

**THE IMPACT OF PARENTAL INVOLVEMENT IN CHILDREN'S ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NGONG- SUB
COUNTY- KAJIADO KENYA**

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DEDICATION

I dedicate this project to:

My dear father, GRASTONE MADIMBA,

My dear mother, CLARA PHAKA,

My siblings and all the members of my Religious family.

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I thank God, the Almighty for his greater love, blessings and protection upon my life. He has been a guide and a light for me in this academic journey. I sincerely thank Dr Violet Otieno, my Supervisor and Lecturer for four years for the guidance, advice and patience to engine the completion of this piece of work. My word of gratitude goes to my parents and my siblings for their love and moral support in everything I do. May the Lord bless them abundantly.

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LIST OF ABBREVIATIONS AND ACRONYMS

ECE:	Early Childhood Education
USA:	United States of America
UNESCO:	United National Educational, Scientific and Cultural Organisation
KCSE:	Kenya Certificate of Secondary Education
KNEC:	Kenya National Examination Council
KIE:	Kenya Institute of Education.
MIUC:	Marist International University College
NAEP:	National Assessment of Education Progress
NNPS:	National Network of Partnership Schools
PTA:	Parent Teachers Association
PTO:	Parent Teachers Organization
SPSS:	Statistical Package for Social Science

THE ABSTRACT

This study examined the impact of parental involvement in their children's academic performance. Parents are an important component in the education of their children. However, some parents tend to neglect their roles and leave it to the teachers. Therefore, the purpose of the study was to find out the level of parents' involvement and its effect on their children academic performance in public secondary schools in Ngong Sub-County Kenya. The study was guided by the following objectives: to find out the level of parents' involvement in students' academic learning process; to establish whether home environment affect academic performance of children and to find out the effects of parental involvement in the academic performance of children. The study was informed by the Epstein theory that explains how parental involvement affects child's academic performance. The research design adopted by the study was descriptive survey design that used questionnaires to gather data. The study enlisted 121 respondents comprising 3 teachers and 118 students drawn from Ngong Sub-County. This study established that most parents were actively involved in their children's school activities which was important in improving students' academic performance by putting efforts to check their children's academic work, following up the academic progress of their children by going for progressive reports and helping teachers to discipline their children and by giving them enough time to study at home. The study also established that most students came from homes with conducive environment for study and had parents. The study noted that most parents were mindful about their children in terms of motivating them, providing school materials, paying school fees on time as a way of supporting their children's learning. The study recommended the government authorities should make policies that ensure there is collaboration between parents, teachers and students as a way of addressing education sector holistically while parents should strive to provide the required necessities for their children to ensure that they are comfortable and ready to learn. Students should make efforts to concentrate on their education and liaise with parents and teachers whenever there are issues that need to be addressed while teachers should be approachable to students to make it possible for them to share their grievances. Teachers should work in tandem with parents and students to enhance studies.

CHAPTER ONE: INTRODUCTION

1.0. Background Information of the study

Education is an important aspect for the development of human person and society. The more educated the people are, the more civilized and well-disciplined the society might be. Family as one of the agents of socialization plays a greater role in shaping children to be productive members in the society. The more the parents get involved in their children's process of learning, the more the children excel in their academic performance. Children may do better in school and develop interest toward school if families and the school work together to support their learning process.

Henderson and Mapp (2002) observe that children's academic achievement does not only depend on quality of schools and teachers, rather the extent parents get involved in their children's learning process. Parental involvement over the past decade indicates that children whose parents actively participate in their learning activities regardless of family income perform better in academics. Such children are likely to earn higher grades, enrol in higher-level programmes, be promoted, pass their classes, attend school regularly, have better social skills, show improved behaviour, adapt well to school and graduate to post- secondary education.

Home is the first environment where learning for children begins through interaction with parents and other family members. The family interaction is extended to the school setup. The interaction between parents and teachers at school is done through meetings such as Parents Teachers Association (PTA). Students whose parents actively participate in their academic affairs often do well in school. For instance, in the United States of America (USA), data from the 2000 administration of the National Assessment of Education Progress (NAEPL) showed that nationally, 90% of fourth graders were in school official reported that more than

half of the parents participate in parent teachers' meetings. Participation of parents in their children's academic affairs at school aims at strengthening the relationship between parents and the school for the betterment of children in their learning process.

Hill and Craft (2003) observe that parent involvement is one of the factors that increases children's academic performance in school and contribute to their well behaviour at home. Parents play important role in their children's behaviour which contribute positively in children's academic achievement. This is made possible through interaction and involvement in children's affairs both at home and school. McLoyd (2005) noted that though relation between parent involvement and a child's academic performance is well established, studies have yet to examine how parent involvement positively contribute to a child's academic performance.

Epstein (2001) argues that a parent is the child's first and most important teacher in life. As a first teacher of the child, a parent is expected to play a greater role in the child's learning process that builds a child's behaviour. This is followed by school life where academic performance is expected to be high. The parent is supposed to be supportive to the child in all aspects which include socially, physically, mentally and emotionally. According to the National Network of Partnership Schools (NNPS), for parent involvement to flourish, it must be realistically integrated into a school's programs. Epstein (2001) asserts that children whose parents impart formal education mostly do much better in school. It is through the sharing of good values with children at home that brings out good performance of the children at school as well as good behaviour of the child.

Parents contribute a lot to the academic achievement of the child both at home and school. Therefore, parents' knowledge, beliefs, and attitude toward children mostly influences the behaviours of the children that is directly related to their school performance (Lareau &

Annette, 2000). Thus, students whose parents have higher levels of education may have high possibilities for learning, more positive ability beliefs, stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education. Attainment of higher levels of education by parents may also lead to access to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's education (Conger et al, 2002) thus, the influence of parents' level of education on child academic performance is pivotal.

Jacob and Harvey (2005) in their seminal literature review found out that poverty and low socio-economic status of the family contribute to low outcomes of a child, including low Intelligence Quotient (IQ), educational attainment and achievement, socialization related problems and low interest towards education. UNESCO (2000) asserts that the low socio-economic background of the family has negative effect on the academic performance of children because the basic needs of children remain unfulfilled therefore, it becomes a challenge for students to do better in school. Similarly, United States Department of Education (2003) noted that the low socioeconomic status causes environmental deficiencies which result into low self-esteem of students.

Psychological maturation mediates the relationship between parenting style and student's achievement. When parents interact with their children in a more authoritative way, the children show behavioural patterns that are psychologically more mature (Saracho & Spodek, 2010). Authoritative parenting style helps a child to be open and be responsible rather than dictatorial parenting style. Dictatorial parenting creates tension and intimidation in child's life that prevents the child to mature psychologically. Authoritative parenting leads to children taking greater self-responsibility for their work and attributing their success or failure to their perceived effort rather than to outside challenges; consequently, those children tend to have higher achievement.

Recognition of the important roles parents play is reflected in educational policies and current legislation, including No Child Left Behind Act (2001), Education Act (2012) and Education For All (2010). The policies stipulated in the above documents mandate that schools should implement procedures that actively involve parents in the educational process of children. Additionally, the documents encourage parents to actively participate in their children academic affairs in order to motivate students to do well.

Epstein (2001) points out that parental involvement involves various aspects such as good parenting at home, provision of a secure environment, intellectual stimulation, good models of constructive social and educational values, contact with schools to share information and participation in school events. For any child to do well in school, he or she requires strong support from parents at home and the support extends to school. If support from parents is minimal, that the above aspects pointed out are not met, it may poorly affect child's academic performance.

Lee and Bowen (2006) say that greater parental involvement at early stage in children's learning positively affects the child's academic performance. Attending to child's academic affairs at the early age motivates a child to have settled mind and works hard because he or she receives support from parents. The extent of parental involvement is strongly influenced by family social class, maternal level of education, material deprivation, single parent status and, to a lesser degree, by family ethnicity.

Wapples and Gaggiotti (2006) found that the traits of the family whose children do well in school have guidelines such as well stipulated daily family routine which provide time and a quiet place to study with the children and assigning responsibility for house chores, checking on the school activities, for instance, regulating time for watching television, advice and monitor the types of friends the children interact with; motivate children's progress in school,

assisting a child with homework, discussing the value of a good education and future career with children..

Jacob and Harvey (2005) observe that the quality of students' performance remains a priority for educators, parents, education policy makers and the general society. A number of factors in the family background are associated with students' success throughout school and in young adults' eventual educational and occupational attainment. Such variables include family structure such as the socio-economic status of the family and single-parent families, parental education level, parental involvement and parenting style. Students who come from poor economic and single-parent homes have significantly less school success than students from high socio-economic.

Jacob and Harvey (2005) found out that children who come from poor economic families and single parenting perform poorly in school. The poor performance of students from such families is due to lower educational expectations, less monitoring of children's school work and less overall supervision of social activities compared to students from high socio-economic and intact families. Neuman (2005) asserts that highly educated parents create environments that facilitate learning and involve themselves in their children's school experiences. Highly educated parents see the importance of school in their children's life as they did themselves and wish their children to do the same. Knowing the importance of school in children's life, encourages parents to create a stimulating environment for children to study.

However, it is also important to point out that there are some students who come from poor economic family backgrounds and single parent homes who do well. There are also students from high socio-economic families who perform poorly due to the wealth of their parents. Such students do not work hard because everything is already structured for them. Students may also come from homes where the parents are highly learned and involved in their

children's education, yet achieve poorly at school (Jacob and Harvey, 2005). The above observation captures the unique scenarios that influence students' performance in school. It is therefore against the above background that the present study is carried out.

1.1. Statement of the Problem

The study examines the effects of parental involvement in students' academic performance. Most parents are faced with different challenges that hinder them from meeting the learners' needs. The challenges include insufficient time, career type, level of education, order of priority, home environment, opinion to voluntary work at school, time taken to respond to school activities for example buying school materials, attending parents' meetings, disciplinary cases and discussing the academic progress of the child. If these needs are not attended to, there is a possibility of a child not performing well because he or she is not adequately supported. Insufficient parental involvement in child's learning process may lead to poor performance (K.N.E.C Report, 2018).

Kenya National Examination Council (KNEC) in its report of 2018 found out that parents with children in private secondary schools are more involved in their children's academic affairs than parents with children in public secondary schools. The involvement takes the form of attending parents' meetings and providing school materials. Parents whose children are in public secondary schools take the needs of their children as extra expenses and it poorly affects students. Poor outcomes at school is a national problem and it is caused by various factors such as poor parental involvement. Collins Omulo (2018) in his study on evaluation tests results analysis noted a difference in performance between the public and private schools. Public schools recorded a lower mean grade compared to private schools. The study therefore seeks to find out the effect of parental involvement in the academic performance of public secondary school children in Ngong division.

1.2. Purpose of the Study

The purpose of the study is to find out the level of parental involvement and its effect on their children's academic performance in public secondary schools in Ngong sub-county in Kenya.

1.3. Significance of the study

Parental involvement plays a significant role in academic performance of secondary school children. The information obtained is useful to parents, teachers, educational stakeholders, head teachers and students in improving parental involvement in academic performance of secondary school children. Firstly, the study is of help to parents to know their role in their children academic affairs that facilitates to the higher achievement of their children. Again, the study informs parents on how to provide an intellectually conducive home environment, leading to improved academic achievement.

The study is informative to teachers to know the role to play in the learning process of children and work together with parents to mentor the students so that they can excel in their academic work. Apart from parents and teachers, the study is also of help to the education stakeholders on how to apply parents' involvement level to maximize on students' learning hence encourage academic performance. In addition, the study will help students to know some of the challenges that affect their learning process due to lack of active involvement of parents in their academic work. The learners will therefore try to find out how to overcome such challenges like establishing good relationship with their parents, openness and hard-working spirit. Lastly, the study provides intellectual inputs for future researchers in search for knowledge on parental involvement on academic performances that will form a foundation for further studies.

1.4. Objectives of the study

This study is guided by the following objectives:

- i. To find out the level of parents' involvement in students' academic learning process.
- ii. To establish whether home environment affect academic performance of children.
- iii. To find out the effects of parental involvement in the academic performance of children.

1.5. Research questions of the study

- i. How far do parents get involved in their children's academic learning process?
- ii. How does home environment affect academic performance of children?
- iii. How does parents' involvement in their children's learning process affect academic performance?

1.6. Delimitation of the study

The Kenyan education system consists both government and private sectors. However, this work is delimited to public secondary schools in Ngong Sub-County. The study further focuses on teachers and students from schools sampled within Ngong Sub- County as its target population.

1.7. Limitation of the study

Limitations are the difficulties or constraints that the researcher experience during the whole process of proposal writing to the end of conducting the study. The current study had the following limitations: Some respondents in the sampled schools did not return the questionnaires. Little number of students in public secondary schools in the study area, the sampling of the schools like Ololua mixed secondary school was influenced by the limited time. Ngong zone has thirty (30) schools but only three (3) schools were picked for the study. Therefore, it may be presumptuous to generalize the findings on the impact of parental involvement in children academic performance.

1.8. Theoretical framework

This study uses Epstein theory of parental education involvement that explains how parental involvement affects child's academic performance. Epstein theory explains that parental involvement affects students' schooling, motivation and behaviour wise. The behavioural involvement is understood as parents' public actions representing their interest in their child's education. Epstein theory further explains that personal involvement includes parent and child interactions that communicate positive attitudes about school and the importance of education to the child. Cognitive or intellectual involvement refers to behaviours that encourage children's skill development and knowledge, such as reading and problem solving. According to this theory, parental involvement affects student achievement because these interactions affect students' motivation, sense of competence, and the belief that they have control over their success in school (Wendy, Grolnick & Slowiaczek, 1994).

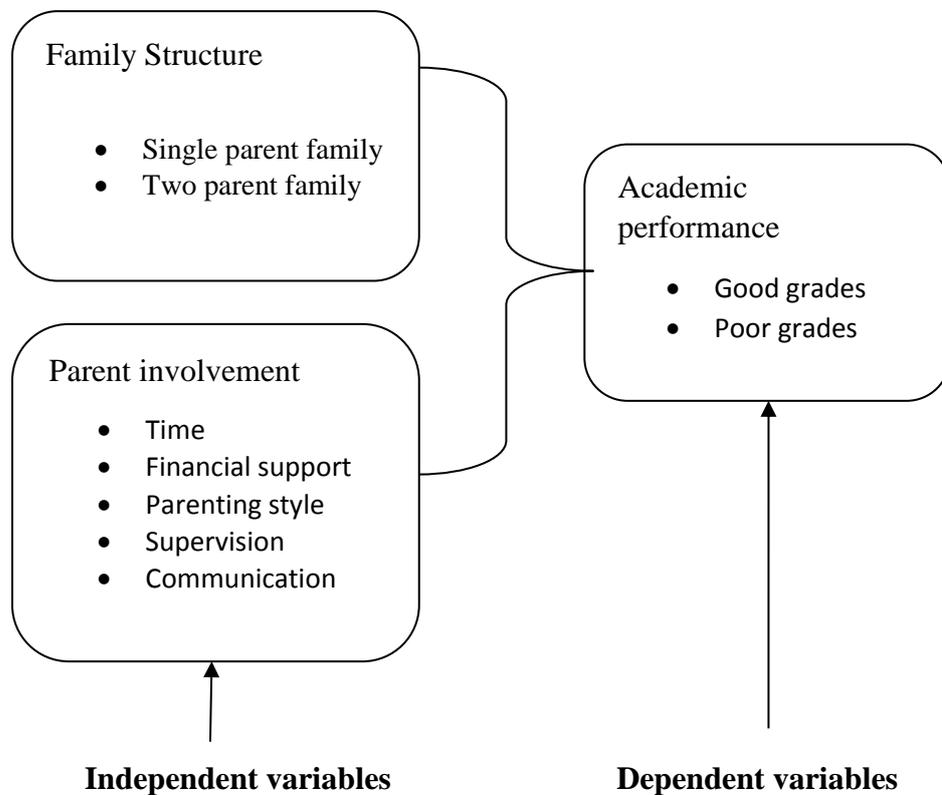
Kathleen and Tyoung (1995) state that parental involvement broadly includes activities such as helping with homework, discussing school events or courses, volunteering at school and coming to participate in school events such as meetings, contributions towards school project among others. A parent can help children excel in school such that the opportunities for involvement should be provided by the school or the teacher. In this theory, when parents get involved, children's learning process is affected through their acquisition of knowledge, skills, and an increased sense of confidence that they can succeed in school. Epstein (2001) asserts that school, family, and community are important components of children's development and that a child's educational development is enhanced when these three environments work together toward shared goals. Epstein's theory encourages schools to create a strong link between the school, home, and community through the implementation of activities in order to help improve student achievement and experiences in school.

Barwegen and Joyce (2004) note that parental involvement in the children's education has become widely recognized as a key to positive academic outcomes. In this regard, parents take a lead in helping their children to value education through mentoring them and providing learning materials. Parental involvement is a valuable tool for increasing the likelihood of improving child's academic success and a construct agreeable to influence by intervention (Christenson & Nicholas 2005).

Fishel, Carolyn and Susan (2005) noted that parental involvement research has evolved and it has also become clear to most researchers that parental involvement is a multidimensional rather than homogeneous construct. Epstein's parental involvement framework is by far the most referenced, tested, and widely-accepted conceptual model of parental involvement. Parenting refers to parents' actions that foster the children's learning and cognitive development, not necessarily tied to school. However, in this study the researcher uses the first theory because students' academic performance involves interaction of students with people, and environments to be stimulated in their schooling and achieve more through interacting with their parents who encourage, guide and inspire them hence increases academic achievement.

1.9. Conceptual Framework

Figure 1: *Conceptual Framework*



(Source: Researcher, 2020)

DEFINITION OF KEY TERMS

Parental Involvement:

Is defined as taking an active role by the parent(s) in the education of their children with the aim of encouraging their academic and social success.

Academic achievement:

Refers to performance and success in standardized national examinations at critical stages of student's life.

Predictors of academic performance:

The indicators of future academic success in the children's academic life by observing what, how he or she is presently performing; hence recommending relevant corrective measures.

Home environment:

Veronica Mwirichia in her research conducted in 2013 defined home environment as space and its surrounding where a child lives with parent or guardian like at home.

Self-esteem:

Refers to a child's total feeling of self-worth. It is also the child's assessment of his or her worth based on his or her experiences, interactions with others: parents, early childhood professionals, peers and environment.

Parental expectations:

Refers to the degree to which a student's parents hold high expectations of the student's promise of achieving at high levels.

Parental Style:

Refers to the extent to which parents demonstrate a supportive and helpful parenting approach. It is also understood as simultaneous ability to be loving and supportive and maintaining an adequate level of discipline in the household.

Mentorship:

It is the relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. It is also a learning and development partnership between someone with vast experience and someone wants to learn.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

2.1. Introduction

This chapter presents a literature review on the effects of parents' involvement in their children academic performance. Oso and Omen (2011) define literature review as a systematic identification, location, retrieval, analysis and evaluation of documents that are related to research problem. The literature review is presented under the following sub-headings: parental involvement, parents' attitude on their children's education, teachers and school, home environment, positive behaviour of the child on education, parenting practices and parental expectations, expressions and inspirations.

2.2. Parental Involvement

Parental involvement is the level of participation that a parent has in the child's academic and behaviour affairs. Parents' involvement in their child's learning process plays important role in child's life both at home and school. Child's performance at school shows how parents are involved in their child's academic affairs. Parents are involved in their child's academic affairs in order to improve child's performance in school. Parental involvement comes in through helping in their child's classroom activities, communicating well with their child's teachers, assisting with homework and understanding their child's academic strengths and weaknesses. However, there are some parents who are not directly involved in their child's education and affects child's learning process negatively (UNESCO, 2000). Despite researching on parental involvement in children's education, the researchers did not aim at the direct impact of parental involvement on children's academic performance which is addressed by the current research.

Henderson and Berla (1994) in their research on parental involvement found that the family makes great contributions to student achievement, from earliest childhood through high school. Efforts to improve children's outcomes are much more effective if they involve their

families. When schools engage parents and students, there are significant effects. When parents are involved at school, not just at home, children do better in school and they stay in school longer. Furthermore, Henderson and Berla (1994) indicated that the most accurate predictor of a student's achievement in school is not income or social status but the level to which that student's family is able to: create a home environment that stimulates learning; express high expectations for their children's achievement and future careers; become involved in their children's education at school and in the community (p. 160). Having researched on parental involvement in children's affairs at home, the researchers did not emphasise on influence of parental involvement in their children's learning process specifically in their children's academic performance which is the aim of the current research.

Parents' involvement in a child's early education is positively associated with a child's academic performance (Hill & Craft, 2003). Students whose parents do not actively attend to their children's academic needs their results at school are not encouraging. Performance of the child at school does not only require teachers' effort but also parents' involvement. Children whose parents are actively involved in their education are mostly have higher levels of academic achievement than children whose parents are involved to a lesser degree. The effect of parents' involvement on academic performance has not only been depicted among researchers, but also among policy makers who have integrated efforts aimed at improving parent involvement into wider educational policy initiatives (Entwisle & Hayduk, 1988). However, the researchers only aimed at effect of parents' level of education on their children's learning process in the early learning without looking at effect of parental involvement in their children's academic performance after early education which is put into consideration in the current research.

2.3. Parenting practices

Parent-child interactions, especially stimulating and responsive parenting practices, are important contributors to a child's academic development. In examining specific parenting practices that are pleasant to change, such as parent involvement, and the mechanisms by which these practices influence academic success, programs may be developed to increase a child's academic performance (Committee on Early Childhood Pedagogy, 2000). Parental involvement has been associated with increased academic performance. However, Hill and Craft (2003) found that the specific mechanisms through which parent involvement employs its influence on a child's academic performance are not yet fully understood. Having not found the specific mechanisms through which parental involvement employs its effect on child's academic performance the current research aims to address the mechanisms that parents can employ in their children's academic affairs.

Parents' prior beliefs of their children's capability and the causes parents deduce for their children's achievement have been found to influence other aspects of their values and practices (Rimm Kaufman et al, 2003). When parents trust and affirm their children potentialities positively. It encourages children to do better in school and other aspects of life. Eccles and Harold (1991) in their research on influence of parental involvement in students' academics indicated that such prior beliefs derived from their children's past performance at home and at school and hence, in turn affect parents' other affective responses. For instance, Rain and William (2011) found that parental academic expectations could be influenced by parents' perceptions of their children's ability. Children's ability to perform in school and home is motivated by the parents' high expectations and affirmation. However, the researchers only researched on parents' expectation from their children without being involved in children academic affairs which is discussed in the current research.

2.4. Home Environment

According to Christenson and Nicholas (2005) home environment looks at the aspect of creating a conducive environment for the children to study in for examples; balanced meals, safety, a reading or homework area which has enough lighting, setting time for extracurricular activities, supervision and parents being models of learning and hard work. They referred these aspects for supporting children that involve providing basic needs for conducive children's learning process as parental moderate levels. Children who spend less time watching television and more time on school-related activities show a positive relationship with academic achievement compared to children who are not controlled and spend more time on activities that are not in line with academic affairs. Despite researched on effect of home environment on children's learning process, the researcher did not find out the impact of parental involvement in their children's academic performance not only at home but also in school which is addressed by the current research.

Parental involvement at home also entails supervision which is a primary responsibility of parenting. Parenting responsibilities at home include activities parents undertake to ensure that their children's basic physical and safety needs are met. For example, creating conducive home environment for study, checking on children always, controlling activities that take much of children's time than study such as watching and playing. The degree of supervision to keep school-age children safe vary depending on the age of the child and the location of the school and home. At a minimum, parents have to ensure that someone is available at home to take care of children. Checking on children always help children to be serious and responsible in their activities. However, some older children can be responsible on their own, but someone should still check on their whereabouts before and after school (Chandran, 2004). Although researcher observed the effect of parenting responsibilities at home on children's learning

process, did not emphasize how these parenting responsibilities have impact on children's academic performance in school not only at home which is the aim of the current study.

Jackson (2011) found out that the type of work parents engages themselves may not allow them to have time to attend to their children at home. The nature of some jobs limits opportunities to attend to the basic needs of children for most parents. Due to lack of time to attend to children's needs, children are likely to perform poorly at school. However, for those in autonomous jobs, communicating with children during the day is not a problem. Home environment allows parents flexibility in scheduling, provide opportunities for parents and children to spend time together. To be most beneficial, home activities should be interesting and meaningful not trivial tasks that parents and children have to get through. Bawegen and Joyce (2004) in their research on effect of parent teacher relationship on students' academic performance found that when teachers plan home activities or homework that will reinforce skills learned in school which contribute to good performance. Unfortunately, parents often grow tired of the endless stream of papers to be checked and the time spent on personal work.

However, Davies-Kean (2005) showed that the danger of promoting home activities is the possibility that there may arise an unclear distinction of roles, with teachers expecting parents to teach at home. Teachers and parents need to understand that their roles are different, and that their activities with children should be different. In addition, in an ideal home environment, there are many other important ways that parents can employ to help their children learn. Some of these ways include setting rules at home, encouragement by parents to spend more leisure time reading than watching television and checking children's school work. Despite observed the clear distinction of parents' and teachers' role on children, the researchers did not show how parent's role at home affect their children academic performance in school which is taken into consideration in the current research.

2.5. Parents' attitude on their children's education, teachers and school

The broad consequences for children's socio-emotional development, school preparedness, adjustment and academic success are the due to role parents play. Parental involvement increases parent-child, parent-teacher interactions and establishes parents as active participants in their children's learning activities (Lee & Bowen, 2006). Lee and Bowen (2006) also assert that literature contributes to the positive relationship between parental involvement and students' achievement. For example, parents' communication and participation in school is connected to higher teacher-reported scores in reading and mathematics for younger students, at Grades 3 through 5. During school holidays, parents teach their children attitudes about education and these attitudes are mirrored in the child's classroom behaviour and in the teacher's relationship with the child and the parents (Kellaghan, Sloane, Alvarez & Bloom, 1993) which increases performance. Eccles and Harold (1996) note that although attitudes are believed to comprise a key dimension of the relationship between parents and school, the important of parent attitudes toward education is not well understood. Having pointed out parents' attitudes toward their children's education and teachers, the researchers did not emphasize how parents' attitudes on children's education as parental involvement affect children's academic performance in secondary school which is aimed at in the current research.

Parental participation is equally significant in improving children's early literacy and numeracy skills. As observed by Saracho and Spodek (2010) parents' reading age-appropriate stories to their children contributes to the development of children's listening comprehension skills, oral language skills, positive attitudes toward reading, higher vocabulary acquisition, and learning that text carries meaning. Consequently, the results show that the active parental involvement with fictional reading improves children's reading achievement in academics.

Christenson and Nicholas (2005) assert that longitudinal studies demonstrate that children's reading and mathematics skills at the time of school entry predict higher reading.

Mathematics achievement in advanced grades and early mathematics skills are a stronger predictor of later reading achievement. Although children's early literacy and numeracy skills can be developed both at home and outside the home, families are perhaps the most significant source in improving children's early reading and mathematics skills. Despite showing that children's reading and mathematics skills predict higher reading, the researchers did not address how these reading and mathematics skills in children are influenced through parental involvement in children's academic performance which is looked at in the current researcher.

2.6. Positive behaviour of the child on education

Epstein (1996) and Kohl et al. (2000) define and measure parent involvement in multiple ways, including activities that parents involve in at home and at school and positive attitudes parents have towards their child's education, school, and teacher. Positive attitudes towards education and school are associated with the child's increased academic performance (Rimm-Kaufman et al., 2003). This positive attitude can lead to high academic success in test scores. Good behaviour of the child will encourage parents to be actively involved in their children's education hence high academic achievement.

Bargewen and Joyce (2004) propose that environment has an impact on the development of intrinsic motivation. Conducive environment for learning encourages students to do school work. However, Fan and Chen (2001) found out that the importance of social environments can be identified as either enhance or hinder intrinsic motivation. Intrinsic motivation can either enhance or hinder child's performance based upon the interpersonal context in which rewards are delivered. Environment gives meaningful feedback in the context of self-determination as informational and increase intrinsic motivation. However, aspects of the environment perceived as controlling, such as external rewards, communication, deadlines and surveillance, pressure individuals towards specified outcomes and undermine intrinsic

motivation (Ginsburg & Bronstein, 1993). In spite of children having intrinsic motivation on education, researchers did not emphasize how parental involvement in children's developing intrinsic motivation has an impact in children's academic performance which is the aim of the current research.

Gonzalez and Wolters (2006) found out that although it has generally been suggested that parents have positive influences on their children's educational outcomes, much of the research has not fully considered the differential effects of various aspects of parental involvement on various aspects of achievement motivation. Therefore, the current study is conducted to put into consideration how parents' activities and behaviours as parental involvement in children's academic affairs have impact on children's outcomes.

Current research examining the association between parent-child relationships and achievement motivation has provided empirical support for the motivational theories described above (Lareau, 2002) and has readdressed educational psychologists' attention back to parents. However, few studies have examined parental involvement, a primary socializing agent, as direct predictors of adolescents' senses of self-efficacy, engagement and intrinsic motivation which is the focus of the current research.

2.7. Parental expectations, expressions and aspirations

Kohl et al (2000) found out that teachers expect children to do well in order to bring out the best in them. Furthermore, they assert that the motivation factors contribute to education success in children. High expectations from parents, professionals and peers are associated with self-esteem, children's sense of work and academic motivation. In similar way, Jacob and Harvey (2005) says that early childhood professionals' expectations affect directly on child's expectations of his or her academic aspirations and self-perception.

Parental expectations that shoot from their beliefs and practices have been a dominant predictor of achievement. Children feel motivated and affirmed as parents pay attention and have high expectations in them (Fan & Chen, 2001). However, Gonzalez and Wolters (2006) found out that though high-ability students could be high achieving academically they require the same emotional and social support and motivation as students of lower-ability do. Each student requires emotional and social support and affirmation from parents in order to do well in school. Parental expectations and expressions of confidence in their children's talent are principal in promoting the potential that the children have in academic success (Fishel & Ramirez, 2005).

Additionally, the nature and level of parental involvement at home and at school play an important role in the development of their children's academic potential (Hill & Craft, 2003). Parental aspirations and expectations are communicated, either implicitly or explicitly to children in their everyday interactions. This directly or indirectly determines the way the children perform at school (Hara & Burke, 1998). High expectations help children to achieve the best possible results in both their academic achievement and their welfare.

Marchant, Paulson and Rothlisberg (2001) found out that motivation, self-esteem and self-efficacy interact in complex ways to determine a child's academic performance. Furthermore, they assert that parental affective support entails a parental appreciation, encouragement, discussions about school and attending school activities. Parental academic expectations were found to determine their children's academic achievement (Fan & Chen, 2001). Often times, parents tend to have a higher trust of their children's ability and consequently, higher expectations of academic performance if their children show high ability. Parental expectations are mostly passed through their involvement with their children's everyday lives. Parents who have lower academic expectations of their children are more likely to be less involved in their children's schooling. Asian American parents, for instance, who

had higher expectations, were found to be more actively engaged with their children's home and schooling activities and vice versa (Halle, Kurtz & Mahoney, 1997).

Similarly, Henderson and Mapp (2002) also observe that parents who have higher expectations of their children's academic achievement consider effort as an important achievement attribute. Furthermore, parents always stress this attribute to their children in the course of their daily activities. Davis-Kean (2006) asserted that the more highly educated parents show higher educational expectations for their children and spent more time in constructive interactions with their children the better the students perform. In general, parental expectations and involvement are highly influential in determining how children work towards their goals in academic achievement.

Differences in academic performance of children exist in terms of those from single parent and those from two parent families (Bargewen & Joyce, 2004). However, Lee and Bowen (2006) found out that both single parent and two parent families have roles to play in their children's education. When the father is absent and the mother does not have enough to cater for all the basic needs as well as to supervise the academic performance of the child, the child will have poor academic performance. Davies-Kean (2005) indicated that when educators have low expectations of their students, it affects directly on children's self-confidence, belief in their own talents, sense of work and their academic outcomes.

High expectation is achieved through believing that each child is capable of learning; communicating high expectations to children and parents; taking responsibility for children's learning and reflecting on teaching practice. Strengths based, differentiated learning environments give each child the opportunity to experience success, learn and develop. 'High expectations for every child' also recognize that each child is different and has a unique learning understanding, meaning that each child requires unique support to arrive at his or her

full potential (UN Committee on the Rights of the Child, UN Children's Fund & Bernard van Leer Foundation, 2006). Despite parents having higher expectations, inspirations, and higher level of education from their children, the researchers did not emphasize how these expectations, inspirations and expressions as parental involvement have impact on children's academic performance in school as well as who should be actively involved between the mother and father which is addressed in the current research.

2.8. Conclusion

The literature review shows that many studies have been carried out on effects of parental involvement on students' academic performance. As seen from the literature review there are several aspects that parental involvement in students' academic affairs affect children performance at school. Students' performance at school depends on how parents involve in their children academic affairs. Attending to children's needs in the learning process stands as a main factor of good performance of children in school. Furthermore, supervision, parents' high expectations from their children, home environment and parents working together with teachers contribute to a better performance of children in school. However, researchers did not emphasize the impact of parental involvement in their children's academic performance which is the focus of the current research in Ngong division Kajiado sub county, Kenya.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter provides a description of the research methods used in carrying out the study. The chapter deals with research design, area of study, target population, sampling procedures and size, description of research instruments, methods of data collection, validity and reliability of the instruments, data analysis and ethical considerations.

3.2. Research Design

According to Chandran (2004) a research design is an arrangement of conditions for collection and analysis of data in a way that combines their relationship with the purpose of the research to the economy of procedures. Leedy and Omrod (2010) define research design as a set of plans which a researcher develops to provide a criteria and specification for a study or a research. Types of research methods can be classified into various categories according to the nature and purpose of the study and other attributes. In this study the researcher used a survey design. The survey design is used to carry out this study because it enables the description of characteristics of a group as well as individual. Orodho (2009) defines descriptive survey as a technique of gathering information by administering questionnaires a sample of individuals.

According to Jackson (2011) the importance of survey is explained as questioning individuals on a topic or topics and then describing their responses. He added that a survey method follows two main purposes which includes: describing certain aspects or characteristics of population and testing hypotheses about nature of relationships within a population. In terms of practicality the most popular variations of surveys include questionnaires, interviews, and documentation review (Neuman, 2005).

3.3. Area of the study

The study was conducted in Ngong Sub-County. Ngong is located in a newly developed region, where there is both low, middle earning and high earning families. The area was suitable

in expressing the views about impacts of parents' involvement on their children academic performance since it needs funds and the interest of education stakeholders including both teachers and students.

3.4. Target population

According to Waples and Gaggiotti (2006), population is a group of individuals of the same species that live together in area of sufficient size that all requirements for production, survival and migration can be met. Target population is also understood as the population to which research wants to generalize the results of the study (Mugenda, 2003). On the other hand, McLeod (2014), states that the target population is the total group of individuals from where the sample might be drawn. In this study, the target population included all teachers and students of form three and four from three (A, B, & C) public secondary schools in Ngong in Kajiado Sub-County.

Form three and four students were selected to participate in the study because of their experience courtesy of their fairly longer stay in the school and being at a very vital stage of the secondary school program, hence they can easily give the needed information compared to form ones and twos who have not stayed longer in the school. Teachers were selected to represent parents for the reason that a researcher found it effective and accessible to meet teachers in schools in the area of study than meeting parents in various homes. In addition, teachers have more experience in both teaching and parenting so that they can give necessary information needed in this research. Therefore, the researcher targeted the total population of 126 persons: 40 students and 2 teachers from School A, 40 students and 2 teachers from School B, and 40 students and 2 teachers from School C, though the target population depends on the total population of both students and teachers when the researcher went to the field for data collection.

3.5. Sample Size and Sampling Techniques

Oso and Onen (2009) state that a sampling technique is a description of the strategies which a research uses to select representative respondents from the target population. This study focuses on the teachers and the students to obtain a sample size. The researcher used simple random sampling technique for this study. The researcher cut small papers on which he wrote the numbers from one to the last number of the population size. The papers were put in a container closed and shaken. The researcher then invited the students to pick a piece of paper each from the container. Those who picked the papers corresponding to the numbers belonging to the sample size were taken to belong to the sample. Simple random sampling technique provides equal chance to every member to be part of the sample as part of participation in the study. The use of simple random sampling aimed at ensuring that different groups from the three schools to be sampled and be represented in the sample.

3.6. Description of Research Instruments

Research instruments are tools used for collecting data (Oso & Onen, 2009). For this study, the researcher used questionnaires. McLean (2013) defines a questionnaire as a set of carefully designed questions given exactly the form to a group of people in order to collect data about some topics in which the researcher is interested. Questionnaires are relatively easier to administer and cheaper compared to other forms or methods used in data collection in relation to time and financial means available for research (Wilkison & Birmingham, 2003).

The questionnaire contained both open and closed ended questions. Closed ended questions were structured in such a way that the respondent was provided with a list of answers of responses from which he or she would select appropriate answer, while the open-ended questions required the respondent to provide his or her own answers. Two types of questionnaires were developed: one for teachers and the other one for students. The questionnaires were used after visiting the schools and submitting an authorization letter from

the Deputy Principal Academics of Marist International University College, to the administration of the sampled schools.

3.6.1. Questionnaires for students

Questionnaire for students had three sections in which section A comprised of demographic information about learners. Section B consisted of students' information on parents' involvement in their learning process and section C dealt with learners' views on parental involvement in children's academic process.

3.6.2. Questionnaires for teachers

In this study, the questionnaire for teachers sought to find out from the teachers' information on effects of parents' involvement in children educational activities on academic performance and the parents' input towards the realization of these outcomes. The questionnaire for teachers had four sections: A, B, C and D. Section A consisted questions concerning demographic information, section B dealt with teachers' information on parental involvement in students' learning process. Section C, contained items concerning the attitudes of teachers towards the students and section D consisted opinions of teachers on parental involvement in children academic performance.

3.7. Validity of the instruments

An instrument is said to be valid if it measures what is expected to measure. Orodho (2009) defines validity of the instrument as the degree to which the empirical measure or several measures of the concept, accurately measure the concept. However, Jackson (2011) states that the validity of an instrument is improved through an expert judgment. Therefore, the validity of the research tools employed in this study was enhanced through consulting research experts and more importantly by the guidance given by the supervisor which had great impact on this study.

3.8. Reliability of the Instruments

Reliability of an instrument refers to the consistency in producing a reliable result (Orodho, 2009). He added that reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept. Reliability of an instrument is understood as a measure of degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). Therefore, pilot study was carried out to similar schools, but not the selected sample, to ascertain probable random errors and subsequently and make necessary changes and corrections.

3.9. Methods of Data Analysis

The researcher organized the responses categorically according to the research questions. The data was analyzed descriptively using frequencies, percentages and presented using tables and charts. Each category was worked out using Statistical Package for the Social Science (SPSS version 21). Then the data was summarized using quantitative method and presented in figures and tables.

3.10. Ethical Considerations

For pleasant-sounding research process, the researcher obtained official authorization from appropriate authorities. A permission letter was obtained from Marist International University College: The Deputy Principal of Marist International College wrote the letter to the schools where data was collected and permission from the Head teachers of the sampled schools was sought. In the process of data collection, the researcher assured the respondents of their confidentiality in dealing with their responses. The researcher also assured individual protection for anonymity by making use of numbers or pseudo numbers in order not to disclose the names of the respondents. The whole source of information concerning the study was done as regards to academic honesty.

CHAPTER FOUR: PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1. Introduction

In this chapter, the collected data is presented, interpreted and discussed. The research was based on three major objectives from which the questionnaires were formulated. The researcher used the Statistical Package for Social Science (SPSS) to help in analyzing the data and the statistical descriptive methods to illustrate the presentations using frequency tables, graphs, percentages, figures and charts. The study was conducted with the aim of finding out the impact of parental involvement in children academic performance in public secondary school in Ngong Zone, Kajiado Sub-County Nairobi Kenya.

4.2. Questionnaires' Return Rate

The study was conducted among two categories of respondents: students and teachers. Their questionnaires return rate is presented in Table 1 below.

Table 1: Questionnaire Distribution

Respondents	Targeted Questionnaires		Returned Questionnaires	
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Students	118	100	118	100
Teachers	6	100	3	50%
Total	124	100	121	97.5

The questionnaire returns rate reveals that the study enlisted 124 respondents and only 121 (98%) were able to participate effectively. However, the return rate of 98% was good enough for this study.

4.2 Demographic Distribution

The demographic information of the participants in terms of gender, age and class were analyzed and presented as follows:

4.2.1 Gender Distribution

Table 2 Gender Distribution

Gender	Students		Teachers	
	Frequency	Percent	Frequency	Percent
Male	61	52	3	100
Female	57	48	0	0
Total	118	118	100.0	100.0

The gender distribution shows that 52% of the student respondents were male while 48% were female. Similarly, 100% of the teacher respondents were male. This implies that male participants outnumbered their female counterparts. However, the small margin disparity especially with student participants did not negatively affect the outcome of the present study.

4.2.2 Age Distribution

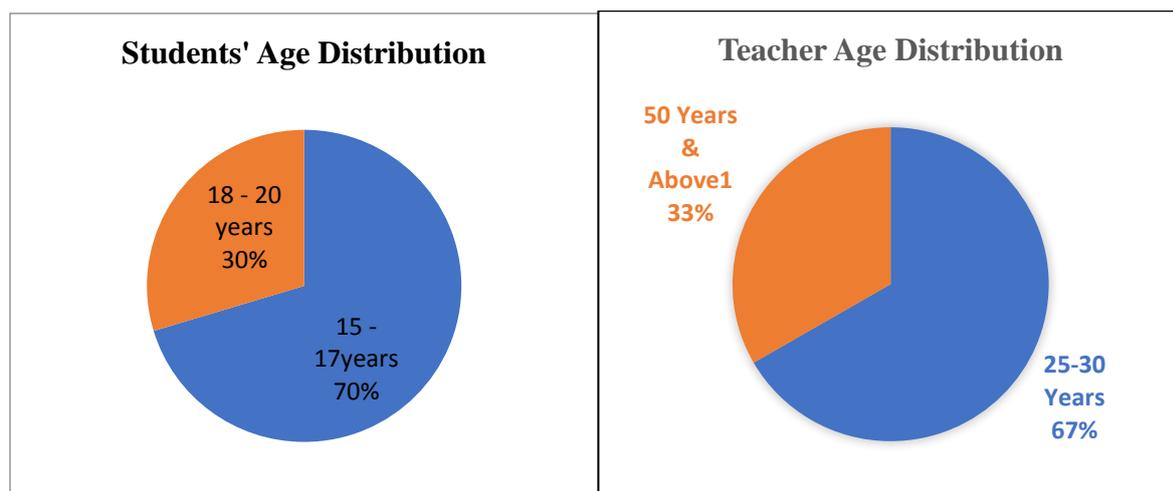


Figure 1: Age Distribution

Figure 1 shows that majority of the student participants were aged 15-17 years at 70% followed by those aged 18-20 years at 30%. Similarly, majority of teachers were aged 25-30 years followed by those aged 50 years and above at 33%. This implies that majority of the

student respondents were aged between 15-17 years while majority of teachers were aged 25-30 years. For students, this is the ideal age bracket for secondary school going students while for teachers, it shows that most of them were youthful and therefore likely not to have adequate teacher experience.

4.2.3 Class Distribution

Table 3: Class Distributions

Form	Frequency	Percent
Three	58	49
Four	60	51
Total	118	100.0

From the above table, 49% of the respondents were from form three and 51% were from form four, which was the majority. This shows that the two targeted classes were well represented.

4.2.4 Teachers Teaching Experience

Teaching Experience

Years of teaching experience	Frequency	Percent
1-5 years	2	67
16 years and above	1	33
Total	3	100.0

Teacher experience distribution shows that majority of the teachers (67%) had taught for 1-5 years followed by those who had taught for 16 years and above (33%). This implies that most teachers did not have substantial teaching experience. This is validated by their young age as shown in Figure 2 above.

4.2.5 Teachers Qualification

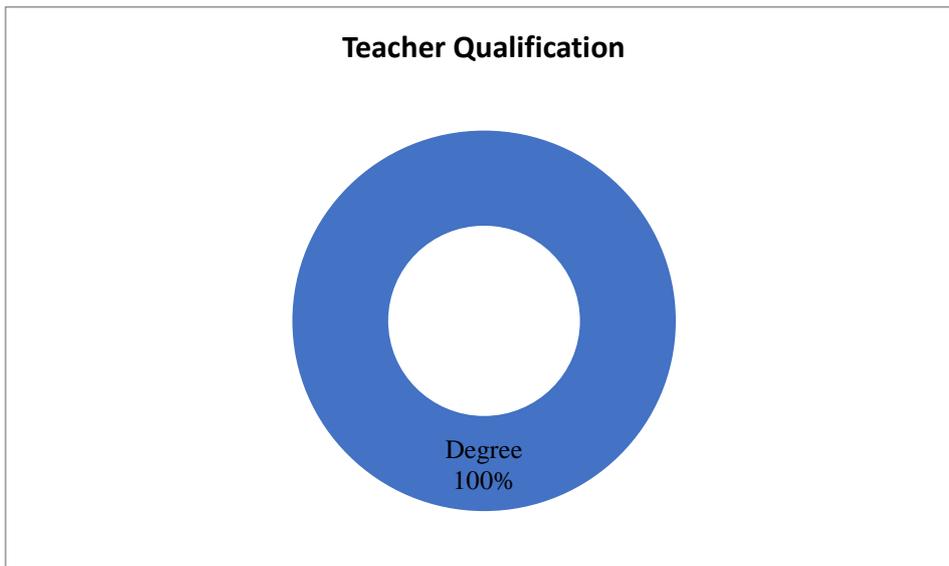


Figure 2: Teachers qualification

The teacher qualification analysis shows that all the teachers under study had a degree. This qualification is ideal for one to teach in a secondary school.

4.3 Parental Involvement in Students' Academic Learning Process

The study sought to find out whether the school under study had parental involvement in students' academic learning process. This objective had several items on the questionnaire that were analysed and presented as follows:

4.3.1 Parents' Attendance of School Activities

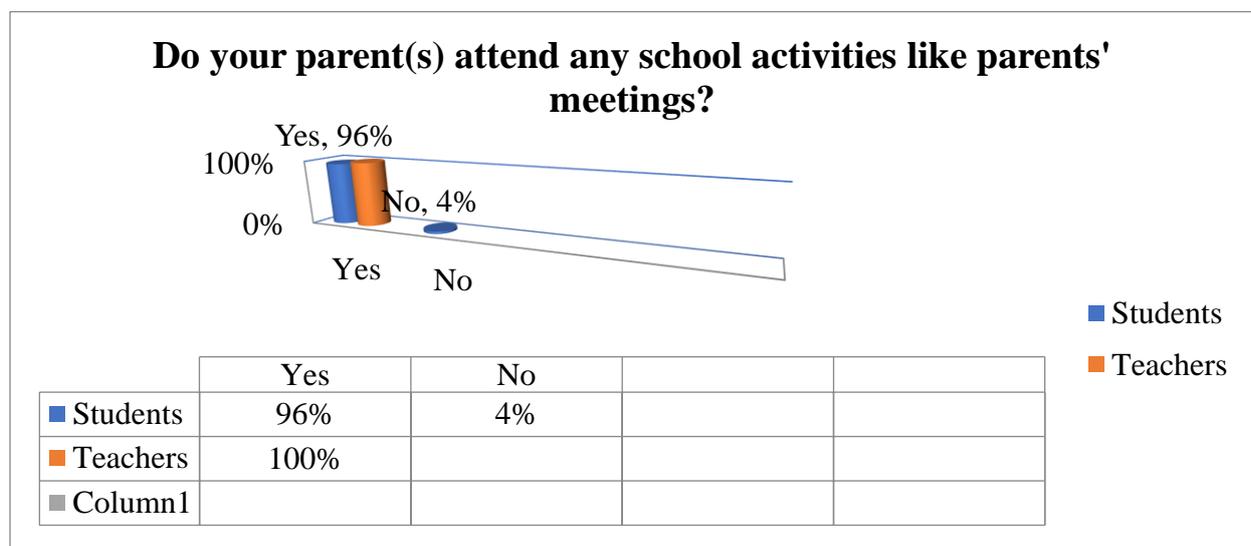


Figure 3: Parents' Attendance of School Activities

From the above figure, an overwhelming majority of teacher respondents (100%) and 96% of student respondents admitted that their parents attend school activities, while a partly 4% disproved this. This is enough evidence that most parents are actively involved in their children’s school activities. This is likely to improve students’ academic performance.

4.3.1 Parental Involvement in Academic Affairs of their Children

Table 4: Parental Involvement in Academic Affairs of their children

Does parent involvement meaningful to the academic affairs and the school?	Frequency	Percent
Yes	3	100.0

The teacher respondents were asked whether parent involvement was meaningful to the academic affairs of their children. Responding to this item of the questionnaire, 100% of teacher respondents concurred. This implies that it is vital for parents to involve themselves in the academic affairs of their children.

4.4 Home Environment and Academic Performance

Table 5: Conduciveness of Home Environment

Is your home environment conducive for study?	Students		Teachers	
	Frequency	Percent	Frequency	Percent
Yes	91	91	3	100
No	27	27	0	0
Total	118	118	3	100.0

Majority of the student respondents at 77% and teacher respondents at 100% were of the opinion that their home environment was conducive for study while 23% disproved that. This implies that most students came from homes that could offer conducive home environment for study.

4.4.1 Doing Assignment at Home

Table 6: Doing Assignment at Home

I like doing my assignments at home	Frequency	Percent
Strongly agree	28	24
Agree	37	31
Undecided	9	8
Strongly disagree	27	23
Disagree	17	14
Total	118	100.0

From the above table, 55% of the student respondents concurred that they like doing assignment at home, 8% were undecided while 37% reported not liking to do assignments at home. This therefore implies that most students like doing their assignments at home.

4.4.2 Teachers Giving Home Assignment

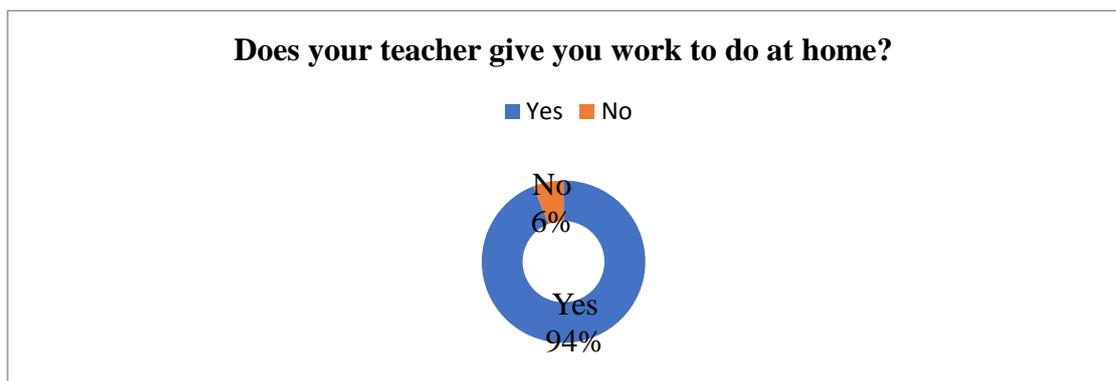


Figure 4: Does your teacher give you work to do at home?

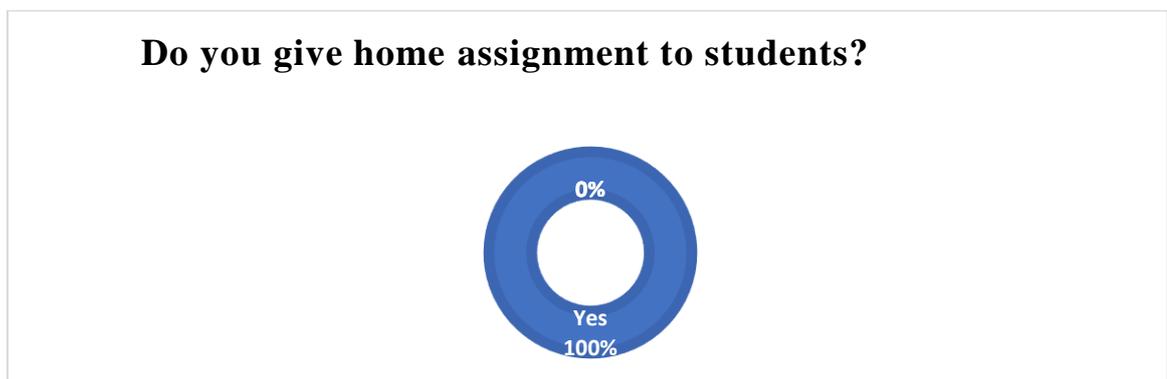


Figure 5: Do you give assignment to students

The respondents were asked whether they were given work to do at home, to which 94% affirmed while 6% refuted. 100% of teachers also confirmed that they give assignments

to students. It is therefore safe to interpret that most students are given home assignments by their teachers.

4.4.3 Parents Checking Academic Work

Table 7: Parents checking academic work

Do your parents check your academic work?	Frequency	Percent
Yes	88	75
No	30	25
Total	118	100.0

Regarding whether parents check on students' academic work, 75% of the respondents concurred while 25% disputed. This implies that most parents do check their children's academic work. This is one way of enhancing the academic outcome of students.

4.4.4 Parents Taking Part in School Activities

Table 8: Parents taking part in school activities

Do parents take part in school activities like meetings?	Frequency	Percent
Yes	3	100

Table 8 shows that 100% of the teacher respondents were in agreement that most parents take part in school activities such as meetings. This is confirmation that most parents are actively involved in the academic affairs of their children.

4.4.5 Students Sharing with Teachers about their Home Experience

Table 9: Students Sharing with Teachers about their Home Experience

Do students share with teacher their home experience?	Frequency	Percent
Yes	3	100

Table 9 shows that a hundred percent of the teacher respondents concurred that students share with teachers about their home experience.

4.4.5 Failure to do Assignment at Home

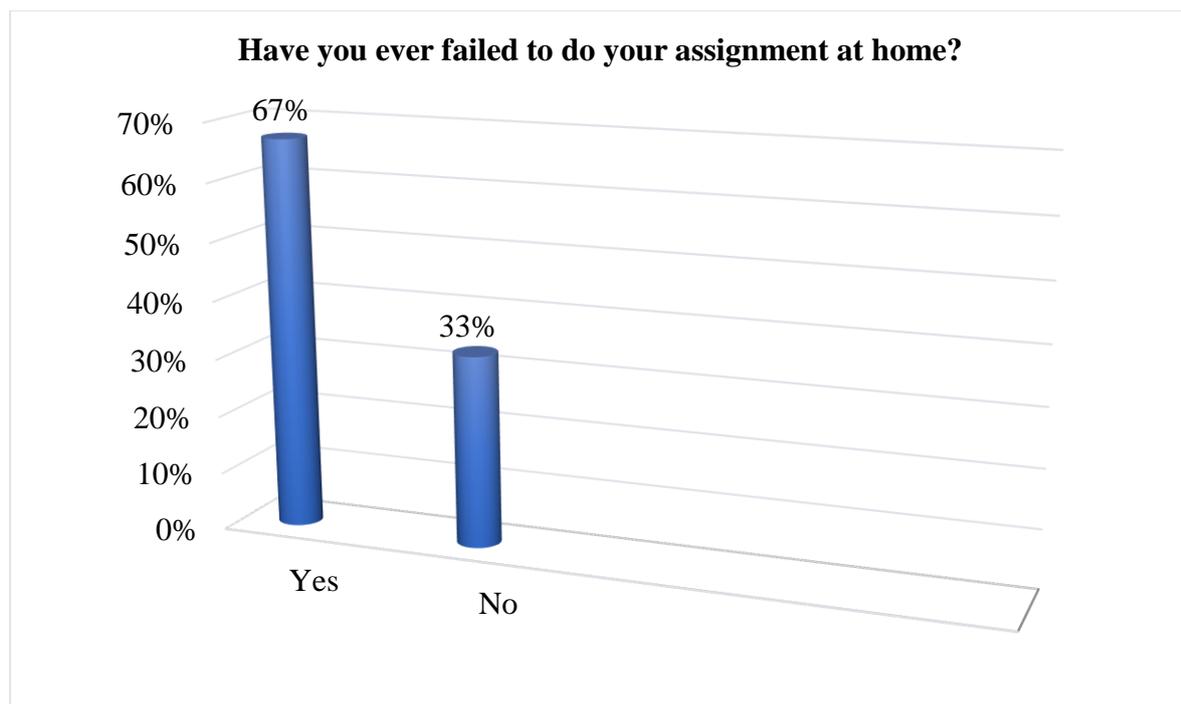


Figure 6: Failure to do Assignment at Home

On whether the students ever failed to do assignments at home, majority of the respondents amounting to 67% affirmed while 33% refuted. This implies that it is common for students to fail to do their assignments at home. Failure to do assignment is likely to negatively affect the academic performance of such a student.

4.4.5 Communication Medium

Table 10: Communication Medium

Which means does your teacher communicate to your parents about your school progress?	Students		Teachers	
	Frequency	Percent	Frequency	Percent
Phone	30	25	0	0
Face to face	0	0	1	33
Exam result card	25	21	0	0
Letter	9	8	1	33
Parents' meeting	54	46	1	33
Total	118	100.0	3	100

The most preferred method of teachers' communication to the parents about their children's school progress was found to be parents' meeting at 46%, followed by phone calls at 25% and then exam result cards at 21%. For teacher respondent, 33% used face to face methods, those using letters were 33 while those using parents' meeting were 33% as well. The least mode of communication was the use of letters. This implies that most teachers use parents' meetings to communicate to parents about their children's school progress.

4.6 School Environment and Academic Performance

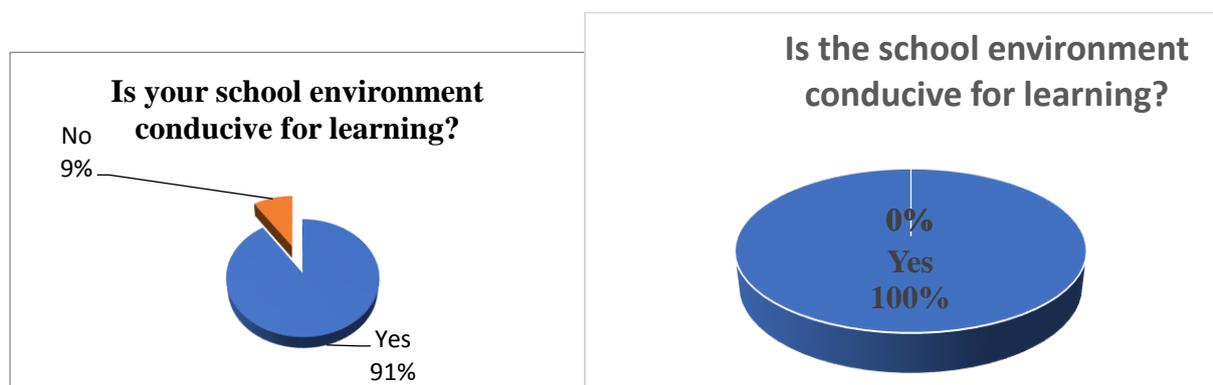


Figure 7: School having environment conducive for learning

The respondents were asked whether their schools were conducive for learning, to which 91% agreed and 9% disagreed. Similarly, 100% of teacher respondents were in agreement that their schools had conducive environment for learning. This assertion proves that most schools under study had conducive environments for effective learning.

4.6.1 Parental Advice on Friends

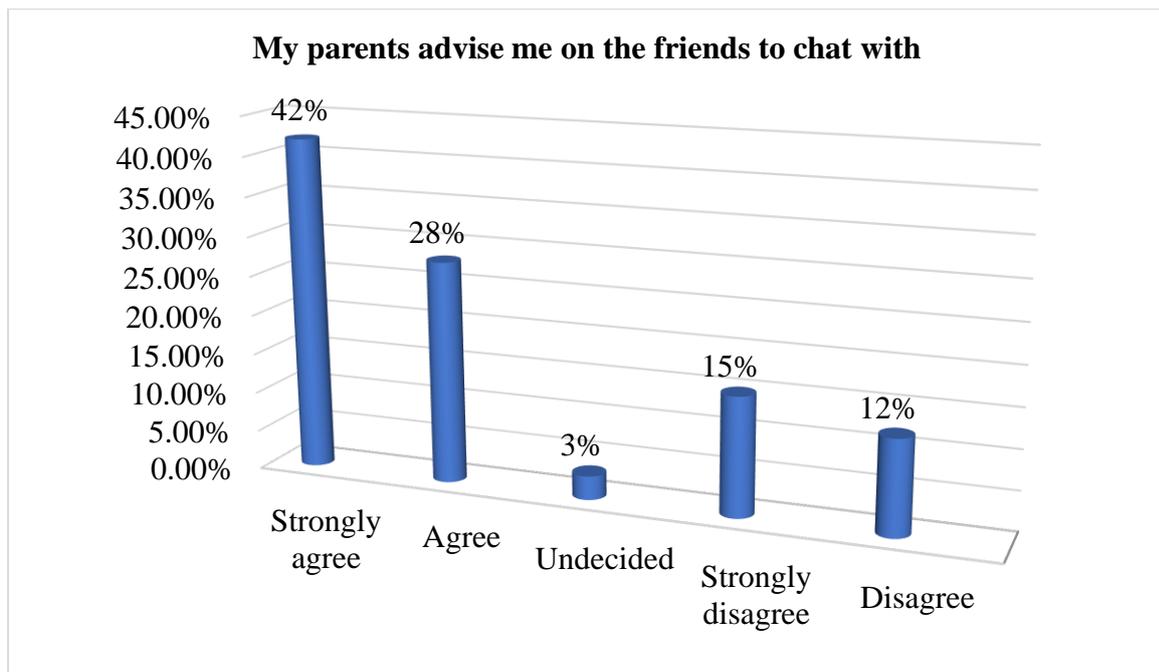


Figure 8: My parents advise me on the friends to chat with

On whether parents' advice students on the friends to chat with, 70% concurred against 27% that disproved while 3% were undecided. This shows that most parents were mindful about their children in terms of the kind of relationships to have.

4.6.2 Studying Rules at Home

Table 11: There are rules at home that guide us on studying

There are rules at home that guide us on studying	Frequency	Percent
Strongly agree	29	25
Agree	34	29
Undecided	11	9
Strongly disagree	25	21
Disagree	19	16
Total	118	100.0

The findings on whether there are rules at home to guide on studying issues shows that 54% were in agreement of the existence of such rules, 9% were undecided while 37% had contrary opinion. This implies that many homes have put in place rules and regulations to guide studying by their children.

4.6.3 Parental Motivation

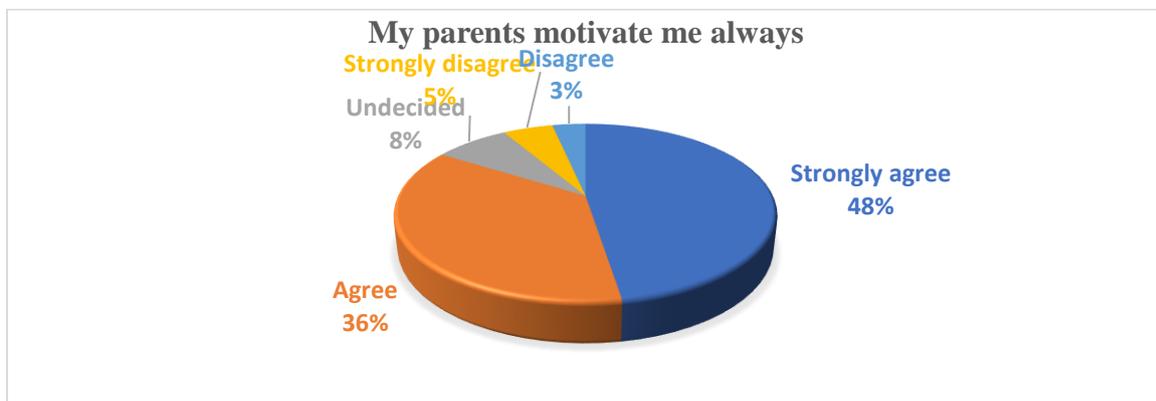


Figure 9: My parents motivate me always

The student respondents were asked whether their parents always motivate them, 84% concurred, 8% disproved while 8% were undecided. Based on the majority of the respondents, it is clear that many parents strive to motivate their children.

4.6.4 Parental Assistance with Homework

Table 12: My parents help me in my homework

My parents help me in my homework	Frequency	Percent
Strongly agree	12	10
Agree	28	24
Undecided	10	9
Strongly disagree	41	35
Disagree	27	23
Total	118	100.0

Regarding whether parents help their children with homework at home, majority of the respondents amounting to 58% disapproved against 34% that agreed while 9% were undecided. According to these findings, it can be interpreted to mean that most parents rarely support their children with their homework.

4.6.5 Teachers Giving Home Assignment

Table 13: Home Assignments

Do you give homework to students?	Frequency	Percent
Yes	3	100
No	0	0
Total	3	100

It was evident from the analysis on whether teachers give homework to students after 100% of teacher respondents confirmed that they indeed give homework to the students.

4.6.6 Students Talking About School with their Parents

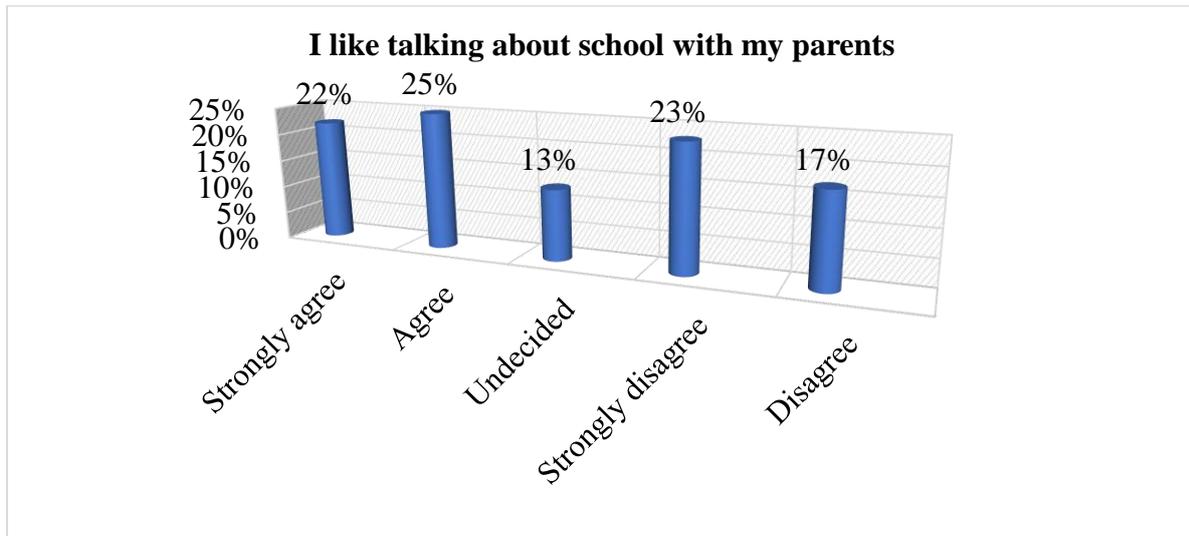


Figure 10: I like talking about school with my parents

According to Figure 10 above, 47% of the respondents were in agreement that students like talking about school with their parents, 13% were undecided while 40% however showed disagreement. This implies that many students are open to talk with their parents about school issues.

4.6.7 Teachers Sharing with Parents about School Progress

Table 14: Teachers Sharing with Parents about School Progress

My teacher shares with my parents about my school progress	Frequency	Percent
Strongly agree	31	27
Agree	54	46
Undecided	11	9
Strongly disagree	11	9
Disagree	11	9
Total	118	100.0

Regarding whether their teachers shares with parents about their children's school progress, 72% concurred, 9 were undecided while 18% were in agreement. This shows that majority of teachers share with parents about school progress.

4.6.8 Provision of School Materials

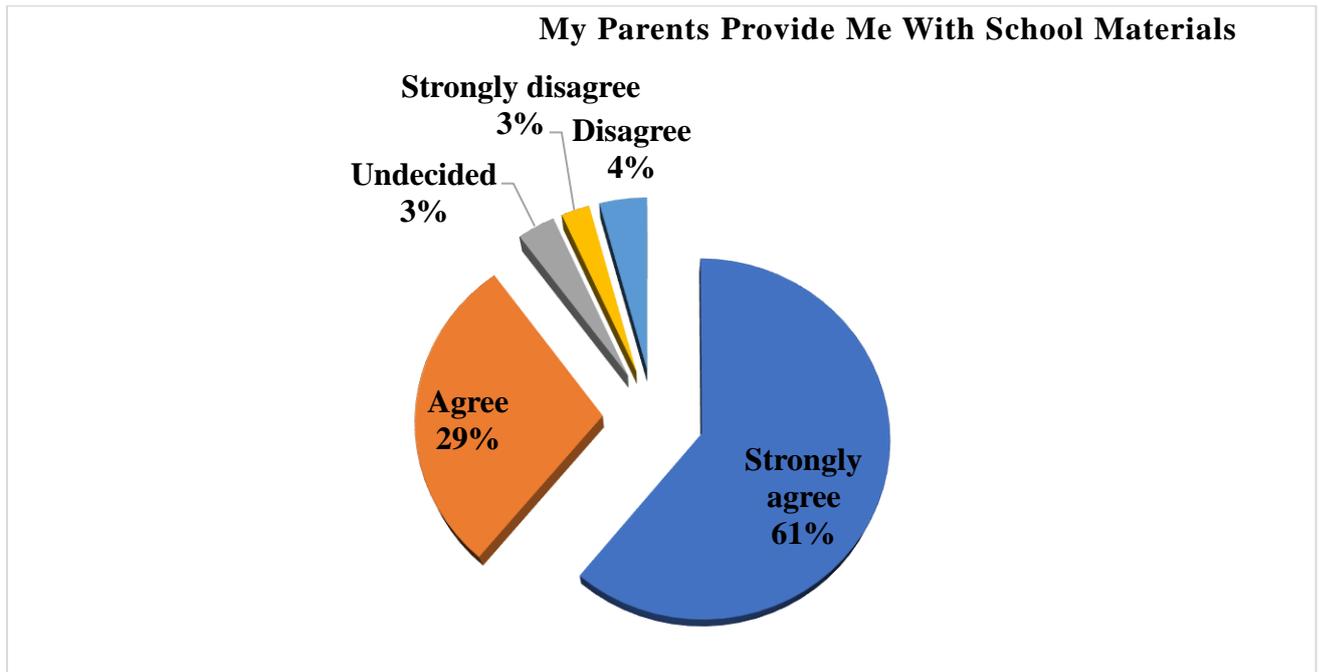


Figure 11: My parents provide me with school materials

According to Figure 11, above, there was an overwhelming agreement from 90% of the respondents that most parents provide them with school materials. Those of contrary opinion were 7% while those undecided were 3%. This can be interpreted to mean that most parents strive to provide their children with school materials as a way of supporting their learning.

4.6.9 My Parents Pay School Fees on Time

Table 15: My parents pay school fees on time

My parents pay school fees on time	Frequency	Percent
Strongly agree	48	41
Agree	32	27
Undecided	16	14
Strongly disagree	8	7
Disagree	14	11
Total	118	100.0

From the findings, 68% of the respondents concurred that their parents pay their children school fees on time. Those of contrary opinion were 18% while those undecided were 14%. Going by the majority of the respondents, it is safe to say that most parents are in a position to pay school fees on time, which helps to keep them in school.

4.6.10 Parental Mentorship

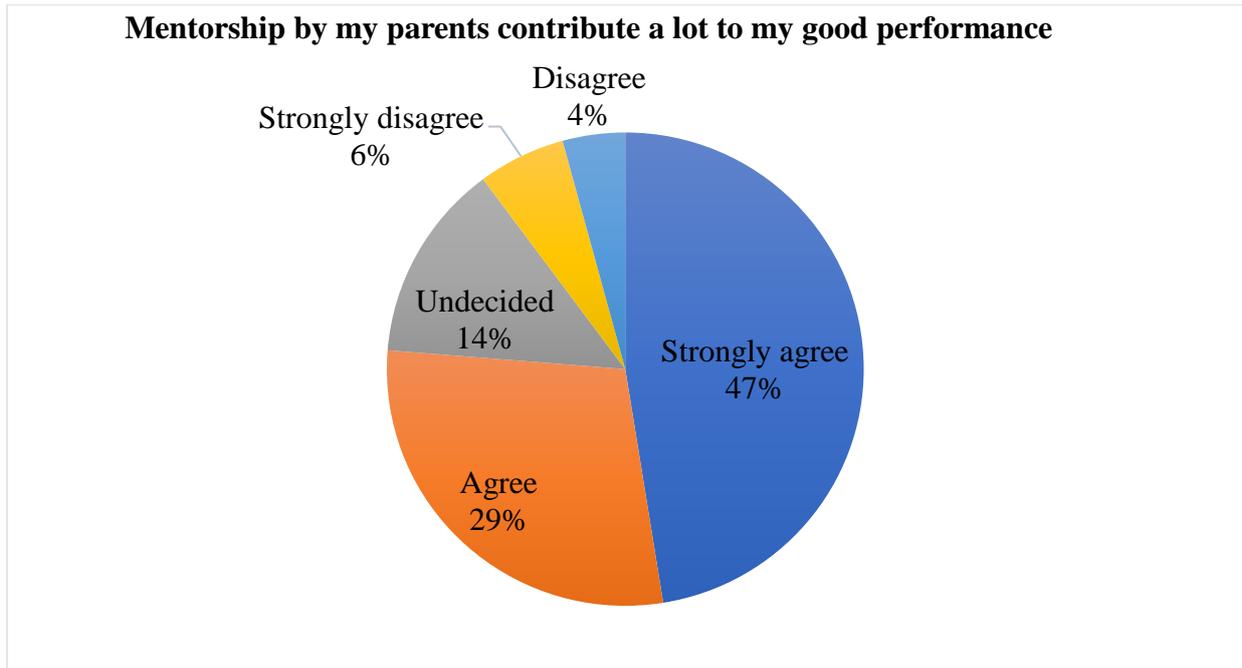


Figure 12: Parental Mentorship and Academic Performance

A total of 76% were in agreement that parental mentorship positively contributes to improvement of students' academic performance. However, 10% had contrary opinion while 14% were undecided. This therefore implies that mentorship by students' parents contributes to their good performance.

4.6.10 Lack of Appreciation from Parents and Discouragement at School

Table 16: Lack of Appreciation from parents and discouragement at school

Students are discouraged at school if not appreciated by their parents	Students		Teachers	
	Frequency	Percent	Frequency	Percent
Strongly agree	45	38	1	33
Agree	33	28	1	33
Undecided	12	10	1	33
Strongly disagree	17	14	0	0
Disagree	11	9	0	0
Total	118	100.0	3	100

On whether students feel discouraged when their parents fail to appreciate them, 66% of the student respondents showed agreement, 10% were undecided while 23% showed disagreement. Similarly, majority of teacher respondents amounting to 66% were of the opinion that students are discouraged at school if not appreciated by their parents. However, 33% were undecided. This finding implies that parents ought to appreciate their children in order to instil confidence in them at school.

4.6.11 Allocation of Study time at Home

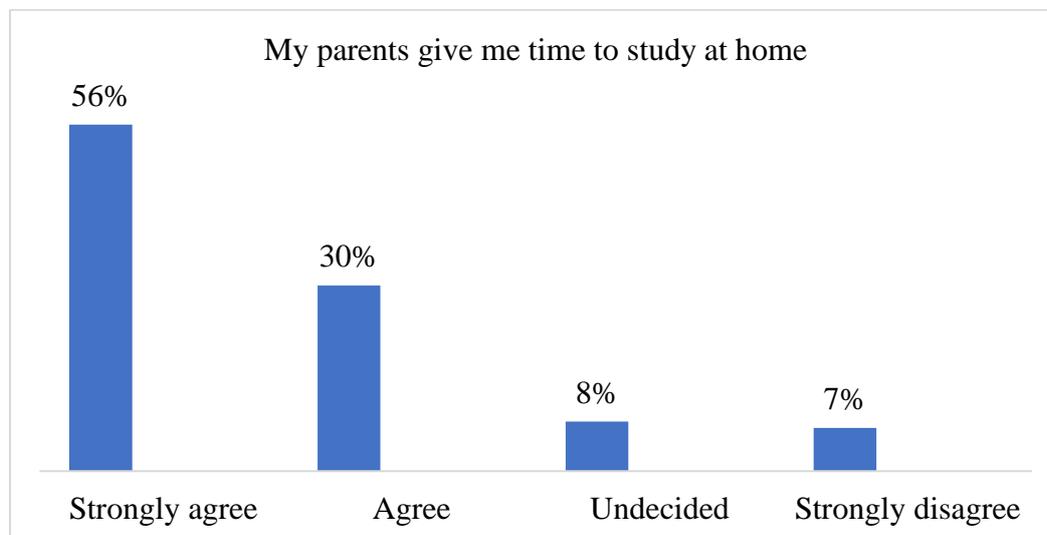


Figure 13: My parents give me time to study at home

Regarding whether students are given ample time to study at home, 56% of the respondents strongly agreed, 30% agreed and 8% were undecided while 7% strongly disagreed. Therefore, most of the student respondents (86%) are given ample time to study at home.

4.6.12 Parents' Interest in Academic Affairs of their Children

Table 17: Parents' Interest in Academic Affairs of their Children

Do parents take part in school activities like meetings?	Frequency	Percent
Yes	3	100
Total	3	100

Do parents show interest in knowing children's performance in class?	Frequency	Percent
No	2	67
Yes	1	33
Total	3	100

A hundred percent of the teacher respondents were in agreement that most parents take part in school activities. Majority of teacher respondents amounting to 67% were of the opinion that parents show interest in knowing children's performance in class while 33% had contrary opinion. This is revelation that most parents show interest in knowing children's performance in class.

4.6.13 Students' Motivation to Do Well in School Depends On the Parents

Table 18: Parents' Motivation of Students

Students' motivation to do well in school depends on the parents	Frequency	Percent
Strongly agree	2	67
Agree	1	33
Total	3	100.0

Majority of teacher respondents amounting to 67% were of the opinion that students' motivation to do well in school depends on the parents' efforts while 33% had contrary opinion. Hence, the study concludes that parent' effort is necessary in ensuring that students are well motivated.

4.6.14 Students Progressive Reports

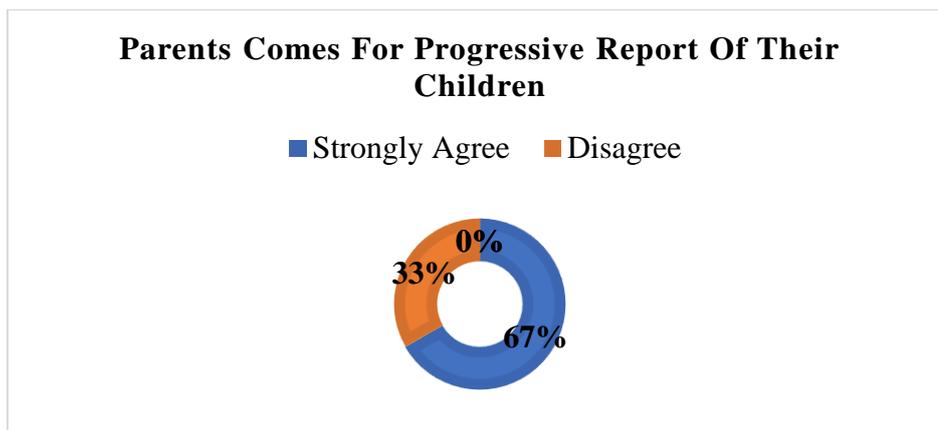


Figure 14: Students Progressive Reports

Majority of teachers amounting to 67% were of the opinion that parents comes for progressive report of their children while 33% disagreed. This shows that most parents follow up the academic progress of the children by going for progressive reports of their children.

4.6.15 Communication between Teacher and Parents

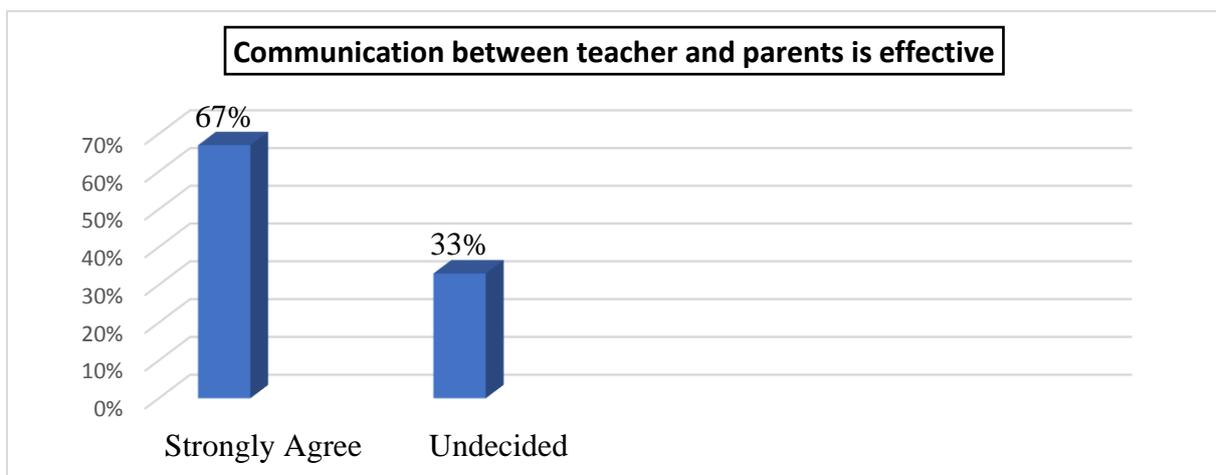


Figure 15: Communication between teacher and parents is effective

The teachers' analysis on communication between teacher and parents showed that sixty-seven percent of the teacher respondents agreed that the communication between teacher and parents was effective while 33% were undecided. This shows that the communication between teacher and parents was effective

4.6.16 Parents' School Attendance and Academic Performance

Table 19 Parents' School Attendance and Academic Performance

There is difference in children academic performance between parents who attend school activities and those who do not	Frequency	Percent
Strongly agree	1	33
Agree	2	67
Total	3	100.0

A hundred percent of the teacher respondents unanimously concurred that there is difference in children academic performance between parents who attend school activities and those who do not. The parents who attend to the academic needs of their children are likely to perform well.

4.6.17 Cooperation Between Parents and Teachers

Table 20: Cooperation Between Parents and Teachers

Parents cooperative with teachers in disciplining children at school	Frequency	Percent
Strongly agree	1	34
Agree	1	33
Undecided	1	33
Total	3	100.0

Regarding punishment of students, 67% of teacher respondents were of the opinion that parents cooperate with teachers in disciplining children at school while 33% were undecided. This implies that parents strive to help teachers in disciplining their children.

4.6.18 Parents Feeling Welcomed to Share their Children's Academic Progress

Parents feel welcome in school to share about their children's	Frequency	Percent
Strongly agree	1	34
Agree	1	33
Undecided	1	33
Total	3	100.0

Regarding whether parents are welcomed to share about their children's academic progress, 67% of teacher respondents concurred while 33% were undecided. This implies that parents feel welcomed to share about their children's academic progress.

4.6.19 Students' Economic Background

Table 21: Students' Economic Background

Students from strong economic background perform well than those students from humble economic background	Frequency	Percent
Strongly agree	1	33
Disagree	2	67
Total	3	100.0

An overwhelming majority of teacher respondents amounting to 100% were of the opinion that students from strong economic background perform well than those students from humble economic background. This implies that children can perform well academically regardless of their economic background.

4.6.20 Students from Both Parent Families

Table 22: Students from Both Parent Families

Students from both parent's families behave well in school than those students from single parents' family	Frequency	Percent
Agree	2	67
Disagree	2	33
Total	3	100.0

Regarding the family structure, the study noted that 67% of teacher respondents were in agreement that students from both parent families behave well in school than those students from single parent family. However, 33% of the teacher respondents disproved this sentiment. Going by the majority, it is safe to say that students from both parent families behave well in school than those students from single parent families.

4.6. 21 Conclusion

The purpose of this chapter was to find out information on how parental involvement affect children's academic performance in secondary school. Data was collected from students and teachers in three schools and analysed using Statistical Packaging of Social Science (SPSS). Information has been presented using tables, figures and charts in the systematic way. The observation of the data analysis by the researcher showed that parents actively involved in their children's learning process in many ways like paying school fees on time, mentoring their children, creating learning conducive environment for their children, setting rules at home to be followed, checking children's school report and attending meetings at school. However, it has been observed that some parents had no time to assist children in homework because of having too much work and not interested in the work.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

The purpose of the study was to find out the level of parental involvement and its effect on their children academic performance in public secondary schools in Ngong Sub-County Kenya. The study was guided by the following objectives: To find out the level of parents' involvement in students' academic learning process; To establish whether home environment affect academic performance of children and to find out the effects of parental involvement in the academic performance of children. The study was grounded on the Epstein theory that explains how parental involvement affects child's academic performance.

A literature review was carried out from a variety of sources especially the empirical studies from international to regional to local levels. From the reviewed literature, it emerged that there are literature gaps that needed to be filled by the current study. The research design adopted by the study was descriptive survey design that used questionnaires to gather data. The study conscribed 121 respondents comprising 3 teachers and 118 students drawn from Ngong Sub-County. Data was presented thematically based on the research objectives. This chapter discusses those findings as follows:

5.2 Summary of the Findings

5.2.1 Level of Parents' Involvement in Students' Academic Learning Process

This study revealed that most parents were actively involved in their children's school activities which was important in improving students' academic performance. Specifically, the study noted that most parents were putting efforts to check their children's academic work, following up the academic progress of their children by going for progressive reports and helping teachers to discipline their children.

The study noted that most students are given enough time to study at home by their parents. It was also observed that most parents were making efforts to ensure that the students

were well motivated. Further, the communication between teachers and parents was found to be effective.

The study found it vital for parents to involve themselves in the academic affairs of their children. The efforts that the parents were making were found to be contributing positively to the academic performance of students.

5.2.2 Influence of Home Environment on Academic Performance of Students

The study established that most students came from homes that offer conducive home environment for study and therefore most students like doing their assignments at home. It was evident that most parents have put in place rules and regulations to guide studying by their children.

Consequently, most students were found to be given home assignments by their teachers. Evidently, 100% of the teacher respondents confirmed that they indeed give homework to the students. However, it was noted that most students fail to do their assignments at home. Failure to do assignment is a predictor of poor academic performance.

Further, it was noted that most students share with teachers about their home experiences. Additionally, the study established that most schools under study had conducive environments for effective learning. Schools sampled had conducive classrooms, libraries and laboratories that facilitate better environment for effective learning.

5.2.3 Effects of Parental Involvement in the Academic Performance of Children

The study established that most teachers use parents' meetings to communicate to parents about their children's school progress noting that most parents were mindful about their children in terms of motivating them and ensuring that they have the right kind of relationships. The study noted that most parents strive to provide their children with school materials as a way of supporting their learning.

However, most parents were found not to be willing to support their children with their school assignments. The study noted that most students were open to talk with their parents about school issues. The openness of students helps parents to know the progress their children in school. Again, parents get to know the challenges their children face and find the possible ways to help them.

Going by the majority of the respondents, it is safe to say that most parents are in a position to pay school fees on time, which helps to keep them in school and attend classes.

Mentorship by students' parents has been noted in this study to be contributing factor to their good performance. Through mentorship, children are motivated by their parents to work hard at school and be open whenever they have challenges in their learning process. This shows that majority of teachers share with parents about school progress. The study noted that parents ought to appreciate their children in order to instil confidence in them at school.

The study noted that majority of teachers share with parents about school progress of their children and most parents feel welcomed to share about their children's academic progress. The study observed that students may perform well academically regardless of their economic background and that students from both parent families behaved well in school than those students from single parent families.

5.3 Conclusion

This study concludes that most parents were actively involved in their children's school activities. This is important in improving students' academic performance by putting efforts to check their children's academic work. Again, following up the academic progress of their children by going for progressive reports shows how parents were actively involved in their children's learning process. Furthermore, active parental involvement in their children 's academic performance helps teachers to discipline their children by giving them enough time to study at home.

The study concludes that most students came from homes with conducive environment for study and parents had put in place rules and regulations to guide studying by their children. It concludes that most students are given home assignments by their teachers although most students failed to do their assignments at home.

The study also concludes that most teachers use parents' meetings to communicate to parents about their children's school progress noting that most parents were mindful about their children in terms of motivating them, providing school materials, paying school fees on time as a way of supporting their children's learning. The study concluded that students may perform well academically regardless of their economic background and that students from both parent families behave well in school than those students from single parent families.

5.4 Recommendations

The study recommends that all stakeholders in the education sector such as the ministry of education, students, parents and school administrators should play an active role to enhance the education of students.

5.4.1 Ministry of Education

The government authorities should make policies that ensure there is collaboration between parents, teachers and students as a way of addressing education sector holistically.

5.4.1 Parents

The parents should strive to provide the required necessities for their children to ensure that they are comfortable and ready to learn. They should pay school fees on time to ensure their children are not sent home which would mean that they miss some classes. Parents should liaise with teachers to address the academic issues of their children. They should not surrender their parenting role to the teachers. Parents should also be ready to compliment what the schools are providing such as teaching and learning resources.

5.4.2 Students

Students should make efforts to concentrate on their education and liaise with parents and teachers whenever there are issues that need to be addressed.

5.4.3 Teachers

Teachers should be approachable to students to make it possible for them to share their grievances. Teachers should work together with parents and students to enhance studies.

5.5 Suggestions for further Research

This study only focused on the level of parents' involvement and its effect on their children academic performance in public secondary schools in Ngong Sub-County Kenya. This is a small study area considering that there are public secondary schools located all over Kenya. This limited area of study in Ngong Sub-County calls for other studies to be carried out in a broader area in Kenya for the study to be acceptably generalized. Focus should also be on using other research approaches such as the mixed methods in order to triangulate the results. The following topics are therefore suggested for further research:

- a) Influence of family structure on students' academic performance
- b) The role of parenting style on academic performance of students
- c) To determine between mother or father who is more involved in the academic activities of their children.

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APPENDIX 1: QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am Elia Madimba, a student at Marist International University College (MIUC) which is a constituent College of Catholic University of Eastern Africa (CUEA). I am carrying out research on the “**The impact of parental involvement in children’s academic performance in public secondary schools in Ngong Sub-County Kajiado Kenya**”, a partial requirement for the completion of my Bachelor’s degree in education. You are kindly requested to fill the given questionnaire. The information provided will be treated with confidentiality and will exclusively be used for academic purpose. Your cooperation will be highly appreciated.

Thank you in advance.

SECTION A: DEMOGRAPHIC INFORMATION

Instruction: Please tick (√) in the space provided the most appropriate response

1. Gender:

Male [] Female []

2. Age Bracket

15-17 years [] 18-20 years [] 21 Years and above []

3. Form:

Three [] Four []

SECTION B: INFORMATION ON PARENTAL INVOLVEMENT IN CHILDREN’S ACADEMIC PERFORMANCE

Instructions: Kindly indicate your answer with a tick (√) in the brackets and a brief explanation in the spaces provided if applicable.

4. Do your parent(s) attend any school activities, like parents’ meeting?

Yes [] No []

5. Is your home environment conducive for study

Yes [] No []

Briefly explain your answer above

6. Does your teacher give you work to do at home?

Yes [] No []

7. Do your parents check your academic work

Yes [] No []

I am discouraged at school if my parents do not appreciate me

My parents give me time to study at home

SECTION D: INFORMATION ON THE IMPACT OF PARENTAL INVOLVEMENT ON CHILDREN ACADEMIC PERFORMANCE.

12. What are some of the things put in place by your parents to ensure you study at home?

i _____

ii _____

13. Explain things that disrupt your studies at home

i _____

ii _____

14. Why is parental involvement in your studies important?

i _____

ii _____

15. Suggest two things parents should do for the progress of your learning process?

i _____

ii _____

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am Elia Madimba, a student at Marist International University College (MIUC) which is a constituent College of Catholic University of Eastern Africa (CUEA). I am carrying out research on the “**The impact of parental involvement in children’s academic performance in public secondary schools in Ngong Sub-County Kajiado Kenya**”, a partial requirement for the completion of my Bachelor’s degree in education. You are kindly requested to fill the given questionnaire. The information provided will be treated with confidentiality and will exclusively be used for academic purpose. Your cooperation will be highly appreciated.

Thank you in advance.

SECTION A: DEMOGRAPHIC INFORMATION

Instruction: Please tick (√) in the space provided of the most appropriate response

1. Gender:
Male [] Female []
2. Age Bracket
25-30 years [] 31-36 years [] 37- 50 years [] 50 years and above []
3. Year(s) of teaching experience:
1-5 years [] 6-10 years [] 11-15 years [] 16 years and above []
4. Teacher’s qualification
Diploma [] Degree [] Masters [] Others []

SECTION B: INFORMATION ON THE IMPACT OF PARENTAL INVOLVEMENT ON STUDENTS’ ACADEMIC PERFORMANCE

Instruction: Kindly, indicate your answer by ticking (√) in the space provided the most appropriate response.

5. Does parental involvement meaningful to the students’ academic affairs and the school?
Yes [] No []
6. Is the school environment conducive for learning
Yes [] No []

Briefly explain _____

7. Which means of communication do you use to share with parents on student's school progress?

Letter [] Face to face [] Parents' meeting []

8. Do parents take part in school activities like meetings?

Yes [] No []

Briefly explain _____

9. Do students share with teacher their home experiences?

Yes [] No []

Briefly explain _____

10. Do you give homework to students?

Yes [] No []

Briefly explain _____

11. Do parents show interest in knowing their children's performance in class?

Yes [] No []

Briefly explain _____

Section C: To what extent do you agree with the following statements on the impact of parental involvement on students' academic performance.

Please indicate your response by ticking (√) in the column or rows at the end of the statements either **SA** – Strongly Agree, **A**- Agree, **U**- Undecided, **SD**- Strongly Disagree, **D**- Disagree.

STATEMENTS	SA	A	U	SD	D
-------------------	-----------	----------	----------	-----------	----------

Student's motivation to do well in school depends on the parents					
--	--	--	--	--	--

I talk to my students about their learning					
--	--	--	--	--	--

Parents come for progressive report of their children

Communication between teacher and parents is effective

All students do assignments on time

There is a difference in children academic performance between parents who attend school activities and those who do not

Parents cooperative with teachers in disciplining children at school

Assignments for students in our school is mandatory in order to enhance academic performance

Parents feel welcome in school to share about their children's behaviour

Students from strong economic background perform well than those students from humble economic background

Students from two parent family behave well in school than those students from single parent family

Students are discouraged if not appreciated in school by their parents

SECTION D: INFORMATION ON THE IMPACT OF PARENTAL INVOLVEMENT IN CHILDREN'S ACADEMIC PERFORMANCE

13. In your opinion, what prevents parents from attending their children academic activities?

i _____

ii _____

14. Mention any two significances of parental involvement in students' academic performance.

i _____

ii _____

15. Suggest two ways to strengthen parental involvement in students' academic affairs in school.

i _____

ii _____

END

APPENDIX III: LETTER OF RESEARCH AUTHORIZATION



MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)
CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
P. O. Box 24450 KAREN, 00502 NAIROBI
TEL: 254-02-2012787 / 2012797; FAX: 254-20-2389939

22ND JANUARY, 2020

TO WHOM IT MAY CONCERN

RE: MADIMBA ELIA BAULENI (B.Ed/469/16/17)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

The Research Topic To Be Carried Out Is: *The Impact of Parental Involvement in Children's Academic performance in Public Secondary Schools in Ngong Sub-County, Kajiado Kenya.*

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,


MRS. MARY MAINA

DEPUTY PRINCIPAL ACADEMIC

APPENDIX IV: A MAP OF NGONG SUB-COUNTY

