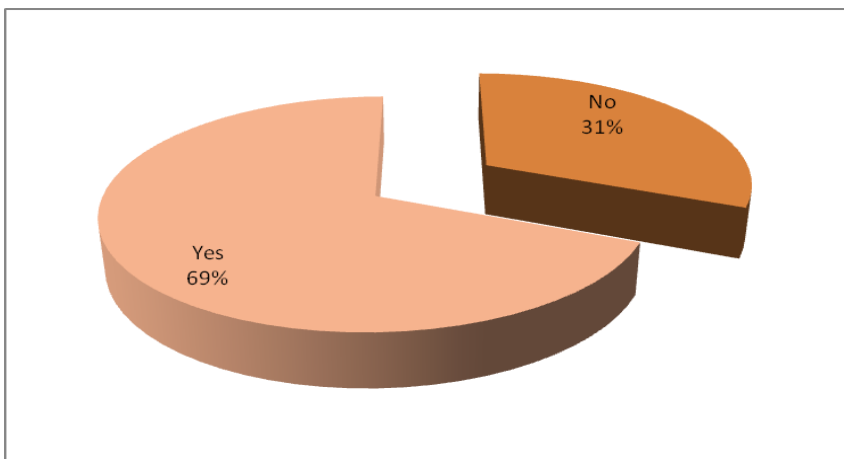
Further it was shown that 41(22%) suffered due to unreliable sources of income so lacked basic learning resources while 15% and 9% was contributed by harsh parents and untrained teachers and teacher shortage respectively(Figure 4.26).



**Figure 4.26 : Parents sources of income**

The findings indicated that parents experienced lack of school fees and their parents had a wanting education background. Their children are still experiencing the same which the researcher argues that there is a chain of low social economic status which needs to change for a better performance. This is likely to affect the achievement of the child as well.

The study further sought to find out if parents were aware of parental involvement programmes (Figure 4.27). The findings indicated that up to 75(68.8%) of the parents interviewed were aware of the programmes while 34(31.2%) were not.



**Figure 4.27: Parents'parental involvement programmes awareness**

The researcher further sought to investigate the relationship between the sex of the parents and their awareness from the seventy six parents who reported were aware of the programmes.

Table 4.19 shows the relationship that existed between the sex of the parent and awareness of parental involvement programmes as revealed by the study.

**Table 4.19: Sex versus awareness of parental involvement programs**

Sex	Frequency	Percentage frequency
Male	37	48.7
Female	39	51.3
Total	76	100

N=76

The findings of the study showed that there were 37(48.7%) male and 39(51.3%) female .This was a good sign that both sexes are involved and this results to the children receiving support in academic work.

For those who said they did not experience difficult times the researcher further investigated the reasons behind it (Table 4.20).

**Table 4.20: Reasons for parents who did not experience painful or difficult time in school**

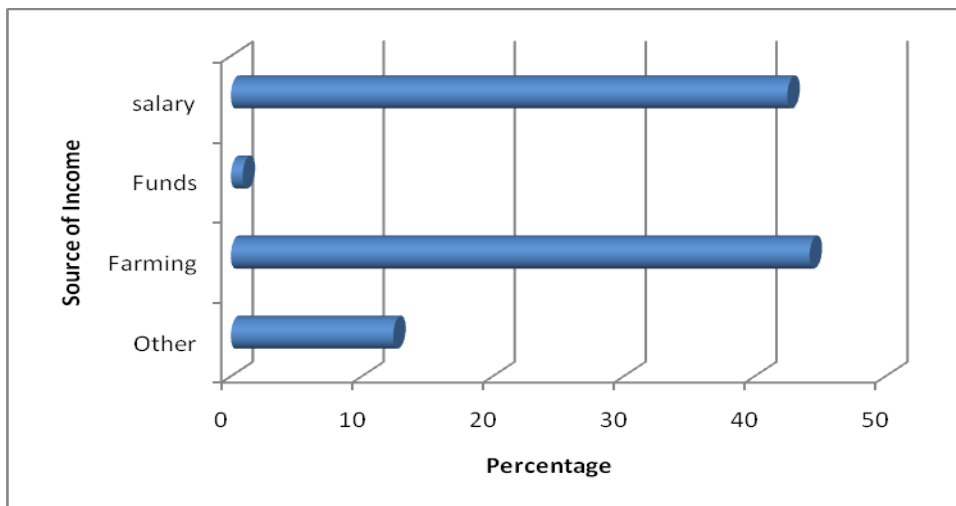
Response	Frequency	Percentage
Parents paid fees	5	56
Students teacher cooperated	4	44
Total	9	100

N=9

The study showed that 9 parents did not experience hard times whereby their parents were able to pay school fees and there was a good teacher student relationship. Parents

reported that a few had gone beyond secondary education level and had reliable sources of income. When the parents are educated the children are motivated and work harder.

The study further sought to investigate parents' sources of income (Figure 4.28).



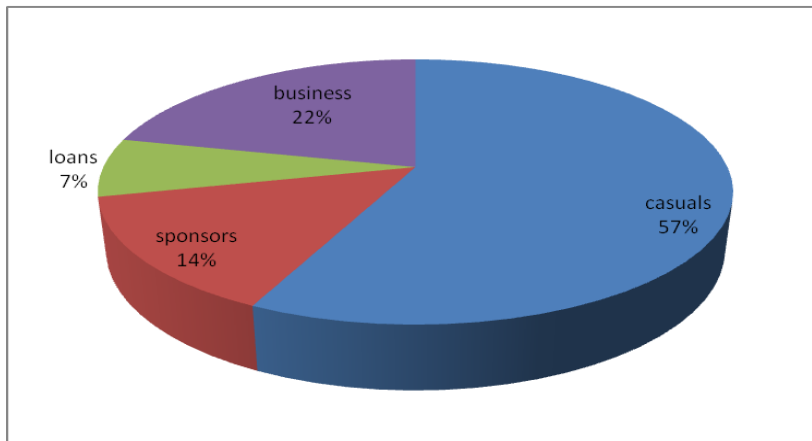
**Figure 4.28: Parents' sources of income**

The findings indicated that the majority were farmers with a frequency of 50(44.2%) while those who depended on salaries were 48(42.5%), others were 14(12.4%) and those who were funded were 1(0.9%). This finding suggests that when there is drought the parents will have fees payment problems and their children may be away from school due to fees balances or delays. The student will in the long run lose touch with some of the subject content covered in his or her absence which will impact negatively on results.

The researcher asked the parents to state other sources of income other than salary, funds and farming. The responses were as follows (Figure 4.29). This group comprised of 14 parents out of whom 57% were casuals, 22% relied on business, 14% on sponsors while the minority (7%) were able to secure loans. Most parents are casuals and their ability to



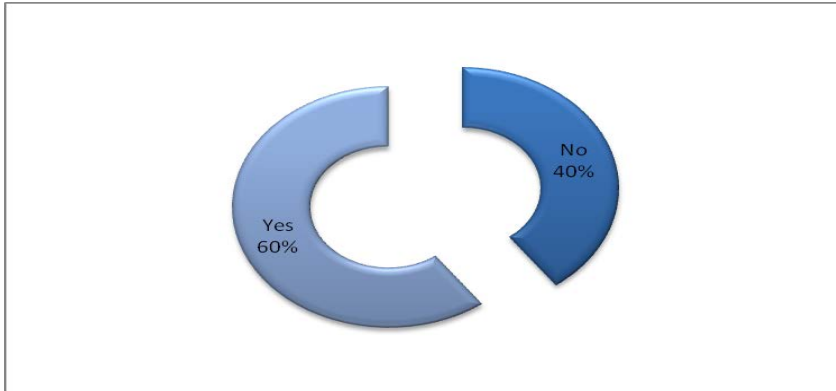
secure and pay loans is limited so at the end of the day the probability of their children remaining at home for long due to fees balance increases.



**Figure 4.29: Other sources of income**

According to the researcher the fact that some parents are casuals and others are in business, means that there is a tendency of working more hours. When parents spend more time in work places, it means that they will not be in a position to offer quality time for their children. In return lack of time for the children's academic success will impact negatively on the performance of their children.

The researcher wanted to know whether the parents were in a position to have their children remain in school throughout the term (Figure 4.30). The study indicated that 65(60.2%) of the parents showed that their children remained in school throughout the term while 43 (39.8%) did not.



**Figure 4.30 Parents ability to have their children remain in school**

The study further investigated the relationship that existed between children's school attendance and their parents' income level. The study revealed that parents who earned Ksh.5001 -10,000 ensured that their children remained in school as compared to those who earned more than Ksh 15,000 who constituted 18.8% 9 (Table 4.21).

**Table 4.21: Parents' income levels versus children's school attendance**

Income Level	Frequency	Percentage frequency
Less than Ksh 5,000	21	30.4
Between Ksh 5,001 and 10,000	27	39.1
Between Ksh 10,001 and 15,000	8	11.6
More than Ksh 15,000	13	18.8
Total	69	100

N=69

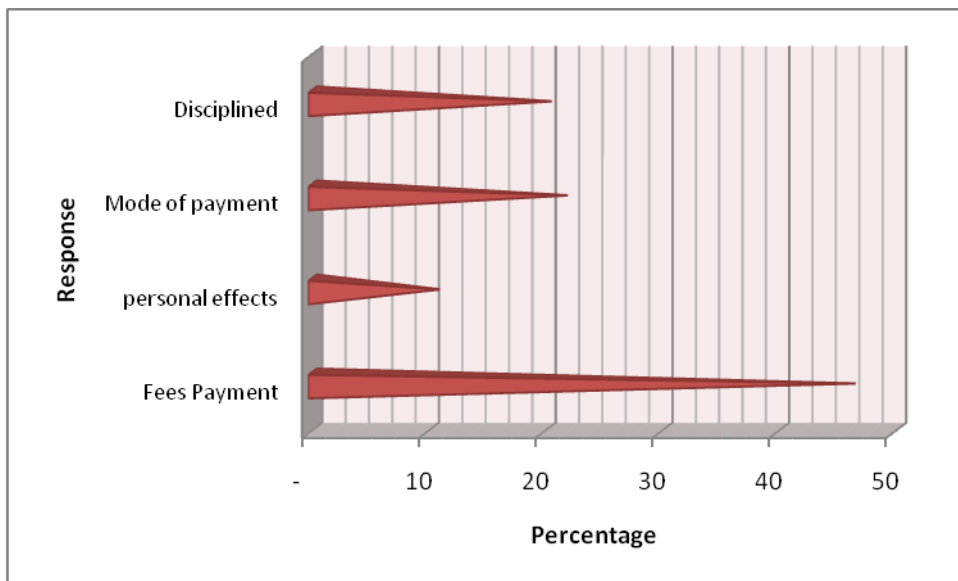
The researcher argues that the parents who earned less made efforts to pay the school fees and therefore was more committed to the children's education than those who had a higher income. The study further investigated the reasons for students remaining in school (Table 4.22).

**Table 4.22: Reasons given by parents as to why their children remain in school**

Response	Frequency	Percentage
Fees paid in full at the beginning of term	34	47
Personal effects provided early enough	8	11
Agrees with the principal on the mode of payment	16	22
Disciplined	15	21
Total	73	100

N=73

The study realized that 47% of the parents said that they paid fees at the beginning of the term, 11% provided personal effects on time, 22% agreed on the mode of fee payment with the principal while 21% felt that their children are disciplined (Figure 4.31).



**Figure 4.31: Factors that made the children remain in school**

It is evident that parents would like their children to remain in school since they make an effort to agree on the fees payment mode. This means that parents belief increasing

contact hours with the student for better results.

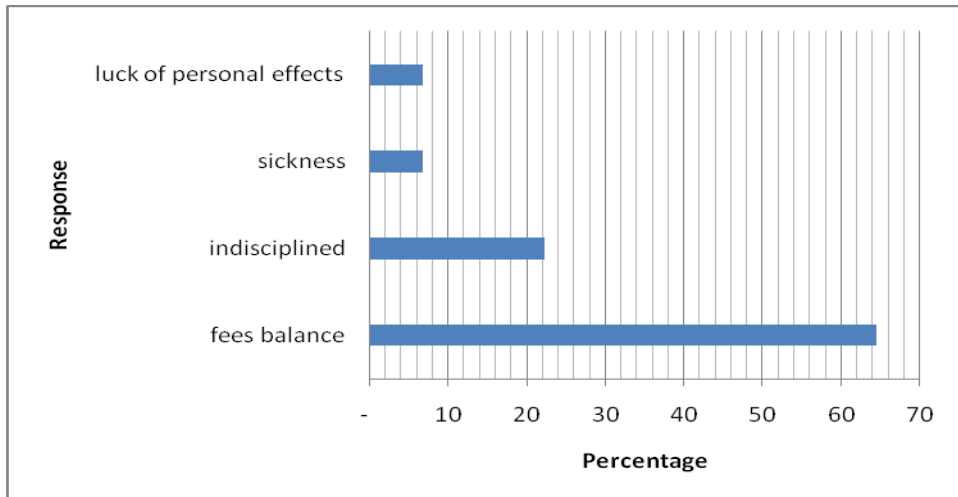
On the other hand the researcher asked the parents to indicate why they were not in a position to retain their children in school (Table 4.23).

**Table 4.23: Reasons for children not remaining in school**

Response	Frequency	Percentage
Fees balance	29	64
Indiscipline	10	22
Sickness	3	7
Luck of personal effects	3	7
Total	45	100

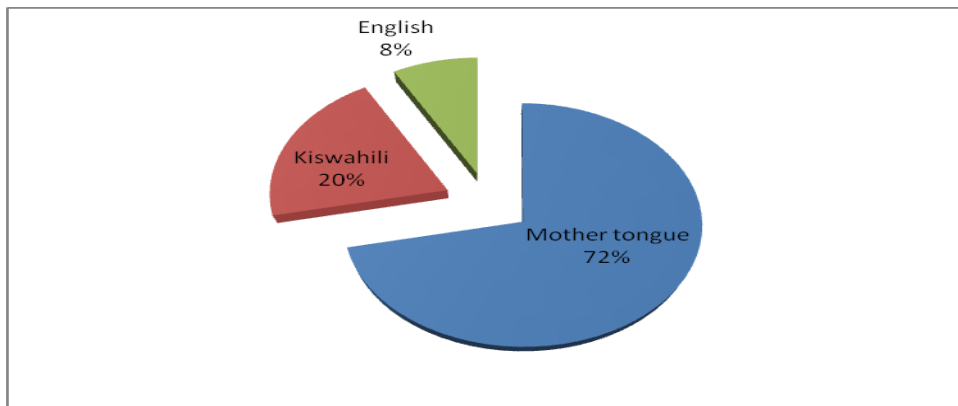
N=45

The table above shows that out of 45 parents who were not able to have their children remain in school due to fees balances took the lead with 29 followed by indiscipline cases with 10 and 3 parents had the issues of sickness and lack of personal effects. When children do not remain in school as scheduled it means they will not be present in class as the teachers cover the syllabus with those in class. This will mean deviations in performance at the end of the day. Figure 4.32 below, graphically represents the findings. As reported earlier parents ensure that their children have enough personal effects as indicated that very few lack personal effects. The researcher can conclude that fees balance remains an issue to parents which finally reduces chances of good performance due to absenteeism.



**Figure 4.32: Reasons for children not remaining in school**

The researcher wanted to establish if parents supported the teacher in language acquisition as a follow up in teachers' encouragement (Figure 4.33).

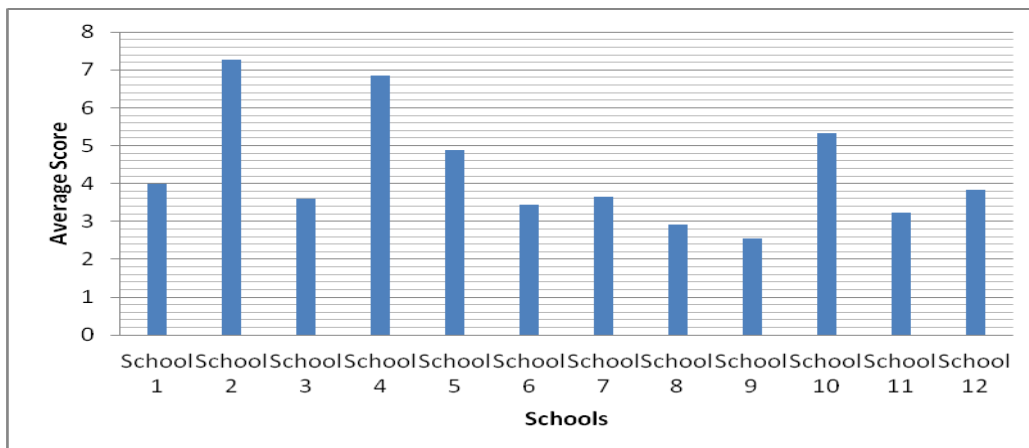


**Figure 4.33 : Languages parents speak to their children**

The researcher asked the parents the languages they spoke to their children. The study showed that 81(71.7%) of the parents spoke mother tongue to their children at home, 23(20.4%) spoke Kiswahili while English was 8(7.1%). The study noted that teachers encourage students to speak in English and Kiswahili but the findings indicate that the highest percentage of parents speak mother tongue to their children undoing the teachers effort. The study noted that in one occasion where form one parents were being

orientated, the parents preferred the principal to address them in mother tongue. The researcher feels that this affects the level of understanding in class and during the examination, whereby a student takes more time to understand and answer the questions. At the end of the day a student who is exposed to English and Kiswahili is likely to do better than one who is used to mother tongue.

The researcher further enquired on the KCSE analysis for 2011 in the sampled schools. The researcher argues that parents are involved in the academic achievement but the performance in the national exam is wanting. The results showed that the scores were low compared to the nature of parental involvement (Figure 4.34).



**Figure 4.34: KCSE average scores for the sampled school year 2011**

School 2 and 4 had the highest mean grade of C+, C- scored by two schools, four schools with D+ and D plain was the average score in four schools. More than 75% do not score quality grades that can lead them to good careers. The study revealed earlier that parents speak mother tongue to their children though teachers encourage them to speak in English and Kiswahili. According to the researcher this affects the subject mastery and in the long run the students' scores are low. The researcher argues that a

good number may not join higher institutions of learning because of their low grades as shown above yet this is the exam that determines what type of a person one becomes in future.

Parents were asked about their opinion on academic progress of their and their responses are as indicated in table 4.24 below:

**Table 4.24: Parents' response on academic progress and visiting the school**

Response	Discuss academic progress		Visiting the school	
	F	%	F	%
Often	50	44.2	43	38.1
Rarely	49	43.4	56	49.6
Never	14	12.4	13	11.5
Missing	-	-	1	0.8
Total	113	100.0	113	100.0

N=113

Although majority of the parents 44.2% of the parents discussed academic progress with their children, it is also important for them to be reminded that visiting the school is important. The parent should visit the school to discuss the performance of the child. During the visits the parents are informed of their children's strong subject areas as well as the weak ones. Parents are advised on various ways of improving their children's performance. This may include purchasing supplementary books or creating more study time for the child.

#### **4.5 Objective 3: To investigate teachers' views about parents' involvement in the learners' academic achievement.**

The study was set to investigate teachers' views about parents' involvement in the learners' academic achievement. There were three categories of respondents to this objective and their responses are as indicated below.

##### **4.5.1 Teachers' responses regarding their views on parents' involvement in the academic achievement of their children**

The researcher asked the teachers to respond to their views regarding parents' involvement in the academic achievement of their children (Table 4.25).

**Table 4.25: Teachers' views on parents' involvement**

Responses	Personal effects	Supplementary books	Positive about the school	Parents support	Financial preparedness	Remedial teaching
Strongly disagree	4	12	5.3	2.7	5.4	28.4
Disagree	17.3	52	22.4	6.8	51.4	31.1
Neutral	20	25.3	21.1	17.6	21.6	18.9
Agree	48	9.3	44.7	36.5	18.9	20.3
Strongly Agree	10.7	1.3	6.6	36.5	2.7	1.4
Total	100	99.9	100.1	100.1	100	100.1

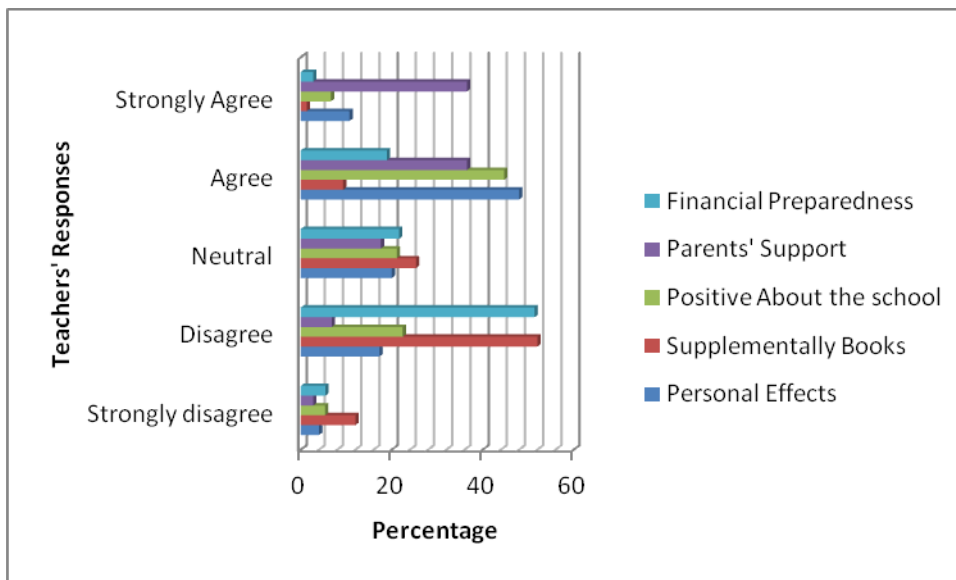
N=76

The table indicates percentage responses of seventy six teachers towards timely provision of personal effects and supplementary books as well as parents' attitude towards their children's school as parents are concerned. Parents support, financial



preparedness of the parents and organisation of remedial teaching of the children by their parents has also been shown.

As regards parents ensuring that their children have enough personal effects a high frequency of teachers 36 (48.0%) agreed, 15 (20.0%) were neutral, 13 (17.3%) disagreed, 10 (10.7%) strongly agreed (Figure 4.35) and the minority strongly disagreed 3 (4.0%). According to the study 39 (52.0%) of the teachers who participated indicated that they disagreed with the statement that parents buy enough supplementary books for their children, 19 (25.3%) were neutral, 9 (12.0%) strongly disagreed, 7 (9.3%) agreed and 1 (1.3%) strongly agreed (Figure 4.35).



**Figure 4.35: Parent's home-based capability factors**

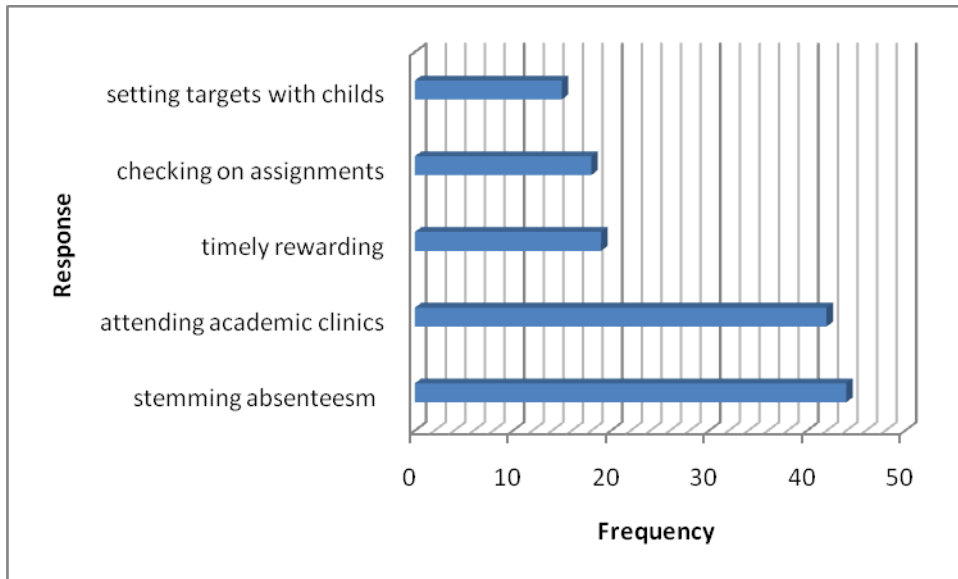
Majority of the teachers 44.7%, agreed that parents are positive about the school in which their children are in, followed by 22.4% who disagreed and 21.1% were neutral. 5.3% strongly disagreed while 6.6% strongly agree. The study also sought to investigate whether parents support is the most important way to improve schools. The feedback was

as follows those who agreed and strongly agreed were equal (36.5%), 17.6% were neutral, 6.8% disagreed and 2.7% of the teachers strongly disagreed.

The study also sought to investigate whether parents support is the most important way to improve schools. The feedback was as follows those who agreed and strongly agreed were equal (36.5%), 17.6% were neutral, 6.8% disagreed and 2.7% of the teachers strongly disagreed. Based on financial preparedness of parents for their children's education most of the teachers disagreed 38(51.4%), 16(21.6%) were neutral, 14(18.9%) agreed, 4(5.4%) strongly disagreed and 2(2.7%) strongly agreed 31.1% of the teachers disagreed with the statement that parents organize remedial teaching for their children who do not meet the parents expectations, 21(28.4%) strongly disagreed while 15(20.3%) agreed. 14(18.9%) were neutral and the rest strongly agreed 1.4%.

Given these responses the researcher argues that parents are positive about the school and provide their children with enough personal effects. Though teachers indicated that parents support was the most important way to improve schools, parents do not buy enough supplementary books for their children since they are not financially prepared and they do not organise remedial teaching for their children who could be academically weak. As mentioned earlier this could be as a result of the low social economic status of the parents and poor education background. When the capability levels of the parent are low good performance is affected since the parent will not be in a position to address weak areas early enough so at the end of the day VAP of the child goes down. Parent and the school must work in partnership according to Scott, 2003.

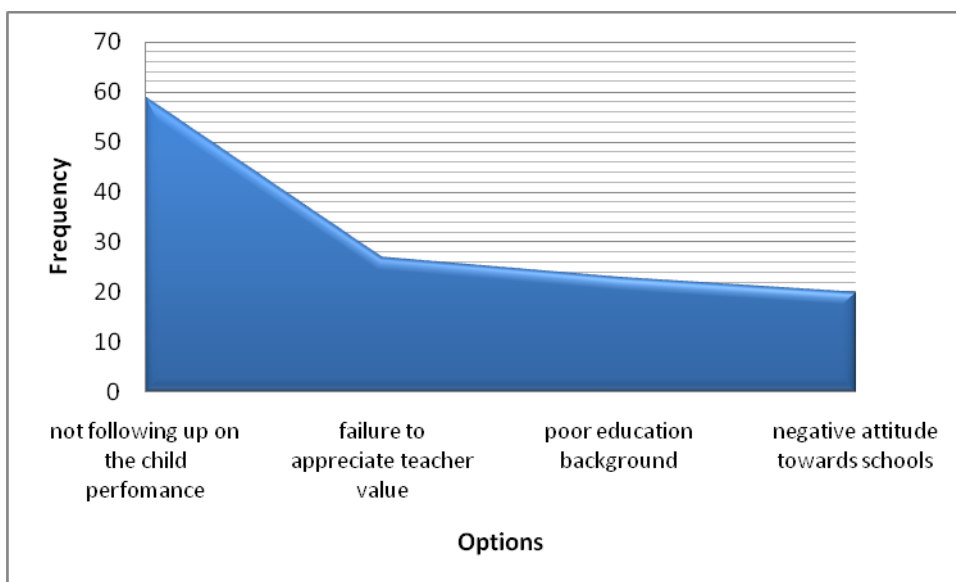
With regards to how parents can be involved out of 76 teachers 44 of them said that parents should ensure that children remain in school, followed by 42 who said that parents should attend academic clinics and 19 were for timely rewarding (Figure 4.36). The findings indicated that 33 teachers were for parents checking on assignments given and setting achievable targets for their children.



**Figure 4.36 :Teachers' suggestions on parents' involvement ways**

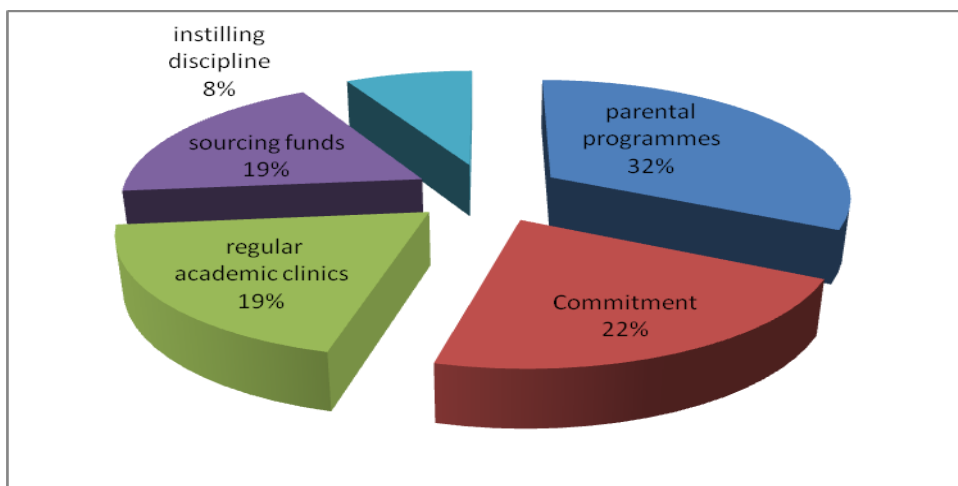
As noted earlier by Simon, (2000), family involvement improves facets of children such as daily attendance. The researcher can conclude that when parents ensure that their children remain in school for the better part of the term they are able to attend lessons which adds up to more teacher contact hours and the learner is likely to have a notable value added progress at the end of the term. Attending academic clinics could have a positive effect on the child because the teacher, student and the parent are able to share in the weak subject areas of the child and look for the way forward resulting to good grades.

The researcher was interested in establishing whether teachers experienced difficulties while dealing with parents in their schools. Figure 4.37 below shows the area representing the findings of the study. The study found that 59 teachers said that parents do not follow closely on the child's performance, 27 said that parents fail to appreciate teachers' value in school, 43 had the feeling that there existed poor education background in the parent and that parents had negative attitude towards the schools in which their children are schooling.



**Figure 4.37: Challenges teachers experience with parents in their schools**

The study further investigated ways of having an improved teacher-parent friendly atmosphere. Figure 4.38 indicates the suggestions that came up. Parental programs was suggested by 32% of the teachers and 22% suggested that parents should be committed in their children's academic work. Sourcing for funds, instilling discipline as well as and holding regular academic clinics was also of great importance as far as teachers were concerned.



**Figure 4.38: Teachers’ suggestions on creating a teacher –parent friendly relationship**

The study further established the relationship between parent-teacher interaction and teachers consulting parents on unsatisfactory academic achievement as shown in table 4.26 below. Teachers who had longer stay in the teaching profession that is 46.1% indicated that they did not have frequent interactions with parents but they consulted parents when their children performed poorly. When students have more interaction with the parents, parents’ roles are well defined for better performance. This clearly suggests that teacher’s belief that parents’ involvement is very important in their children’s progress.

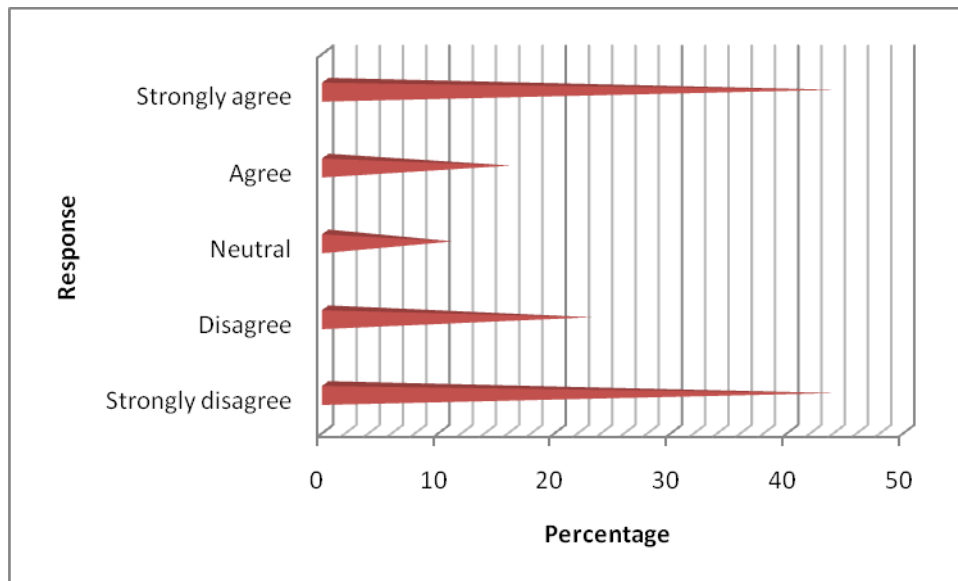
**Table 4.26: Teachers' views on parents' involvement in children's academic achievement.**

	F	%	response	Interactions		Consultation	
Experience				F	%	F	%
5 years	17	22.4	A	6	7.9	9	11.8
and below			N	10	13.2	5	6.7
			D	1	1.3	3	3.9
6-15 years	24	31.5	A	8	10.5	12	15.8
			N	5	6.6	4	5.3
			D	11	14.5	8	10.5
16 years	35	46.1	A	8	10.5	18	23.6
and above			N	2	2.6	6	7.9
			D	24	31.6	11	14.5
Missing				1	1.3		
Total	76	100.0		76	100.0	76	100.0

#### **4.5.2 Students' response to teachers' views about parents' involvement in their academic achievement**

The researcher asked the students to indicate their opinion as regards to teachers' views about their parents' involvement in their academic achievement. The findings were as discussed below:

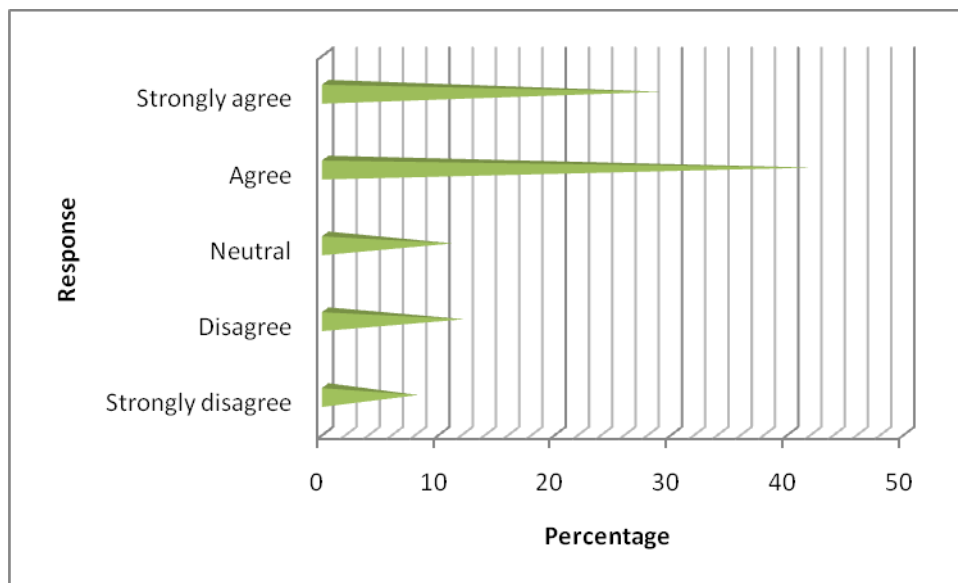
Students were asked to indicate if teachers were invited to their homes by their parents for tuition in their weak subject areas.



**Figure 4.39 : Invitation of teachers by parents to assist in weak subject areas**

Majority of the students strongly disagreed that their parents invited their teachers at home for extra tuition in their weak subject areas 56(43.8%) and 29(22.7%) disagreed(Figure 4.39).On the other hand, 20(15.6%) agreed, 14(10.9%) were neutral and the least strongly agreed 9(7.0%)In the researchers' opinion as much as the teachers and parents are of the opinion that parents are invited, majority of the students when asked disagreed that their parents are not involved in inviting teachers at home to assist them in their weak areas. In the students' thinking parents are not committed. The researcher argues that parents are not able to invite teachers for extra tuition possibly because of finances, so the student's weakness in given subjects is not solved and this mean low performance continues.

The researcher asked the students if their parents freely discussed their academic progress with their teachers. Figure 4.40 shows student's responses.



**Figure 4.40: Opinion of students regarding academic progress discussion of their parents with teachers.**

The study indicated that 54(41.5%) of the students agreed that their parents discussed freely their children's academic progress with the teachers, 37(28.5%) strongly agreed, 15(11.5%), 14(10.8%) were neutral and 10(7.7%) strongly disagreed. Similar to teachers' response on their interaction with teachers, it is clear that a good number of teachers discuss academic progress with the teachers. This shows that communication levels are high and parental role is experienced and appreciated by the teachers indicating that the teacher has a positive attitude to the parent. This study is different from the study carried out by Lazar and Slostad (1999), who argued that some teachers preferred avoiding contact with parents to avoid chances of confrontation. The authors further argued that keeping parents out of school to create an impression that the school is running smoothly can have costly effects.



Table 4.27 shows students' responses as regards their parents respect for teachers and having hopes in their children.

**Table 4.27: Students' responses as regards teachers' views on parents' involvement**

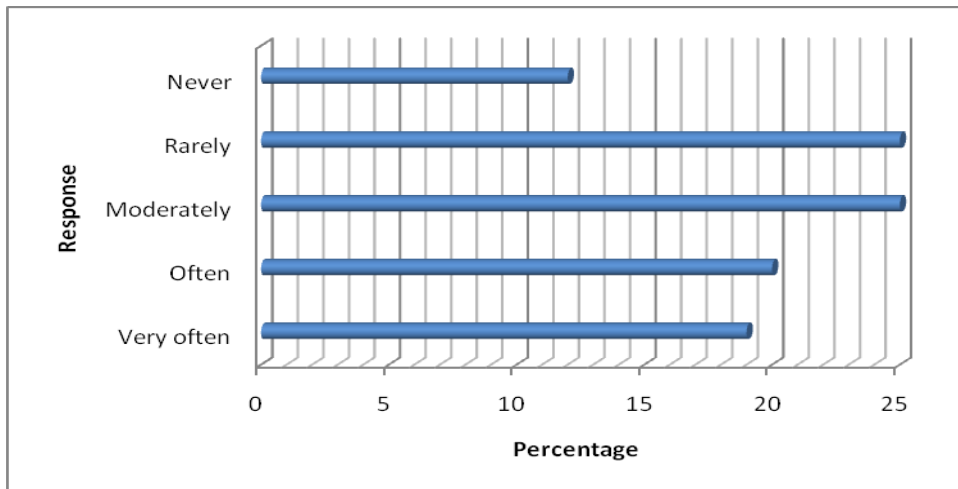
Grade	F	%	Response	Respect teachers		High hopes	
				F	%	F	%
C and below	50	38.5	A	48	36.9	48	36.9
			N	1	0.8	1	0.8
			D	1	0.8	1	0.8
C+ - B-	78	60.0	A	76	58.6	77	59.2
			N	1	0.8	1	0.8
			D	1	0.8		
B and above	2	1.5	A	2	1.5	2	1.5
			N				
			D				
Total	130	100.0		130	100.0	130	100.0

N=130s

The study noted that teachers are positive about parents' involvement which was at 97% in the students' response. This is supported by the fact that parents have high hopes in their children which was as high as 97.6%. According to the researcher parents will only have hope in their children's education when the teachers belief in their involvement. The study earlier indicated that teachers consult parents when unsatisfactory results arise a true indicator that teachers are positive about parents' involvement.

#### 4.5.3. Parents' responses concerning teachers' views in their involvement.

Parents were asked to indicate teachers' views on parents' involvement in the academic achievement of their children (Figure 4.41).



**Figure 4.41: Parents' frequency of visiting the schools**

The researcher asked the parents how often they visited their children's school to discuss academic progress with the teachers. According to the research 28(24.8%) of the parents showed that they rarely visited their children's school to discuss AP with the teachers while 28(24.8%) are moderate. Those who often visited their children's to discuss academic progress with the teachers were 23(20.4%) while 21(18.6%) were very often. Those parents who never visited schools were 13(11.5%). The results indicate a serious deficiency of parents' initiative to visit school. Though parents value their children's education a good number does not visit their children's school to discuss academic progress. When parents consult on AP the child sees that the parent is concerned and works harder.

Parents were asked to indicate whether they believed that their involvement was beneficial to the teachers in aiding their children. A high percentage of the parents 103(92.0%) believed that their involvement was beneficial to the teachers in aiding in their children's educational progress while 9(8.0%) did not (Figure 4.42).



**Figure 4.42: Parents' responses on their involvement**

The researcher further sought to investigate why parents stated that their involvement was beneficial. Table 4.28 that follows represents the findings of the study.

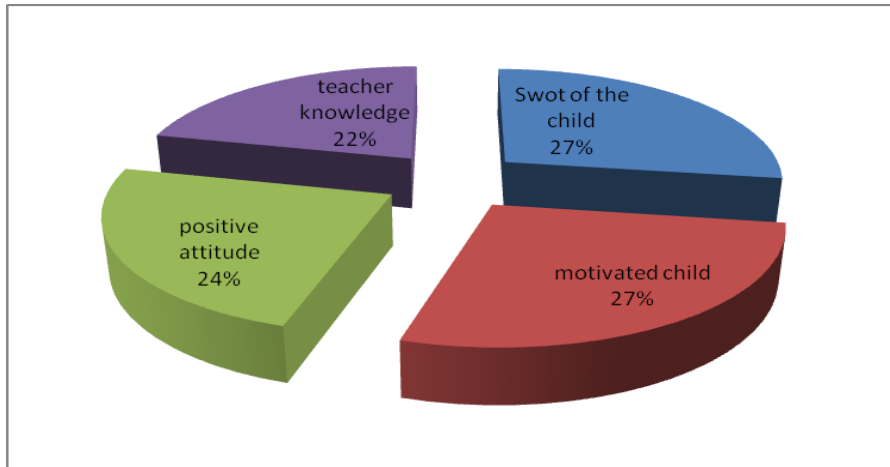
**Table 4.28: Benefits of parents' involvement to the teachers**

Response	Frequency	Percentage
SWOT of the child	32	27
Motivated child	32	27
Positive attitude	28	24
Teachers' knowledge	25	21
Total	117	100

N=117

The findings of the study showed that 32(27%) of the parents believed that their involvement is beneficial to the teacher in aiding in their children's education progress

because the parent knows the strengths, weaknesses, opportunities and threats of the child and is able to assist in the absence of the teacher. Thirty two parents said that the child is motivated and remains focused academically. The study further revealed that 24% said that the child develops a positive attitude in school and discipline is improved while 22% felt that the teacher is knowledgeable (Figure 4.43).



**Figure 4.43: Importance of parental involvement**

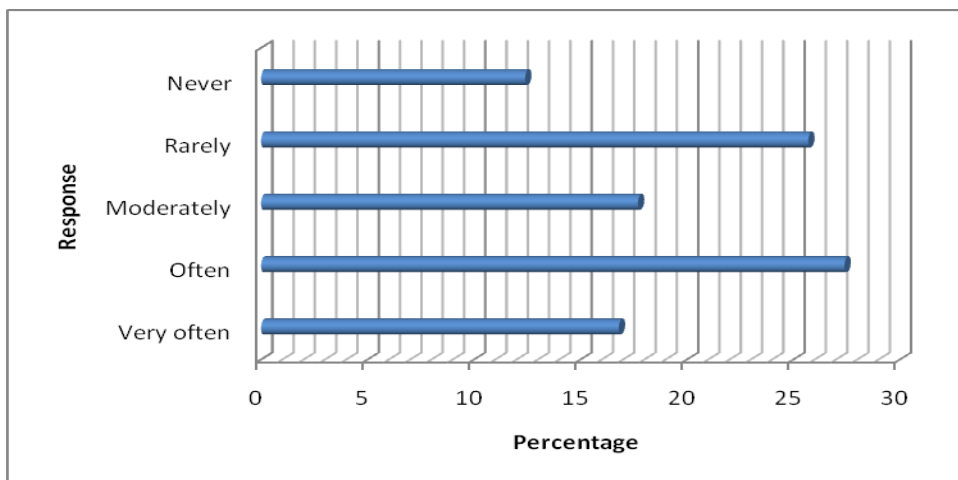
The researcher can conclude that parents have a positive attitude towards the teachers and have faith in them, with this positive attitude the parent, child and teacher will remain focused for good performance. Parents' involvement in education of the children has been found to be of benefit to parents, children and schools (Tella & Tella, 2000). Table 4.29 indicates the reasons given by parents who felt that their involvement was of no benefit to the teachers. The study revealed that 12 parents did not believe that their involvement is beneficial to the teachers for various reasons distributed as follows; 4 said it was the teachers' full responsibility, 3 had no time while 5 had negative attitude towards school and their children were poor academic achievers. The researcher believes that this category of parents are negative about the school and at no one time will they own the results of their children.

**Table 4.29: Parents reaction towards feeling that their involvement is of no benefit to the teachers**

Response	Frequency	Percentage
Teacher responsibility	4	33
Time factor	3	25
Poor grades and negative attitudes	5	42
Total	12	100

N=12

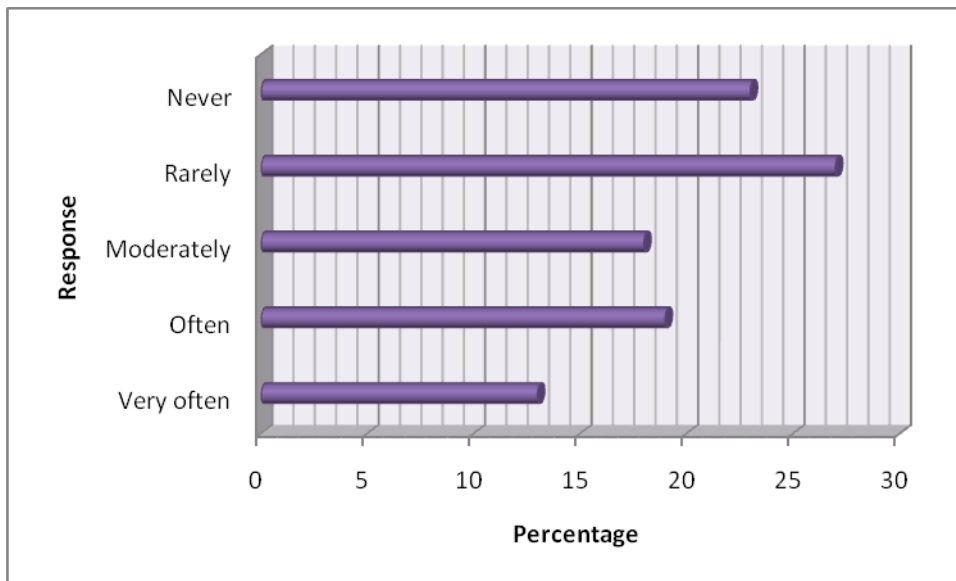
Figure 4.44 below shows how often parents are engaged in meaningful discussions with the teachers about their children's education.



**Figure 4.44: Engaging parents in meaningful discussions with teachers**

Out of 113 parents interviewed on how often they are engaged by teachers in meaningful discussions about their children's education, 27.4% indicated that they often did, 25.7% rarely, and 17.7% moderately. The study also showed that 16.8% did it very often while 12.4% never did it.

When parents were interviewed on the frequency parents' teachers' conferences were held the responses were as shown (Figure 4.45).



**Figure 4.45: Frequency of parents' teachers' conferences**

The study indicated that a low frequency of parents 15(13.3%) very often attended parent teachers conferences, on the same 20(13.3%) moderately, 21(18.6%) often, 31(27.4 %) rarely and 26(23.0%) never. This is a serious gap as parents are expected to frequently interact with the teachers for proper follow-ups in the AA of the children. The results show that only a few of the parents attend. The fact that parents are positive about the teachers meant that they were able to be engaged in meaningful discussions for the benefit of the children.

Table 4.30 shows the relationship in parents' responses towards their involvement and information flow from teachers to parents. The interview revealed that majority of the parents 91.2% believed that their involvement was beneficial to the teachers in aiding

their children in academic progress. This was consistent with the response that there was good flow of information (71.7%). This suggests that teachers are positive about parents.

**Table 4.30: Relationship between parents’ opinion on involvement and information flow**

Response	Belief their involvement is beneficial		Good flow of information	
	F	%	F	%
Yes	103	91.2	81	71.7
No	9	7.9	28	24.8
Missing	1	0.9	4	3.5
Total	113	100.0	113	100.0

N=113

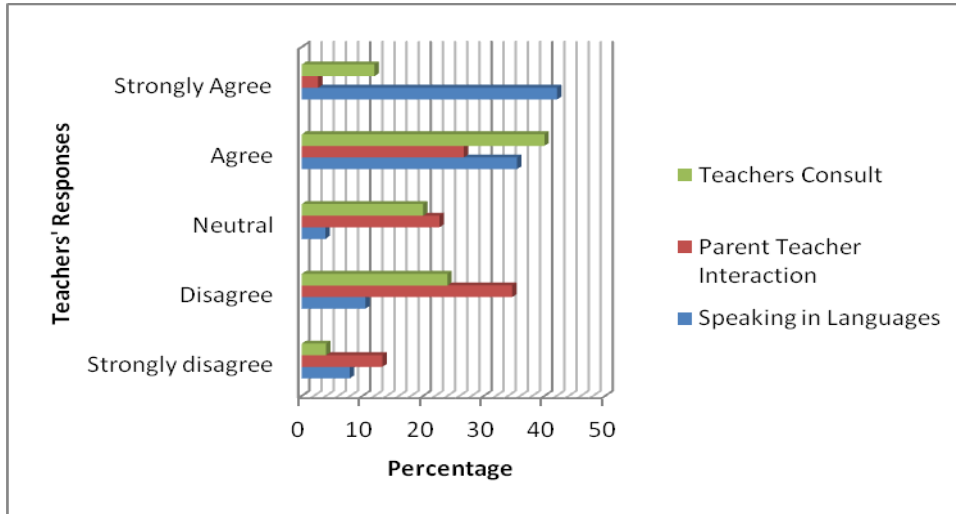
Realization of good performance cannot do without sufficient communication between the parents and the school. When teachers communicate with the parents they act as bridges to good performance. Issues to do with discipline or declining performance of the children are addressed and may result in improved results thereafter. When parents have faith in teachers and there is good flow of information parents become more involved in their children’s education.

#### **4.6 Objective 4: To explore learners’ views about parents’ involvement in their academic achievement**

The study was set to investigate learners’ views about parents’ involvement in their academic achievement in Kieni West District of Nyeri County. There were three categories of respondents to this objective and their responses were as discussed below.

#### 4.6.1 Teachers' responses towards learners' views about parents' involvement in their academic achievement.

Teachers were asked to give their opinion regarding learners' views about parents' involvement in their academic achievement. The teachers were categorical about the students' views on their parents' involvement (Figure 4.46).



**Figure 4.46: Teacher's responses on language, interaction and consultation**

The study showed that a high percentage 42.1% strongly agreed that they encourage students to speak in English and Kiswahili, 35.5% agreed, 10.5% disagreed, 7.9% strongly disagreed and the least 3.9% were neutral. Out of 76 teachers, 26(34.7%) disagreed with the statement that parents and teachers have frequent face to face interaction with their children teachers, 20(26.7%) agreed, 17(22.7%) were neutral, 10(13.3%) and the rest strongly agreed 21(27.7%).

The findings of the study further revealed that 30(40.0%) teachers agreed that parents consult them on unsatisfactory academic achievement of their children, 18(24.0%) disagreed and 15(20.0%) of the teachers were neutral. On the same type of involvement



9(12.0%) of the teachers strongly agreed while 3(4.0%) strongly disagreed.. The researcher argues that when parents are called for seminars and workshops the parents are made aware of their duties to their children and will voluntarily visit the schools to consult the teachers on child's performance. In the long run children will now see their parents as a source of motivation and have a positive attitude towards education even with the knowledge that their parents are not educated. Parental involvement has been linked to increased levels of academic performance in the classroom (Bobetsky, 2003).

Heath (1983) discovered that children achieve more when their home language pattern resembles that of the school. This study is different because when students speak in these two languages they do well because this is the language of the examination meaning currently no examination is tested in vernacular. The teachers are in the front line to consult parents because of unsatisfactory academic achievement of their children and to a great extent teachers encourage students to speak in English and Kiswahili. When this is done students academic potential is increased and good grades results.

When the researcher further asked the teachers to indicate their opinion as regards to parents talking with their children about the school, the findings are presented as shown below (Table 4.31). The study revealed that a high frequency of teachers 41(55.4%) agreed that parents talk with their children about the school in which they are in, 15(20.3%) were neutral and 9 (12.2%) disagreed.8 (10.8%) strongly agreed and 1(1.4%) strongly disagreed on the same.

**Table 4.31: Teachers' responses as regards parents talking with their children about school**

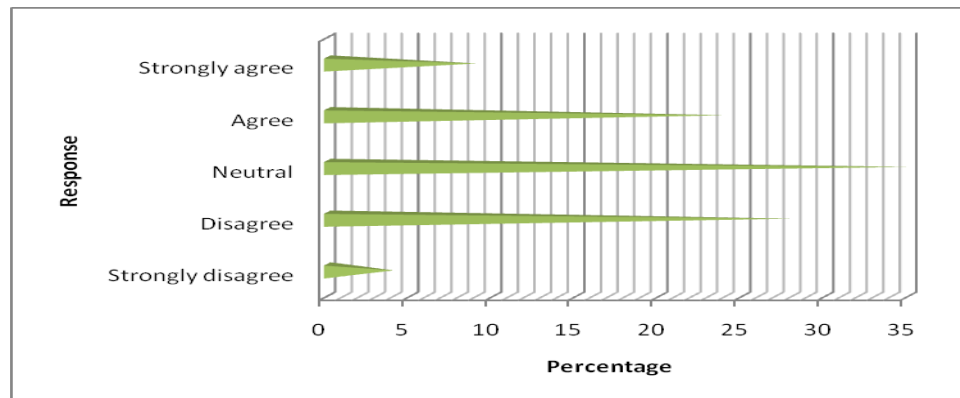
Responses	Frequency	Percent
Strongly disagree	1	1.3
Disagree	9	11.8
Neutral	15	19.7
Agree	41	53.9
Strongly Agree	8	10.5
Total	74	97.4
System	2	2.6
Total	76	100

N=76

Mc Neal (1999) observed that when parents discuss about school with their children, the parents show interest in the children's academic activities and express to the child the level of importance they place to education. Similarly the researcher can conclude that when parents discuss with their children, it shows a positive attitude to school which is expected to improve on parent's participation and quality grades for the children.

Finally, Teachers were asked to indicate their feelings about learners' views on parental involvement in their academic achievement (Figure 4.47). Responding to the statement that students were positive about their parents involvement in academic achievement of their children 26(34.7%)of the teachers were neutral,21(28.0%)disagreed and

18(24.0%) agreed. In addition 7(9.3%) of the teachers strongly agreed and 3(4.0%) strongly disagreed. This may partly explain students' earlier response to the effect that 76% of the students indicated that their parents had high hopes in them.



**Figure 4.47: Teachers response about the parents' involvement in their childrens' academic achievement**

The researcher further sought teachers' opinion on learners' views towards their parents' involvement. Table 4.32 indicates consistency in students' positiveness to their parents' involvement and attitude towards their school. When children talk about school with their parents, this suggests that they like the school and belief their parents' involvement with the school is of great importance. When parents are updated on the happenings of the school they are in a position to make contributions during meetings because they already have the information.

**Table 4.32: Teachers' opinion on learners' views towards their parents' involvement.**

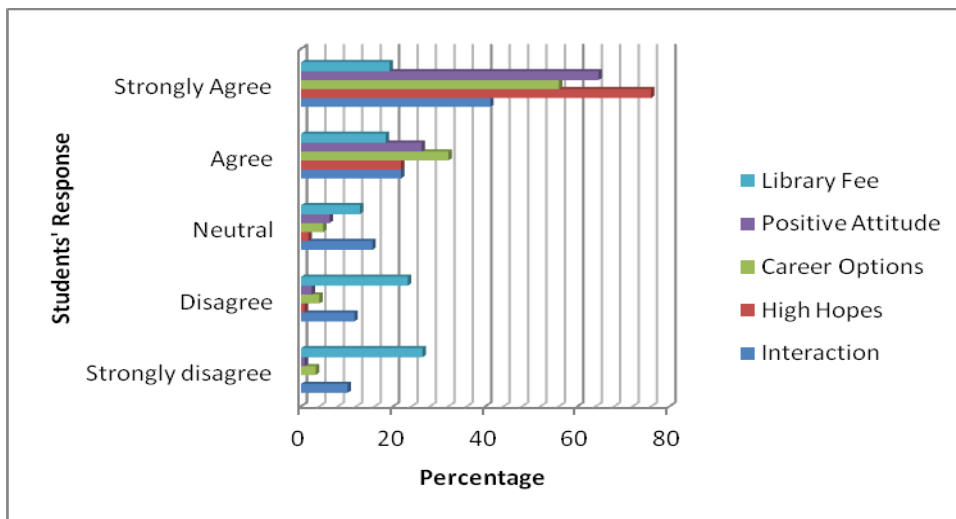
	F	%	Opinion	Positiveness		Talk about school		Students attitude	
				F	%	F	%	F	%
5 and below	17	22.4	A	12	15.8	13	17.1	6	7.9
			N	3	3.9	3	3.9	7	9.2
			D	2	2.6	1	1.3	4	5.3
6-15 years	24	31.5	A	10	13.2	14	18.4	4	5.3
			N	7	9.2	7	9.2	14	18.4
			D	7	9.2	3	3.9	6	7.9
16 and above	35	46.1	A	17	22.4	24	31.6	15	19.7
			N	6	7.9	5	6.7	5	6.6
			D	12	15.8	6	7.9	14	18.4
Missing								1	1.3
Total	76	100.0		76	100.0	76	100.0	76	100.0

N=76

#### **4.6.2 Learners' views about their parents' involvement in their academic achievement**

Figure 4.48 below shows students' opinions as regards their parents being involved in their academic achievement. According to the research majority of the students' parents strongly valued and respected their teachers 80.0%, 16.9% agreed, those who strongly disagreed and those who were neutral were equal at 1.5%.The study showed that the

frequency of the students 53(41.1%) strongly agreed that parents had face to face interaction with their parents, 28(21.7%) agree, 20(15.5%) were neutral while 15(11.6%) disagreed. The least strongly disagreed 13(10.1%).The study revealed that most of the student's parents had high hopes in them and they strongly agreed 76.0% and 21.7% agreed. However there were still some who did not know whether their parents had hopes 1.6% and 0.8% disagreed.



**Figure 4.48: Learners' opinion on their parents' involvement**

According to the study the majority of the students strongly agreed that their parents discussed the value of education and possible career options with them (56.0%), 32.0% agreed, 4.8% were neutral, 4.0% disagreed and 3.2% strongly disagreed. Most of the students strongly agreed that their parents had a positive attitude towards their teachers 64.6%, 26.2% agreed, 6.2% were neutral, and 2.3% disagreed while the minority strongly disagreed. Similar studies were carried out by Karther and Lawdn (1997), who found that many parents value education and believe it to be a path way to success of their children despite their own low school achievement.

Similarly it is clear that students feel that their parents value and respect their teachers. Teachers indicated that parents have confidence in their children's AA and had a positive attitude. The researcher notes that parents discussed the value of education with their children and children believed that their parents had high hopes in them. The researcher argues that when parents have a positive attitude and discusses the value of education with their children then the children performed well.

Students' opinion showed a very close relationship existing between parents discussing academic performance with their children and the value of education as in table 4.33 below:

**Table 4.33: Students' views on their parents' involvement in their academic work**

Opinion	Discussing progress		Discussing value of education	
	F	%	F	%
A	91	70.0	110	84.6
N	14	10.8	6	4.6
D	25	19.2	9	6.9
Missing			5	3.9
Total	130	100.0	130	100.0

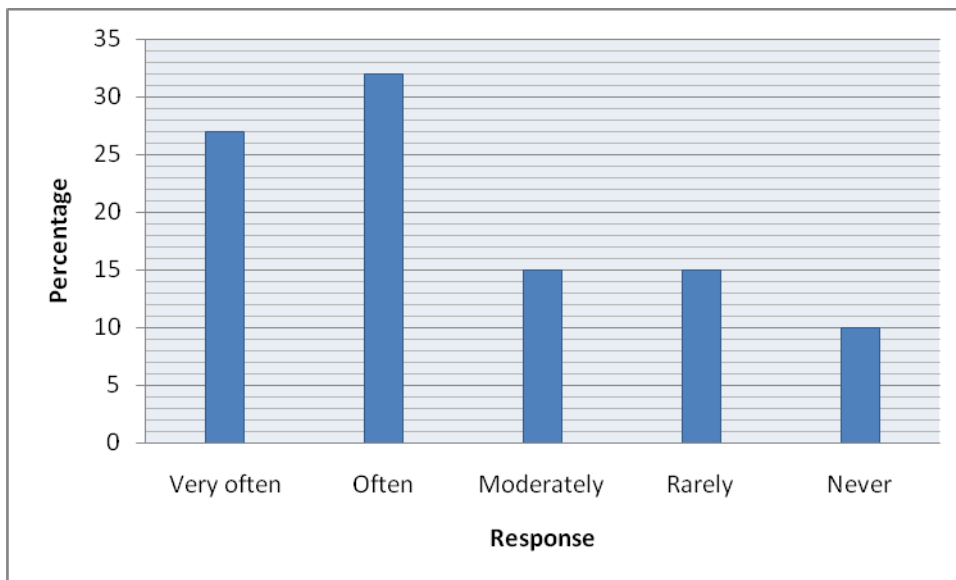
N=130

When parents discuss academic performance 91(70%) with their children it means that they value education and their wish is that their children perform well .This observation is consistent with the opinion that an overwhelming 110(84.6%) of the parents discuss the

value of education with their children. This suggests that the learners view their parents' involvement positively and in return will develop a positive attitude towards the teachers and are capable of performing well.

#### **4.6.3 Parents' opinion as regards their children's views in their involvement in their academic achievement**

Parents were asked on their opinion as regards their children's views in parents' involvement in their academic achievement. The figure 4.49 that follows indicates the responses parents gave when they were asked how often their children reminded them of academic clinics in school.

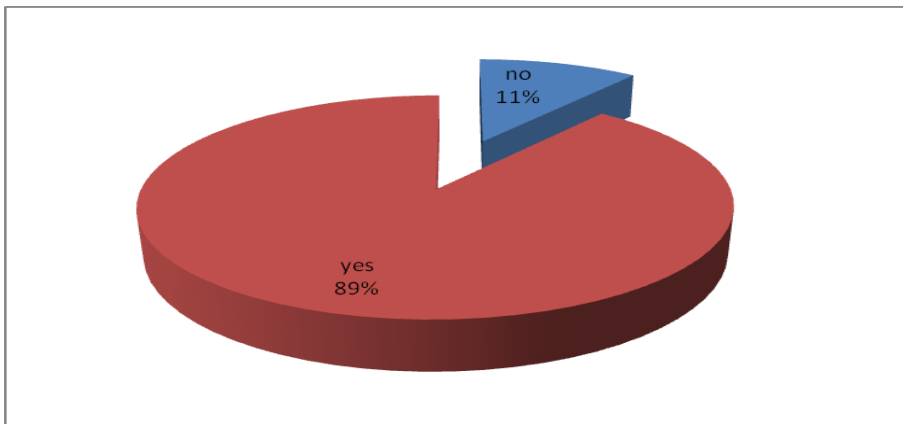


**Figure 4.49: Academic clinics**

It was revealed that 31.9% of the parents who participated in this study indicated that their children often reminded them of academic clinics in the schools, 27.4% very often, 15.9% moderately. These responses indicate that a considerable number of parents may not be well updated on their children's performance.

#### 4.6.3.2 Newsletters and Report forms

Parents' responses as far as receiving report forms and newsletters are concerned were indicated as follows (Figure 4.50).



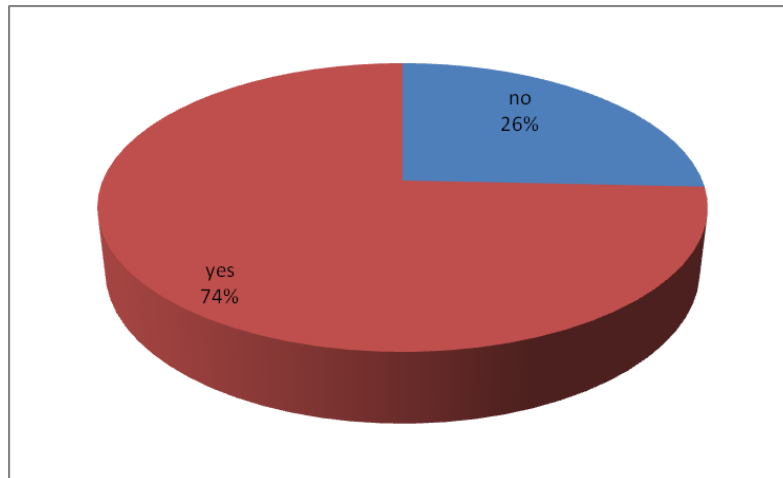
**Figure 4.50: Parents' response on receiving report forms**

The study realised an important finding that most of the parents, 100(89.3%) had their children bringing report forms and newsletters while a mere 12(10.7%) did not.

This is a positive indication in the light that the students are interested in discussing their progress with their parents. This suggests that children are positive about their parents' involvement in their academic progress.

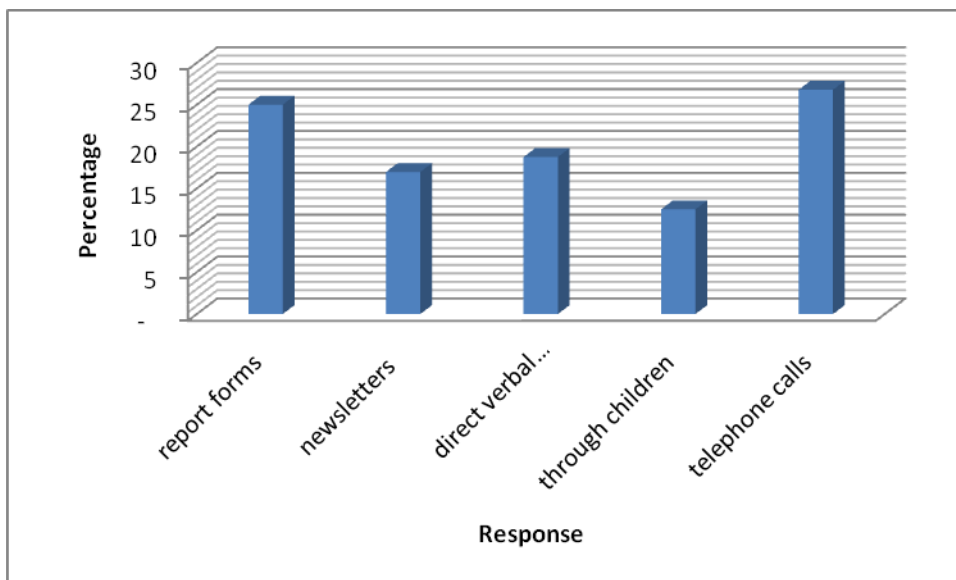
Parents further indicated their opinion as regards good flow of information (Figure 4.51). It is also noteworthy that a high percentage, 74.3% of the parents felt that there was a good flow of information between parents and teachers. This was encouraging considering that the study had earlier reported that majority of parents had difficulties in their school time. However 25.7% of the parents indicated that there was no good flow of information





**Figure 4.51 Parents response to good flow of information**

Figure 4.52 shows researcher's further findings regarding good flow of information.



**Figure 4.52: Communication channels**

The findings of the study revealed that parents felt that there was good flow of information between them and the teachers. This was expressed by 28(25 %) of parents who said it was through report forms, 19(17%) newsletters and 21(19%) direct verbal communication. As stated earlier it is clear that parents are involved but quality grades are not achieved. Becker and Epstein (1982) found that parent do not go beyond parent

teacher communication and teachers admitted not knowing the best way(s) to get parents involved in their children's education. In addition a high frequency of parents 30(27%) communicated through telephone calls with the teachers while 14(13%) said that they got the information through their children in form of leave outs and exclusion letters. These findings may partly explain the response from parent' interviews to the effect that a good number received the report forms. This helps in monitoring progress of the children, both in discipline and academic

Parents were further probed on reasons why 28 of them felt that communication did not exist between them and the teachers. The study realized that 10 parents never received report forms or newsletters from their children, 11 said that teachers have no time and are not concerned about the children and 7 parents said there are no meetings held between teachers and parents.

Parents who said there was no good flow of information gave the reasons (Table 4.34).

**Table 4.34: Inefficient flow of information**

Response	Frequency	Percentage
No report form/newsletter	10	36
No teachers and parents meetings	7	25
Teachers not concerned and has no Time	11	39
Total	28	100
N=28		

This group comprised of 28 parents of which 10 did not receive report forms and 7 said that there were no meetings between parents and teachers. In addition 11 parents expressed their concern that teachers were not concerned and had no time. This suggests that there is need for teachers to create time for parents where they discuss academic performance for proper follow up.

The results in table 4.35 indicate that majority of the parents 51% rarely attended parents teachers conferences but still the highest percentage of the parents interviewed 59.4% stated that their children reminded them of academic clinics.

**Table 4.35: Parents’ opinion on parents’ and teachers’ conferences and academic clinics**

Opinion	Attend parents teacher conference		Child reminds parents of academic clinics	
	F	%	F	%
Often	36	31.9	67	59.4
Rarely	51	45.1	35	30.9
Never	26	23.0	11	9.7
Total	113	100.0	113	100.0

N=113

This clearly indicates that even with parents not attending conferences where they are enlightened on their involvement, their children are positive about their parents’ contribution during the academic clinics. This implies that the learners feel that their parents’ contribution has a positive impact in their performance school. However it is

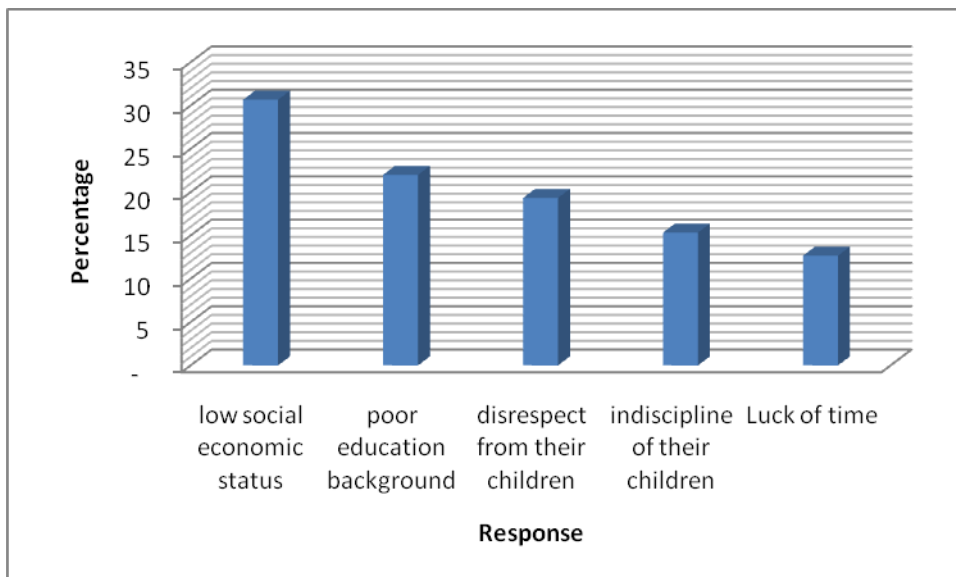
prudent for schools to establish why 9.7% parents are never reminded of the academic clinics and only 30.9% are rarely reminded. Academic clinics are absolutely important because the parent is made aware of the academic progress and the way forward aimed at good performance. This strengthens the bond that exists in the school and at home.

#### **4.7 Challenges experienced by parents in their children's academic achievement**

The study further investigated the challenges that the parents were facing in Kieni West District. The responses from parents, teachers were as discussed below.

##### **4.7.1 Challenges experienced by parents as stated by teachers**

The researcher was interested in establishing the challenges from teachers, parents experienced in their efforts to support their children in their academic work.

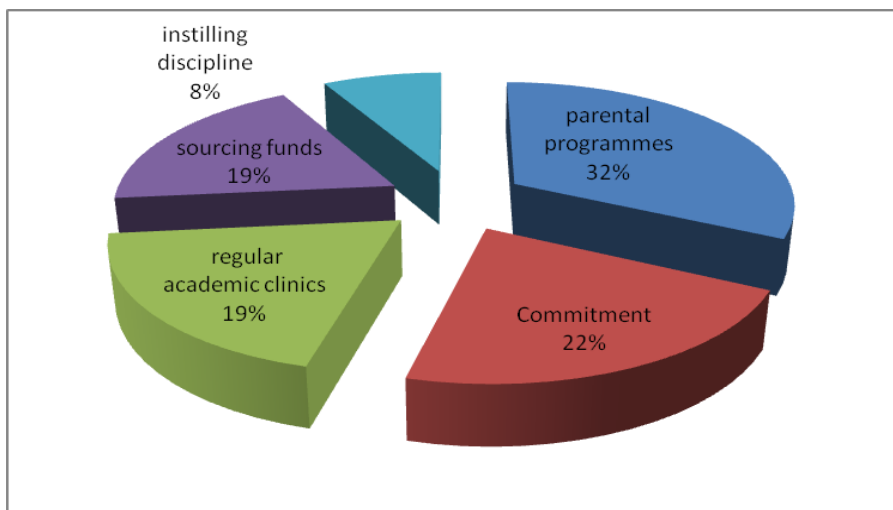


**Figure 4.53: Challeges faced by parents in their involvement as stated by teachers**

The findings of the study showed that 46 out of 76 teachers stated that parents experienced low social economic status and 33 felt that parents had a poor education background (Figure 4.53).Twenty nine teachers felt that parents were not respected by their children while forty two felt that children were indisciplined and that parents lacked

quality time with their children in academic affairs. From these findings poor education background of the parent has a negative influence on the academic achievement of the child and could have been the result of the low social economic status of the parent. These views were supported by Ogbu (1989) who observed that many low income parents care about their children's academic achievement progress but do not know how to help their children.

When teachers were further probed on how challenges experienced by parents could be addressed, the outcomes were as shown in figure 4.54 that follows.



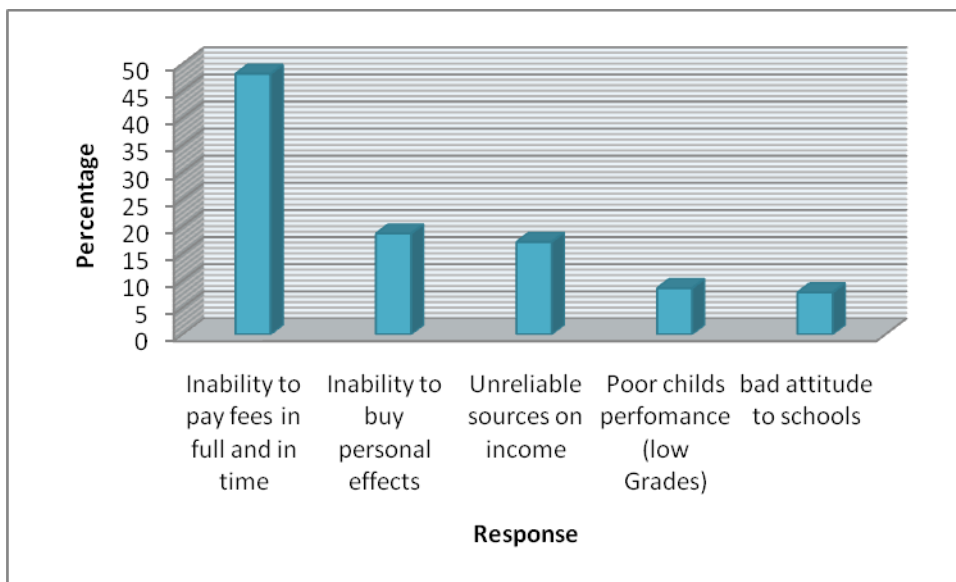
**Figure 4.54: Teachers' suggestions on overcoming challenges experienced by parents**

The study showed that majority of the teachers (40) said that parental programmes should be prioritized in schools, 27 said that parents should be committed and 24 were for regular academic clinics. A minority, 10 said that parents should instil discipline in their children while 23 felt that funds should be sourced from the government and other donors. Henderson (1988) states that parental involvement programmes have a positive impact on children's achievement. Similarly researcher argues that organised parental

programmes should take the centre stage to make parents aware of their roles in being actively involved in ensuring that their children perform well in the examinations. As noted earlier, the fact that parents had poor education background could have to some extent contributed to parents' lacking experience on how they should be involved in the academic achievement of their children.

#### 4.7.2 Challenges experienced by parents as stated by students

Figure 4.55 shown below represents challenges parents experienced as stated by students, in their involvement in academic achievement.

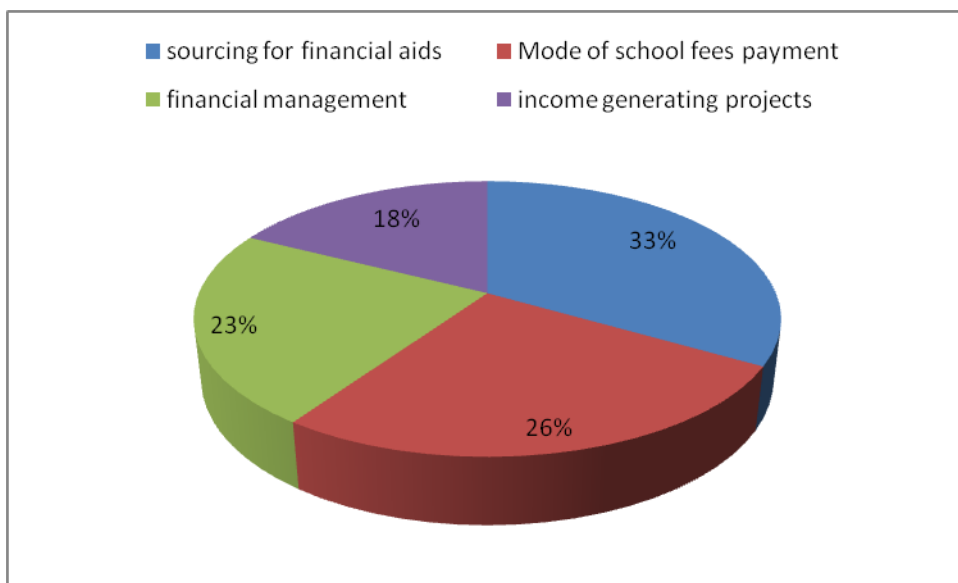


**Figure 4.55: Challenges parents faced by parents as cited by students**

The difficulties parents faced included inability to pay school fees in full and in time took the lead with a frequency of 62 followed by 24 whose parents were not capable of providing personal effects at the appropriate time, calculators, mathematical sets and literature set books among others. The study revealed that minority 8% of the students felt that their parents had a negative attitude towards the school while 9% was due to poor

child's grades and 17% of the students felt that their parents had unreliable sources of income. Similar to what the teachers had reported concerning low social economic status of the parents, it is on the same wavelength that students indicated that they face fees payment problem and lack quality time for their children as far as academic achievement is concerned. Inability to pay fees means that the students will be out of school thus reducing teacher contact hours for the teaching learning process. In one way or the other, the child loses touch with school where discipline is controlled and the student may become indisciplined and lose taste of being in school. When the rate of attendance is low the student is likely to perform poorly and finally not meet the set target meaning student's dream becomes a thing of the past.

Students were asked to suggest possible solutions to the challenges their parents faced. The students had varying solutions regarding how the challenges their parents face can be handled (Figure 4.56).



**Figure 4.56: Overcoming parent' challenges as indicated by students**

The findings indicated that up to 33% felt there was need to source for financial aids, 23% were for improved financial management of their parents, while 18% of the students felt that the government should come up with income generating projects to support their parents. In addition the study showed that 26% of the learners were for their parents making prior arrangements on the mode of fees payment to maximise their stay in school during the teaching and learning sessions.

From the findings the researcher concludes that activities geared toward financing the parents so that they can pay school fees, buy supplementary books, pay library fee as well buy computers for education purposes would really improve the performance of the students. When the performance is improved the students compete favourably for marketable courses. At the end of the day employment level are increased, leaving standards improves and this goes a long way improving the education standards of the people in the region.

#### **4.7.3 Challenges stated by parents in their involvement**

The parents who were interviewed stated some challenges they faced in supporting their children's education. Table 4.36 below shows the responses and their frequency distribution. The table indicates that parent's face the greatest challenge of lacking time which took the highest frequency of 50, followed by insufficient funds with faced by 29 parents and 23 said that their children have no confidence and lack interest in them. The results revealed that 22 parents were blocked by curriculum changes in the recent past while 12 said that their children have a negative attitude towards school and teachers.



**Table 4.36: Challenges parents experience in their involvement in academic achievement of their children**

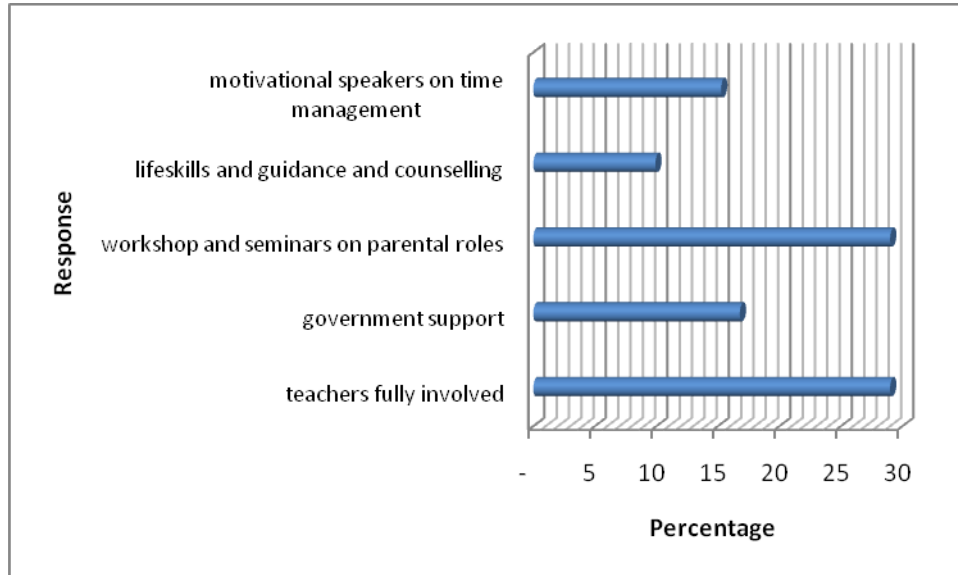
Response	Frequency	Percentage
Lack of sufficient funds	29	21
Curriculum change	22	16
Lack of sufficient time	50	37
No confidence in the parents	23	17
Negative attitude	12	9
Total	136	100

N=136

This indicates that parents still encounter difficulties that affect their level of involvement in their children's academic performance in school. The researcher concludes that parents are busy looking for other sources of money to pay fees for their children forgetting that their children need quality time with them in order to perform well right from early stages in life.

The parents had varying responses towards overcoming the challenges they face in their involvement in their children's education (Figure 4.57). According to 13(10%) of the parents, life skills coupled with guidance and counselling should be intensified in schools while 20(15%) felt that motivational speakers should be invited in schools to enlighten them on time management. Government full support was said by 22(17%) of the parents and equal number of parents highly stated that teachers should be fully involved and that schools should frequently organize workshops and seminars tackling financial

management and make parents aware of their specific roles in education.



**Figure 4.57: Parents' responses on overcoming challenges in parental involvement**

According to the researcher all these efforts will result to good performance. Cotton and Wiklund (2005) asserted that the more intensive parents are involved in their children's learning the more beneficial are the achievement effects.

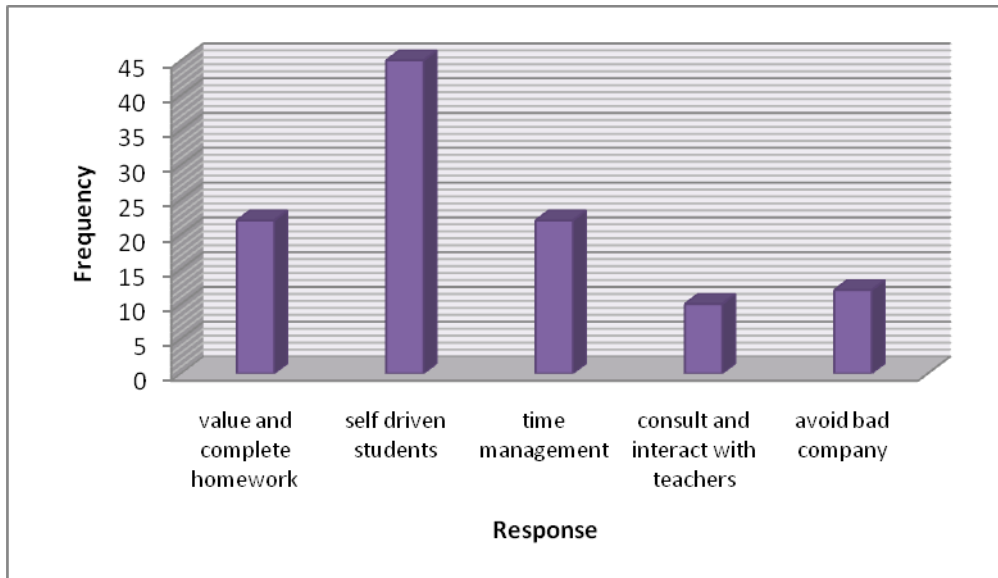
The researcher further wanted to establish the responsibilities parents would assign to their children for their academic excellence (Table 4.37). Out of 111 parents, 22(20%) were for their children valuing and completing homework and 45(41%) felt that students should be self driven. Time management was indicated by 22(20%), interacting with teachers 10(9%) and avoiding bad company was cited by 12(11%) of the parents. The findings clearly show that parents belief in the involvement of their children in academic progress. The researcher concludes that as much as parental involvement is important, there is need that the children take it as their responsibility to perform well. Children should be accountable of their results whether their parents are highly involved or not

**Table 4.37: Children’s duties assigned by parents**

Response	Frequency	Percentage
Value and complete homework	22	20
Self driven students	45	41
Time management	22	20
Consult and interact with teachers	10	9
Avoid bad company	12	11
Total	111	100

N=111

Parents who felt that they should assign self driven responsibilities constituted the highest frequency of 45 followed by 22 for valuing and completing homework (Figure 4.58). Twenty two parents felt that good time management would be necessary while 12 were for their children avoiding bad company.



**Figure 4.58: Students’ responsibilities for academic achievement**

Up to 10 parents said that children should consult and interact with teachers to the

maximum. Children should be made aware that education is the key and should be accountable at the end of the day and own the results fully. This suggests that when children play their roles right then parental involvement will take its right route without interferences and this will positively contribute to academic achievement in the children.

## **CHAPTER FIVE:**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter gives a summary of the study, conclusions and recommendations which could be used in managing parental involvement in the academic achievement of their children and identifying the level of participation by parents in their children's education success in Kieni West District.

#### **5.2 Summary of the findings**

The purpose of the study was to investigate to what extent parents are involved in their children's' academic achievement in public secondary schools in Kieni West District of Nyeri County, Kenya. The study was guided by Bronfenbrenner's Ecological System's Theory. Relevant literature was reviewed. The study was conducted using descriptive survey design. Data was collected using questionnaires and structured interview schedule and presented using percentages, frequency distribution and cross tabulation.

The results indicated that there are various ways in which parents are involved in their children's education achievement namely: participating in school events and activities such as annual general meetings, school decision making on rules and regulations, academic clinics and in debates with other parents. Home work is monitored by checking if it is done, how it is done and to some extent parents solve difficult areas practically. Parents engage their children in holiday tuition and are highly responsible for their

children's fees payment. In addition, they discuss career choices with their children and discuss academic progress with the teachers. From these findings parents value the academic clinics and therefore teachers need to programme more and encourage more parents. This also suggests that the issues rose in the academic clinics and debates require mentoring to improve on the nature of parents' involvement. Parents play a vital role in the education achievement of their children. Parents' contribution and involvement at home and school bring about positive development in the children's lives.

As regards the extent to which factors influencing parental involvement contributed to the academic achievement of their children, some key areas arose. Parents are not aware of the homework assigned to their children by their teachers and to some extent lack knowledge of the subjects to assist in the difficult areas as a result of poor education backgrounds and the mother tongue influence. The study realized that fees payment was a problem because parents experience low social economic status and do not have reliable sources of income. That spilt over to high rates of absenteeism reducing teacher student contact hours which at the end of the day blocked realization of quality grades. Due to lack of time as a result of their nature of work, as most of them are farmers and casual labourers, they do not follow up the academic progress of their children, as expected, so at the final end a high frequency of students are not admitted to their careers of choice with the parents being involved in the course selection and target setting. The fact that the student will attend holiday tuition because it is a school policy means that a negative attitude towards learning may develop. The results indicate that parents do not understand the influence tuition has on the academic achievement of their children. Parents need to

be guided and directed on the same. On the other hand children should be the true informer as far as the importance of holiday tuition is concerned. Consequently the quality of parental involvement suffers and is likely to affect learners' achievement as well.

The finding of the study indicated that a good number of parents have faith and a positive attitude to their children's teachers. It was indicated that teachers are knowledgeable and should play a noticeable role in ensuring that students do well in school by producing good grades at the end of the course. Parents strongly felt that their involvement is beneficial to the teacher as it was indicated that it was the duty of students to consistently consult the teachers in their weak subject areas for good performance in schools. The study realized that good communication existed between parents and teachers through report forms, newsletters and to a great extent verbal communication through telephone calls and through their children for clarity purposes. The results of the study indicated that parents' support was the most important way to improve schools. The major finding of the study is that communication between home and school is rated highly in most schools. This is a very important variable in keeping the parents, teachers and students well informed and updated. This suggests that there should more forms of communication if they will result to better performance in the children and the few parents who may not be having hope in their children will be encouraged to do so. Teachers should encourage parents to create more and quality time with their children.

The findings of the study showed that students were positive about their parent's involvement in their academic achievement whereby it was realized that they talk about the school even while at home. Majority of the students indicated that their parents discussed the value of education with them and possible career option and as a result the students felt that their parents had high hopes in them. A good number forwarded report forms and newsletters to their parents for discussion meaning that the learners had a positive attitude towards the parent and felt that the parent had a role to play for good performance. However a good number of parents felt that children should be assigned self driven responsibilities for their academic achievement. Though parents are involved by checking the report forms there is need for the parent to categorise on improved performance. The findings of the study clearly showed that library use is not popular with the parents and see no need to have their children registered. The research established that parents have high hopes in their children's future and expect them to perform well; therefore there is need for parents to be more committed in their involvement in their children's education. There is need for parents to understand how and why their involvement is necessary in academic achievement of their children.

### **5.3 Conclusion**

The findings of the study indicated that parents are involved in their children's academic achievement namely: fees payment, monitoring homework and attending programmed school meetings. The study realized that even though parents were involved, the average performance is wanting which mean parents continued being involved but there was no V.A.P realized by the students. The study realized that inability to pay school fees in time could have contributed to reduced teacher student contact hours which affect



performance of the children preventing achievement of quality grades. The impact that parents can have in their children's academic achievement transcends income levels and social status. Respondents' reaction geared towards cultivating quality involvement was among others; sourcing for finances, government support of income generating projects, workshops and seminars and committed parents. The researcher argues that prior proper planning of the parents in their children's education prevents poor performance. There is need for parental awareness programmes aided by the government in public secondary schools in Kieni West, Nyeri County. It is paramount to mention that teachers also need to be very close to parents and clearly define their roles as early as their children join school. When parents are involved, children achieve more and everyone benefits in the sense that the school is recognized, parents have faith in the teachers and students are willing to stay. Parental involvement in their children's academic achievement yields positive academic outcomes ranging from early childhood throughout adolescence and beyond.

### **5.3 Recommendations**

The following recommendations were made from the findings of the study.

- i) There is need for public secondary schools to admit that the nature of parental involvement in children's education is not as expected. The first step is to establish the nature of parental involvement that is already in place. Improve on the nature of parental involvement by supporting those from poor economic status, those working far from home and those with low levels of education.

- ii) Teachers need to improve on modalities of sensitizing both parents on how to be involved in their children's academic performance and for the students to appreciate their parents' participation despite the challenges. All forms of involvement which may include school based, home based and study based should be known to the parents as early as the parents are new to the school. Train parents on how to assess their children's homework. Parents may be willing to be involved but they do not know how far and how.
- iii) The government in conjunction with the ministry of education should encourage parental involvement programmes in which the school administration of the public secondary schools could join forces in sourcing for motivational speakers. By doing so parents will be aware of their roles as far as achievement of the child is concerned and the students and their parents could maximise the school resources for quality grades.
- iv) There should be programmed teacher parent conferences where hope forums would have teachers reporting areas that need to be addressed and parents giving feedback and areas that would require improvement both at individual and school level. This would enhance team work and ownership of the school individually and school results as a whole.
- v) A component of the nature of parental involvement in their children's education should be incorporated in teacher training curriculum so as to equip the teachers with the necessary knowledge to enable them deliver adequately as they interact with parents. The practicing teachers need in-service training in this area.

- vi) Come up with ways of helping the parents overcome the challenges experienced in order to support their children better for instance bursaries, sponsors, reference books and accepting the school in which their children are admitted to.

#### **5.4 Areas for further research**

Further research is recommended in the following areas.

- a) The study was carried out in twelve public secondary schools. There is need for a widespread research that documents the nature and extent of parental involvement in their children's education at home, in the community and in their schools.
- b) There was need for more research to investigate the impact of mother tongue in the performance of the two languages namely: English and Kiswahili in order to inform policy decision towards reducing vernacular speaking.
- c) Further research could be done to investigate the effect of parental involvement in public primary schools since the nature of parental involvement could be directly transferred to higher levels of schooling.
- d) Research should be carried out to assess the nature of parental involvement in private secondary schools which could be compared with that existing in public secondary schools.

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## APPENDICES

### Appendix I: Consent Letter

Kenya Methodist University (Nyeri Campus),  
Faculty of Education and Social Sciences,  
Department of Education,  
P.O.Box 2285-10140,  
NYERI.

The Principal,  
.....Secondary school.

Dear sir/madam,

#### **RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL.**

I am a Masters of Education student in the Department of Education and Social Sciences, Kenya Methodist University, Nyeri campus. I am currently carrying out a research on parental involvement in the academic achievement in public secondary schools in Kieni – West District. You have been randomly selected to participate in this study.

I am therefore seeking your support in helping to fill the questionnaire pertaining to the topic. I will be grateful if you provide information required in the questionnaire. The study is purely an academic exercise and the responses given will be confidential. Your sincerity and cooperation is much vital.

Thank you for your cooperation.

Yours faithfully

Lydia Muthoni Ndirangu.

## Appendix II: Teachers' Questionnaire

This study is seeking for opinion on the parents views on support for their children's academic achievement in secondary schools in Kieni-West district. Give honest response by putting a tick (✓) to each of the correct items in this questionnaire. I ensure the instrument will be kept confidentially.

### SECTION A: BIOGRAPHICAL DATA.

1. Please tick your Gender.                      Male (   )              Female(   )
2. Please indicate your academic qualification

Academic level	Tick
Certificate	
Diploma	
Bachelors	
Post graduate	

3. How long have you been a teacher?

Teacher experience	Tick
Below 1 yr	
1-5 yrs	
6-10 yrs	
11-15 yrs	
16-20 yrs	
Over 20 years	

## SECTION B: ACADEMIC ACHIEVEMENT FACTORS

Please respond to the statements below by putting a tick to the correct response and answering the open ended questions

**Key: SA-Strongly Agree (5), A-Agree (4), N- Neutral (3), D-Disagree (2); SD-Strongly Disagree (1)**

No.	Statement of opinion	SA	A	N	D	SD
4(a)	Parents ensure that their children adhere to the school rules and regulations					
4(b)	Parents freely participate in meetings involving decisions that affect their children academic achievement					
4(c)	Parents are included in schools decision making on goals and objectives of the school					

## SECTION C: PARENTS' INVOLVEMENT FACTORS

**Key: SA-Strongly Agree (5), A-Agree (4), N- Neutral (3), D-Disagree (2); SD-Strongly Disagree (1)**

No.	Statement of opinion	SA	A	N	D	SD
5(a)	Parents are aware of the homework assigned to their children by their teachers					
5(b)	Parents assist their children in achieving the set targets					
5(c)	Parents punctually attend meetings organised by					

	the school					
5(d)	Parents attend academic clinics organised by the curriculum department					
5(e)	Parents send their relatives and friends to attend meetings on academic clinics on their behalf					

#### **SECTION D: PARENTS' HOME-BASED CAPABILITY FACTORS**

**Key: SA-Strongly Agree (5), A-Agree (4), N- Neutral (3), D-Disagree (2); SD-Strongly Disagree (1)**

<b>No.</b>	<b>Statement of opinion</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
6(a)	Parents ensure that their children have enough personal effects as they open school					
6(b)	Parents buy enough supplementary books for their children					
6(c)	Parents are positive about the school in which their child is in					
6(d)	Parents support is the most important way to improve schools					
6(e)	Parents are financially prepared for their children's education					
6(F)	Parents organise remedial teaching for their children who do not meet the parent's expectations					

## SECTION E: TEACHERS' FACTORS

**Key: SA-Strongly Agree (5), A-Agree (4), N- Neutral (3), D-Disagree (2); SD-Strongly Disagree (1)**

No.	Statement of opinion	SA	A	N	D	SD
7(a)	Teachers encourage their children to speak in English and Kiswahili					
7(b)	Parents and teachers have frequent face to face interaction with their children's teachers					
37(c)	Teachers consult parents because of unsatisfactory academic achievement by their children.					

## SECTION F: LEARNERS' FACTORS

**Key: SA-Strongly Agree (5), A-Agree (4), N- Neutral (3), D-Disagree (2); SD-Strongly Disagree (1)**

No.	Statement of opinion	SA	A	N	D	SD
8(a)	Parents talk with their children about the school					
8(b)	Students are positive about their parents involvement in academic achievement					

## **SECTION G: CHALLENGES**

9. List some challenges parents experience in their involvement in their children's academic achievement.....

10. What are your suggestions on how to overcome these challenges listed above?

.....

11. Give suggestions on how parents can be fully involved in attaining high academic achievement of their children in schools.....

12. List some challenges you experience in your school with parents in their children's academic achievement involvement.....

13. List your suggestions on overcoming these challenges

.....

### Appendix III: Students' Questionnaire

This study is seeking for opinion on the parents views on support for their children's academic achievement in secondary schools in Kieni-West district. Give honest response by putting a tick (✓) to each of the correct items in this questionnaire. I ensure the instrument will be kept confidentially.

#### SECTION A BIOGRAPHICAL DATA.

1. Indicate your Gender? male ( ) female ( )

2. What was your K.C.P.E mark?

KCPE MARKS	TICK
Less than 200 marks	
Between 201 – 250	
Between 251 – 300	
Between 301 – 350	
Between 351 – 400	
Over 400	

#### SECTION B: ACADEMIC ACHIEVEMENT FACTORS

Please respond to the statements below by putting a tick to the correct response and answering the open ended questions

**Key: SA-Strongly Agree (5), A-Agree (4), N- Neutral (3), D-Disagree (2); SD-Strongly Disagree (1)**

No.	Statement of opinion	SA	A	N	D	SD
-----	----------------------	----	---	---	---	----



3(a)	My parent discusses my academic progress with me and my teachers					
3(b)	My Parents are involved in my career choice/guidance					

### **SECTION C: PARENTS' INVOLVEMENT FACTORS**

**Key: SA-Strongly Agree (5), A-Agree (4), N- Neutral (3), D-Disagree (2); SD-Strongly Disagree (1)**

No.	Statement of opinion	SA	A	N	D	SD
4(a)	My parent assist me in course selection					
4(b)	My parent attends all school programmed meetings					
4(c)	My parents checks my report form after every term					

### **SECTION D: PARENTS'HOME-BASED CAPABILITY FACTORS**

**Key: SA-Strongly Agree (5), A-Agree (4), N- Neutral (3), D-Disagree (2); SD-Strongly Disagree (1)**

No.	Statement of opinion	SA	A	N	D	SD
5(a)	My parent has paid a registration fee for my library use					
5(b)	My parent has created a study room for me at					

	home					
5(c)	My parents have bought a computer for my educational purposes at home					
5(d)	My parent pays for my academic tours					

## SECTION E: TEACHERS' FACTORS

**Key: SA-Strongly Agree (5), A-Agree (4), N- Neutral (3), D-Disagree (2); SD-Strongly Disagree (1)**

No.	Statement of opinion	SA	A	N	D	SD
6(a)	My parent invites teachers at home for extra tuition in my weak subject areas					
6(b)	My parent discusses freely my academic progress with the teachers					

## SECTION F: LEARNERS' FACTORS

**Key: SA-Strongly Agree (5), A-Agree (4), N- Neutral (3), D-Disagree (2); SD-Strongly Disagree (1)**

No.	Statement of opinion	SA	A	N	D	SD
7(a)	My parent value and respect my teachers					
7(b)	My parent has face to face interaction with my teachers					
7(c)	My parent has high hopes in me					
7(d)	My parent discusses the value of education and a					

	possible career option with me					
7(e)	My parent has a positive attitude towards my teachers					

## SECTION G: CHALLENGES

8. Which challenges are faced by your parent in ensuring that you perform well and attain your targets?.....

9. Suggest ways of overcoming these challenges faced by your parent.

.....

## Appendix IV: Interview Schedule for Parents

### SECTION A: BIOGRAPHICAL DATA

1. What is your gender? Male( ) Female ( )

2. What is your age bracket?

31-35 years ( )

35-40 years ( )

Over 40 years ( )

3. What is your education level?

Education	Tick
Primary Education	
Secondary education	
Diploma/certificate	
Degree	
Post graduate	

4. What is your income level?

Income Level (kshs.)	Tick
Less than Kshs.5,000	
Between Kshs. 5,001 – Kshs. 10,000	
Between Kshs. 10,001- Kshs 15,000	
More than Kshs. 15,000	

## SECTION B: PARENTAL INVOLVEMENT FACTORS

5. Are you aware of parents' involvement programmes? Yes ( ) No ( )
6. Do you participate in school events and activities such as annual general meetings and academic clinics? Yes ( ) No ( ). Explain your answer.....
7. Do you monitor homework for your children? Yes ( ) No ( )  
Explain.....
8. Do you engage your child in holiday tuition? Yes ( ) No ( )  
Explain.....
9. How often do you check on the performance of your child?
- |                 |     |
|-----------------|-----|
| Daily           | ( ) |
| Twice per week  | ( ) |
| Weekly          | ( ) |
| After two weeks | ( ) |
| Monthly         | ( ) |
| Never           | ( ) |
10. Does your child remain in school throughout the term? Yes ( ) No ( )  
Explain your answer.....
11. How often do you visit your child's school to discuss academic progress with the teachers?
- |            |     |
|------------|-----|
| Very often | ( ) |
| Often      | ( ) |
| Moderately | ( ) |

Rarely ( )

Never ( )

12. Which are your sources for income?

Salary ( ) Funds ( ) Farming ( ) others,  
specify.....

13. Which language do you speak to your child while at home?

English ( ), Kiswahili ( ), Mother tongue ( )

### **SECTION C: TEACHERS' VIEWS**

14. Do you belief your involvement is beneficial to the teachers in aiding in your  
child educational progress? Yes ( ) No ( )

Explain.....

15. How often do teachers engage you in meaningful discussions about your child  
education

Very often ( )

Often ( )

Moderately ( )

Rarely ( )

Never ( )

16. How often do you attend parents' teacher conference?

Very often ( )

Often ( )

Moderately ( )

- Rarely ( )
- Never ( )

#### **SECTION D: LEARNERS' FACTORS**

17. How often does your child remind you of academic clinics in the school?

- Very often ( )
- Often ( )
- Moderately ( )
- Rarely ( )
- Never ( )

18. Does your child bring the newsletter and report forms? Yes ( ) No ( )

19. How often do you discuss your child academic progress?

- Very often ( )
- Often ( )
- Moderately ( )
- Rarely ( )
- Never ( )

#### **SECTION E: CHALLENGES**

20. How long do you work in a day? \_\_\_\_\_

21. There is good flow of information between parents and teachers Yes ( ) No ( )

Explain your answer.....

22. Did you encounter difficult or painful experiences during your school time? Yes ( ) No ( ) Explain.....
23. Do you feel organized parental involvement programmes can improve your relationship with your child? Yes ( ) No ( )
24. What responsibility do you think you should assign to your child for his or her academic Success.....
25. What challenges do you experience in your involvement in the academic achievement of your child?
26. What are your suggestions on how to overcome these challenges?  
.....



## **Appendix V: Kieni – West District Public Secondary Schools 2012**

1. Amboni Secondary School
2. Mwiyo Secondary School
3. Mweiga High School
4. St. Joseph Simbara Secondary School
5. Lamuria Secondary School
6. Gataragwa Secondary School
7. Observation Hill Secondary School
8. Embaringo Secondary School
9. St. George Secondary School
10. Kimunyuru Secondary School
11. Karemeno Secondary School
12. Mugunda Secondary School
13. Kimuri Secondary School
14. St. Jude Secondary School
15. St. Regina Secondary School
16. Watuka Secondary School
17. Charity Secondary School
18. Gakanga Secondary School
19. Endarasha Boys' High School
20. Quality Mixed Secondary School
21. Mweiga Adventist Secondary School



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