

**INFLUENCE OF PARENT INVOLVEMENT ON STUDENTS ACADEMIC
PERFORMANCE IN DAY PUBLIC SECONDARY SCHOOLS IN THIKA WEST
AND GATUNDU NORTH SUB COUNTIES, KENYA.**

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**A Thesis Submitted to the School of Education and Social Sciences in Partial
Fulfillment of the Requirement for the Conferment of Masters of Education Degree
in Education Leadership and Management of Kenya Methodist University**

JULY, 2023

DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university.

Signature

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This research thesis has been submitted for examination with our approval as university supervisors.

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DEDICATION

I dedicate this work to my ever loving and supportive family.

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ABSTRACT

Parental involvement contributes significantly in students' academic success in national examinations. This has forced secondary school administrators to involve parents while preparing students for Kenya Certificate of Secondary Education (KCSE). Parental involvement influence student's natural talent, improves behavior, increase classroom attendance and promotes classroom compliance which affects the student's academic performance. The objective of this study was to investigate the influence of parent-student, parent- teacher and parent-school involvement on academic performance of their children in public day secondary school in Thika West and Gatundu North Sub-Counties, Kenya. The study was guided by the Ecological Systems Theory with the use of descriptive research design. Teachers and students in the public secondary schools in Thika West and Gatundu North Sub-Counties were targeted. Questionnaires were used to collect data. Data analysis was done using descriptive statistics, tables and linear regression to determine the relationship between dependent and independent variables. Ethical issues were adhered to during the study. The study revealed that effective parent-teacher communication, providing necessary learning resources to students, providing a conducive learning environment at home and paying school fees in time by the parents is a prerequisite for high academic performance. The study also revealed that parent's failure to provide adequate basic needs to their children affected their performance negatively. This study will be useful to the administrators of public day schools in their policy formulation in relation to parent involvement in school activities. The study recommends that to enhance parents commitment in school activities, school administration should involve parents in preparation of calendar of events defining the role of parents in their children's academic performance, link up with organizations which can offer bursaries and scholarships in order to finance those students whose parents have financial challenges in paying school fees and make efforts to have open forums for parents, teachers and students in order to be able to interact with each other and communicate schools' expectations to parents and parents to be given a chance to express their views. Further research can be done in boarding schools for comparison purposes.

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LIST OF ABBREVIATIONS

KCSE	Kenya Certificate of Secondary Education
NEA	The National Education Association
NMSA	National Middle School Association
PTA	Parent Teacher Associations
SES	Socio- Sconomic Status
SPSS	Statistical Package for Social Science
ZPD	Zone of Proximal Development

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

It is every stakeholder`s desire in the education sector to have high levels of academic performance not only in Kenya but all over the world (Wang et al, 2018). Failure in the national examinations is detrimental to the students since it leads to despair and uncertainty in life hence the reason for Academic performance becoming a major concern for educational researchers. Several researchers have belabored the concept of academic achievement vis-à-vis various factors that determine academic achievement (Bryan et al, 2019). Such and other related researches have led to what is commonly known as the Effective Schools Model, which is made up of seven aspects according to (O`Flynn et al, 2018).

Six out of the seven aspects apply strictly to the schools environment while home-school relations incorporate the involvement of parents/guardians in the academic achievement of students (Muller, 2018). When a family is able to; create a home environment for their child and be able to encourage them to learn; be able to express realistic expectations to their children on their future career and future achievements and the parents should be able to fully engage in their child`s education and in the society at large is what was term as being able to accurately predict the achievement of a child in school without determining their social status or how wealthy the family is(Whittle et al , 2017. Most of the children do better in school if their family is fully involved in their education (Đurišić & Bunjevac, 2017).

Children's academic performance needs parental involvement as it is an imperative factor to consider in the child's success (Coleman, 2018). Parental involvement on student's academic performance does not only help in academic performance but also contributes to other aspects such as encouraging them to make use of their natural talents, improve their behaviours, increase of their attendance in the classroom, promotion of compliance in class and increasing the achievement of the students. Parents are not only contributing in the achievement of their children's in regards to performance, but also in the improvement of school governance and democratization in general. The quality of a school is determined by how well the parents are involved in the school development as per the European Commission (Dotterer & Wehrspan, 2016).

Globally, The Excellence in Schools' White Paper in England was first set out to show the importance that parents contribute in the academic achievement of their kids in 2007 through the government's strategy of securing the involvement of parents. There were three elements that were involved in the strategy developed by the government of England, which included; information being provided to the parents, a voice being given to the parents and parents being encouraged to collaborate with the schools (Wilder, 2019). Schools were found to be popular according to how the school's parents got involved in the school's activities for more than 10 years in the Scottish schools through a study done by (Tizard et al, 2017). Different from how Kenyan schools popularity is viewed through how the school has performed in the past years consecutively (Adan, 2016). This thus shows that the involvement of parents in schools plays a vital role in how children perform which then leads to the school being popular.

In Africa, the Cross River State on the southern educational zone was studied on the part parents play in their children's' education and how they influenced the performance of students in English language (Ebuta & Ekpo-Eloma, 2020). The English language achievement was greatly affected by the role played by parents in the children's education as the study revealed (Veas et al., 2019). There is likeliness of high performance from students whose parents participate in their academic activities. Academic performance should thus be facilitated through parents getting involved in learning activities of children.

In South Africa, a study was done on how a Cape Town school which is disadvantaged where he intended to determine how the participation of parents affected performance of their children (Page, 2016) . The researcher reported on how the parents participated in education in school and also other activities in the home setting. The primary school learners academic achievement was strongly affected by parental involvement as the study revealed. The learner participants supported the fact that the involvement of parents was of key their success in school. The involvement did not only include class work but also other activities that support he well-being of the society (Daniel, 2016) . The homework activities came up with mixed reactions where both positive and negative feelings were expressed as per the parent's involvement. Most of the participants indicated that their mothers assisted them in their homework while very few indicated that their fathers did.

In Rwanda, an investigation was conducted on how the participation of parents influence their children's performance in school. Factors such as parent's status in relation to the economic ability and social life, which includes the parents' academic level, their work

status together with how much they earn, were highlighted by the study done. The study found out that low literacy parents lacked the required competencies and knowledge to assist their children in their schoolwork (Mugari, 2017). Another study stated that the parental related factors that affected their children's performance in education included; socio-political factors, socio-economic condition, parents' negative school experience, education level of parents, beliefs of their parents concerning their influence regarding their involvement will be a great contributor on their children's academic achievement, the family structure, parental style, parent's gender, cultural differences, language used at schools, age of students or pupils, lack of time, language and school attitudes and involvement (Jiménez & Vera, 2018); (Akellot & Bangirana, 2019).

The responsibilities of parents in Uganda as per the Education Act 2009 indicated that parents needed to; participate in giving of discipline to children when they are wrong, provide the required learning materials by the children, take caution of the welfare of the teachers, development of the school's structure and ensure that the children are well cared for (Akellot & Bangirana, 2019)

. The study thus recommends that the school academic levels may improve if the parental involvement is at a high level. From the research done, it was found out there was the involvement of parents positively related to education attainment of their children in school and were, therefore, able to convince the policymakers to take some initiatives to create family intervention programs (Boonk, Gijsselaers et al., 2018).

All the children in Kenya are not being provided for the quality of education that they deserve as the sector is facing challenges in providing for quality education. All the

parents are concerned on how their children perform and appreciate when a teacher shows concern on the follow up on how the child is performing (Hornby & Blackwell, 2018). The competence of children, their perceptions and academic achievement are improved through parental involvement in the children's academics (Daoud & Quiocho, 2017).

Another study was done on Kenyan secondary schools in Nairobi where the children's performance was evaluated and how it was affected by paternal involvement. (Adan, 2016). Parents who are called upon by the institutions administrators to participate in school activities motivate the students academically. The homework that learners are given should be directed and inspected by parents and they should also offer guidance on how to choose subjects. The children's abilities in school are measured to certain extent according to how their parents participate in activities in the school. How the management of secondary schools is undertaken should be guided to the parents through offering knowledge and skills. There are various variables that are dependent on the performance of students. They include; the facilities and the type of school, teacher's qualification, the academic background of the student, the origin of their environment, the leadership involved by teachers and the qualifications of the management. In Kiambu County, the performance of public secondary schools can be rated in three categories; high, average and low. The schools are divided into sub-county, county, Extra County and national. There are both boarding and day schools where the performance is also divided in the same cadre. The schools are graded from the best performing to the least performing despite their differences in academic facilities and infrastructure. Thika West

and Gatundu North Sub Counties have recorded low performance in the past years especially in the public day secondary schools as illustrated in table 1.1 and 1.2 below:

Table 1.1:

Academic performance of public Secondary School in Thika West Sub County

SCHOOL	CATEGORY	MEAN SCORE						
		2016	2017	2018	2019	2020	2021	2022
Mary hill high school	Public	9.451	8.700	8.14	8.812	9.89	9.51	9.235
Thika high school	Public	8.174	7.480	7.33	6.83	8.343	7.388	7.611
Chania girls high school	Public	6.968	6.442	4.88	4.17	7.64	7.32	6.938
Chania boys high school	Public	6.788	5.606	7.07	7.22	7.70	7.46	8.045
S.A.Thika high school for the blind	Public	4.723	4.099	4.392	5.090	5.67	4.382	4.60
Thika garrison secondary school	Public day	4.723	3.974	3.25	2.596	5.93	4.344	4.335
Broadway secondary school	Public day	4.212	3.565	2.890	2.536	4.117	4.19	3.60
S.ajoytown sec. School	Public	3.140	3.532	2.76	2.87	3.806	2.737	2.760
Kimuchu secondary school	Public day	3.857	3.367	2.959	3.026	3.985	3.357	3.327
Karibaribi secondary school	Public day	2.958	2.429	1.650	1.581	2.40	2.93	2.286
Queen of rosary secondary school	Public day	3.220	2.408	2.415	1.737	3.625	2.85	2.604
Kenyatta girls secondary school	Public day	2.285	2.230	1.897	1.805	3.939	3.609	3.465

The table 1.2 (Refer to appendix V) shows the KCSE performance for Gatundu North sub-county. Source: County Education Office, Kiambu County (2023)

The data shows the declining performance in KCSE results posted in the many years particularly when a comparison is done between private and boarding schools within the Sub County and institutions within Kiambu sub counties and the county of Muranga that it neighbors. The trend is worrying and requires to be looked into. Therefore, this

research sought to establish the influence of parental involvement in the academic performance of students in secondary schools in Thika West and Gatundu North Sub-Counties, Kenya.

1.2 Statement of the Problem

The discussion of how the performance of children in education is affected by involvement of parents has not been given a lot of attention in the Education field. When parents are engaged in the academic functions of their children, they tend to perform well (Eliason. & Jenkins., 2017). In the skills and brain development, the children that are supported by their fathers in the academic activities in the Western world in the paternal involvement study perform better. Despite the fact that it is evident that parental involvement contributes positively on academic performance of students, many parents have ignored this role and as a result the performance of students especially in public day schools in Thika West and Gatundu North Sub-Counties in Kiambu County has been very low. Due to this reason, the researcher was prompted to carry out research on the aspects of parental involvement that contribute to academic performance of students in these two counties. If such investigation is not done early enough, the performance in the said schools will continue deteriorating.

1.3 Purpose of the Study

The study aimed at establishing the influence of parental involvement in the academic performance of their students in public day secondary schools in Thika West and Gatundu North Sub-Counties, Kenya.

1.4 Objectives of the Study

- i. To determine the influence of parent-school involvement on academic performance of students in public secondary schools in Thika West and Gatundu North Sub-Counties
- ii. To investigate the influence of parent-student involvement on academic performance of students in public secondary schools in Thika West and Gatundu North Sub-Counties
- iii. To establish the influence of parent-teacher involvement on academic of students in public secondary schools in Thika West and Gatundu North Sub-Counties

1.5 Research Questions

The study provided responses to the following research queries;

- i. What is the effect of parent-school involvement in the academic performance of students in public secondary schools in Thika West and Gatundu North Sub-Counties?
- ii. To what extent does parent-student involvement influence the academic performance of students in public secondary schools in Thika West and Gatundu North Sub-Counties?
- iii. Does parent-teacher involvement influence the academic performance of students in public secondary schools in Thika West and Gatundu North Sub-Counties?

1.6 Limitations of the Study

Since Parental participation on academic performance applies to all public secondary schools in the country, it would have been of great necessity to study all the public schools in Kenya for more conclusive results. Due to time and resource limitations, which would have caused data to be inaccessible and anticipated events, this was not possible. The ideas and opinions of parents, instructors, and students from all Kenyan public secondary schools could not be obtained. The survey was limited to the influence of involvement of parents in the academic performance of their students in secondary schools in Thika West and Gatundu North Sub-Counties, Kenya. To obtain information, the study relied on teachers and students. It was difficult to reach the parents due to their geographical locations. Some respondents were not very free to give the information nevertheless, assurances were provided by the researcher concerning how their information was to be handled confidentially and that it will not put to use for pursuing any objective other than the stipulated one.

1.7 Delimitation of the Study

The study concentrated only on the views of teachers and students in the targeted schools. Stakeholders opinions were left out in this survey due to time and financial constraints that included the parents, Parent Associations (PA), educational officers and support personnel. Because the opinions of these stakeholders may have an impact on parental involvement in their children's academic accomplishment of schools in the sub-county, the study's findings were therefore generalized with caution.

1.8 Significance of the Study

The study's findings will help stakeholders such as school board of management and administrators to better understand the impact that parental participation has on their children's academic performance in secondary schools. The findings would be used by secondary school administrators to identify the many areas of parental participation that need improvement, and they would then work to close the gaps with the assistance of Parents Associations (PA) and local leaders.

The study would also disseminate information to stakeholders on how the parents are currently involved in the academic achievement of students and what enhances or prevents effective parent involvement mainly in rural schools. The teachers would make use of the findings in identifying gaps in the area of parents involvement that require emphasize.

Parents would use such revelations to reorganize their significant role they play in their children's education particularly in enhancing performance. The study would also act as a motivator to researchers and scholars to undertake investigations in other areas for the purpose of establishing acceptable ways of involving parents in students' academic performance.

The study would also act as guide to policy makers and planners in education sector in regards to functions of various partners regarding performance of secondary school students. The education ministry would utilize these outcomes and suggestions to formulate policies that are effective in parental participation programmes in secondary schools. The findings would also be useful the government of Kenya, because it would

assist to apply the policies that address the challenges facing parents in the academic achievement of the students.

1.9 Assumptions of the Study

Assumption was made that teachers and students would be honest, cooperative and would give reliable information. It was also assumed every child had a parent. In addition, it was an assumption that students and teachers would fully participate and are interested in providing information required in the research. The presuppositions of the researcher were that teachers interacted with parents in the process of learning and had full knowledge of them as well. It was assumed that the sample selected was assumed to be a representation of the selected population. Lastly, it was also assumed that there was a general comprehension of the questions by the participants.

1.10 Definition of Operational Terms

Academic Performance:

The average scores of students' in examinations given.

Parent Demographic Characteristics

These are the aspects of the parents that dictate the level and mode of parental involvement in the academic life of their children. They include education level; level of income; gender and age.

Parent Involvement:

This refers to parents actively participating in educational or non-educational activities at home and at school. Parent participation in this study denotes collaboration, sharing, and support of pedagogy for students' academic success.

Parent:

Any adult who has agreed to be a child's caregiver in their life is referred to by this term. It is therefore not limited strictly to birth/biological parents.

Parental Guidance

This entails the providing of information to children by their parents through explaining the reasons, pros and cons of their action and decisions.

Parent-School Involvement

This is where the parents are involved in decision-making and learning support activities within the school while aiming at improving student's academic achievement

Parent-Student Involvement

This is a reference to the collaborative relationship that exists between parents and their kids when the latter are actively involved in the education of the former at home.

Parent-Teacher Involvement

this is the working relationship between parents and teachers aimed at improving student's academic performance.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The researcher aimed covering various key areas and their relatedness to academic performance in public day secondary schools in Thika West and Gatundu North Sub Counties. These areas include involvement of parents in school matters, involvement of both students and parents, parent-teacher involvement and the moderating influence of parent demographic characteristics on academic achievement.

2.2 Parent-School Involvement and Academic Achievement

2.2.1 Parents' Involvement in School Decision Making

Parents and schools are linked together when the parents take part in governance, making of decisions and participating in advocacy roles, which are strategies to promote parental involvement (Berrick et al., 2017). When parents get involved in school decision making as well as other activities of learning it helps the students to perform well which is part of the comprehensive program in parental involvement. The community also advantages through the participation of the community and parents in making of decisions in schools as they become more accountable. When parents are involved in school site councils, associations that include both the parents and teachers and other committee activities, they are able to get involved in decision making which strengthens their parental participation (Hegna & Smette, 2017). The students are enacted for policies by the school and the parents, which contribute in their outcomes through the benefits they receive. Through the decisions of the school, students are able to know of how there are represented in their family. There is need for parents to connect with other families so

that they can encourage and teach each other on the benefits of parental participation in schools. Through policy development, the teachers are also able to differentiate the roles that parents play in schools.

The schools objectives can be achieved effectively if the parents are given a chance to take part in the process of decision making within the school as showed by (Costa & Faria, 2017). There is need for parents to be involved in strategic planning process, making of policies, budgeting and evaluation of cyclical programs in the schools (Muller, 2018). Administrative functions need to be performed by all the teams involved for them to be successful. Administrators need to invite parents to school to come and motivate learners in order to boost their academic performance. The homework that learners are given should be directed and inspected by parents and they should offer guidance on how to choose subjects. The children's abilities in school are measured to certain extent according to how their parents participate in activities in the school (Eccless. & Harold., 2017). How the management of secondary schools is undertaken should be guided to the parents through offering knowledge and skills.

The achievement of children was directly found to relate to parents' participation positively as claimed by (Wilder, 2019). If the parents only monitored and helped their children in doing their homework and did not take part in other activities, then the relationship would be found to weaken. The relationship was further strengthened when the parents participated which gave hope and care to the children. The self-confidence of a child is motivated and promoted through the involvement of their parents. The learning of students is also encouraged by the involvement of their parents in the school's activities. The achievement of a student in his or her academics is effectively facilitated

by their parent's involvement eventually. School administrators should ensure that they clearly explain the school policies, programs, rules and regulations to all the parents.

2.2.2 Parents' Involvement in School Financing

For the academic excellence of the children, parents need to ensure that they participate in making available of the resources needed in the school for the children to learn. These activities include; ensuring that their children get to school in time, ensure that they provide the scholastic materials needed by the children and funding of the services required to ensure that children perform well (Brooks et al., 2018). In majority of the schools, the parents fund for all the activities and services in the school long since independence after the missionaries' donations were affected by the world war. (Sekamwa, 2017).

It was also established that wealthy families participated more as regards their children's learning compared to the impoverished families, and the promotion of parental participation was done more by the management of wealthy schools than schools in impoverished communities. There were parents who had the will to participate in their children education but did not have the power especially the poor and those from rural backgrounds. This however is a different case when it comes to financing in the schools, providing of scholastic materials and having little or more.

There are a number of roles that need to be taken up so that parent involvement can be enhanced. The educational programs also need parents to undertake roles so that the programs can be recognized. Africa as a whole has had the need to ensure that the local communities support schools materially and financially. The cutting of expenditure in the

1980s was the main reason why education in Africa was affected in the third world.. The requirement that parents are also required to provide rather than the normal school fee are; sanitary pads for girls, notebooks and proper medication both at home and in school. Funds are therefore needed to provide these essentials, which are vital for the learning of students despite how good the teachers are.

2.2.3 Parents' Involvement in Maintenance of School Infrastructure

A study was done to find out how school resource levels were related to students' achievement, which brought about large controversial literature (Coleman, 2018). The association between school resources and achievement of students' was revealed to be weak and inconsistent through a study done using US data. (Hanushek, 2019).

How educational resources relate with students' academic achievement was investigated through lots of studies done in Nigeria. Secondary school's student's achievement was determined by the qualification of teachers and capacity of resources. In Delta State, presence of or lack of resources affected the achievement of students. The academic performance of students and effective teaching was improved through provision of adequate teaching and learning equipment and facilitation of teaching and learning activities as believed by (Edeh et al., 2017) who agreed. Effective management in education requires the school to determine how many students can be accommodated, the required teachers, the required non- teaching staff and how much money is needed to ensure the system of effective management is enhanced. The teaching and learning attitude of teachers and students is determined by the classrooms they operate in, the resources offered and the environment under which they operate. Negative attitude results from students and teachers being in un-conducive classrooms. Poor academic

performance may also result from inadequate resources required in teaching and learning(Umeana, 2017) . School environment also affects the students' academic achievement. Effective teaching and learning is enhanced through enough desks, seats, chalkboard, teaching aids, and cupboards in the classrooms.

Several studies have been done in Kenya evaluate adequacy and availability levels of pedagogy resources. Facilities like classrooms, science labs, school grounds and playgrounds were proven to be crucial in promoting a school's academic success (Kimu, 2012).KICD, the then KIE did an evaluation in the year 2007 the level of preparedness by schools for the new curriculum. The survey revealed that the majority of the schools sampled lacked suitable learning and teaching facilities. Textbooks, charts, posters, library and computers were among other relevant pedagogy facilities. Textbooks were found to be the most common resources used. According to a monitoring report, textbooks were found to have information which is contradictory, shallow in scope and containing content which is unnecessary as well as factual errors.

2.2.4 Parent-Student Involvement and Academic Achievement

The skills required by a student to excel both academically and in home life, can be achieved through forming a working relationship between the parents and the teachers through implementation of parental involvement strategies and practices in the education society today (Aldridge, 2016). As stated by the National Education Association (NEA,) children do better in academic institutions due to the involvement of parents in their educational activities. The schools that the children go to that their parents are involved, are known to be good (National Education Association). The student's education and future at large will be improved when the parents are significantly y involved in

education activities in school. This promotes love and support, which in turn improves their relationship as advised by (Jeynes, 2015). The school's and parents hard work and dedication make the school benefit from them which mostly affects the value of the student's education (Ganley et al., 2017). In the first 10 years of a child's life, there is a strong relationship between home life and school as this is when they spend more time with their families than any other time in their life (Patrikakou, 2015).

The future of the child thus depends on these ten years as this is when the education and society norms are instilled in the child who helps them in coping in both school and the society. When there is communal participation by families, parents and the school in support of a child's education, several benefits are realized which includes; the students earn higher grades, the school attendance is higher, students stay in school long and in higher level, and programs are enrolled more. Knowledge is developed through the participation of parents on the students' education by knowing the student better, which makes the parents active in participation in the success of the student, which improves their relationship both at home, and in school. The insight, guidance, and support from both the school and parents are needed in the educational career of the student. Education is provided to the student in the best way possible when the school and the family offer full support to the student, which raises their attitude and self-confidence.

How children acted was greatly influenced by the parenting style of their mother as found out by (Conrade & Ho, 2011).. How the child acted in school and at home, was also affected by their father's emotional awareness. How the children are motivated in school is therefore fostered by their parents' participation at home. The parents should also assist the learning of children at home. This helps in the learning control and support from the

parents. Controlling how the children learn is done through; enquiring of the homework they have and assignments, ensuring that the homework is done as it should, knowing the kind of activities that the children are involved in, adding to the activities the children are involved in and providing smartphones, the internet and laptops to the children when needed to learn. The parents should also engage in other activities with their children and engage their neighbors and friends with their children to participate in various activities together. The health of the child should also be priority when it comes to supporting education so that they can learn while in good health. Their behaviors are closely related to their health. Parent involvement in home learning highly determines the academic achievement of the children.

2.2.5 Parent-Teacher Involvement and Academic Achievement

Children in school require adequate communication from both the parents and the teachers through their interaction, which is an important factor. Most of the studies show that the information that is passed between teachers and parents on the progress of the child greatly affects their academic performance. Effective communication between the teacher or the academic personnel and the parents enhances the nurturing of young children. This helps in their daily life growth especially in their young stages of life as revealed (Doherty-Derkowski, 2015). Parental participation in the education helps in the children's cognitive and social development, which then increases their success in their academics. The teachers and children relationship is contributed by the parents and teachers effective communication.

To acquire effective communication, there are several challenges that both teachers and parents experience. This has been experienced globally as revealed by a study where it

was found out that both Greece and Australia experienced challenges in enhancing of effective communication between teachers and parents (Vidali, 2017). The challenges experienced include; straining of teacher-parent relationships and lack of teachers to find ways in communication with the parents.

In the early childhood, stages are the most sensitive for the communication between parents and teachers especially when the children are transitioning from home to preschool or from preschool to kindergarten. The motivation to learn in a child has been found to be connected with their home and the school. The parents are expected to communicate the advantages of school activities for school and after school purposes right from home (Christenson et al., 2019). From the above studies, when there is effective communication between their teachers and parents, the children can be influenced positively to learn as compared to other students. It is therefore important to ensure that effective communication is enhanced to both the parents and the teachers for good academic excellence of the student.

The information that parents receive from the teachers need to be verified by the parent so that they can be able to take action as per the teacher's comments. When the parent receives the comments from the teachers, takes the instruction from the teachers, and follows it, they tend to have a relationship with the teachers and the parent feels that the teacher is concerned with their child and the teachers on the other hand feel that the parent is taking into consideration her concerns.

2.2.6 Parent Demographics and Academic Achievement

While various researchers as seen in previous sub sections agree that parental participation has a bearing on academic Performance, other researchers have gone further to analyze what aspects in the parents determine how much a parent is involved. Three key demographic aspects dictate the level and mode of parental engagement in their children's academic life. These include parents economic and social levels and education levels of parents.

The children were motivated through presents and rewards that they offered when they engaged in good behaviours, this continued and the children continued to engage themselves in desired behavior, which helped in shaping a society with desirable characters according to Ondieki (2018). The achievement, attendance, self-esteem and overall behavior; emotional and goals in life were affected positively by parents' involvement (Blake et al., 2017). When the parent participate in their children's academic processes, there is a likelihood that the children will be more inspired to learn and thus acquire good results (Alyssa et al., 2017). Parents' involvement is also affected by how wealthy or how poor a family is, if a family is wealthy, they are more likely to have the power to participate in their academic excellence of their children unlike the poor families (Allan et al., 2016). It was also found that the parents of African American parents were low compared to that of American parents. The children that come from wealthy families can be provided for the financial support and home resources that they require to learn compared to those that are of poor background (Schulz, 2015). The education of children relied upon the participation of their parents largely according to most of the studies done globally.

The achievement of a child in their education is greatly determined by the academic level of their parents, which also motivates their involvement in matters concerning their children's education. The school events were much supported by parents that had a high educational background and had a good income in comparison with the low education level of parents.. The education level that a child attains is more associated with the educational level of their parents.. Most of the parents that are significantly involved in the educational journey of their children are those that have high educational levels and thus are mostly involved at home on the activities of their children (Chowa et al.,2013). The parents who contributed low or did not contribute to the education of their children had a hand in low literacy levels (Koech, 2016).. The less educated parents do not value their children pre-school pedagogy in comparison with the educated. The parents should have a good relationship with the school, which also improves their relationship with the student, which eventually enhances the attitude of the student and thus improves their educational performance. The partnership or involvement is therefore made a priority by the parents. The programs of the students in school are enhanced through parents participating directly and visiting the school occasionally. The parents who are educated are very confident making a stopover at their children's schools and enquire on the academic follow up on their children.

Children whose parents have a high level of education offer them with solid educational foundation and success in life through empowering them. The parents are able to have a good relationship with their children's school, which also motivates the child to relate well with the teachers and school management. The education of their children is guided with competence and confidence from the parents(Markey & Okantey, 2019). Most of

the poor parents do not enroll their children to school due to lack of funds to meet costs (Makewa et al., 2017). The parents are not able to offer necessities such as food and housing and at the same time afford to provide education to their children due to poverty. Those parents who enroll their children and cannot provide school materials such as school uniforms, tuition fees and activity fees, make the children to be sent home from time to time which disrupts their learning and some eventually drop out of school. A study was thus needed for find out how the level of education of parents influenced their level of participation in the academic performance of the children.

2.3 Theoretical Background

The study was be guided by the Bronfenbrenner's ecological systems theory. The theory has a great impact on the research field, and therefore it has been discussed in regard to parent involvement.

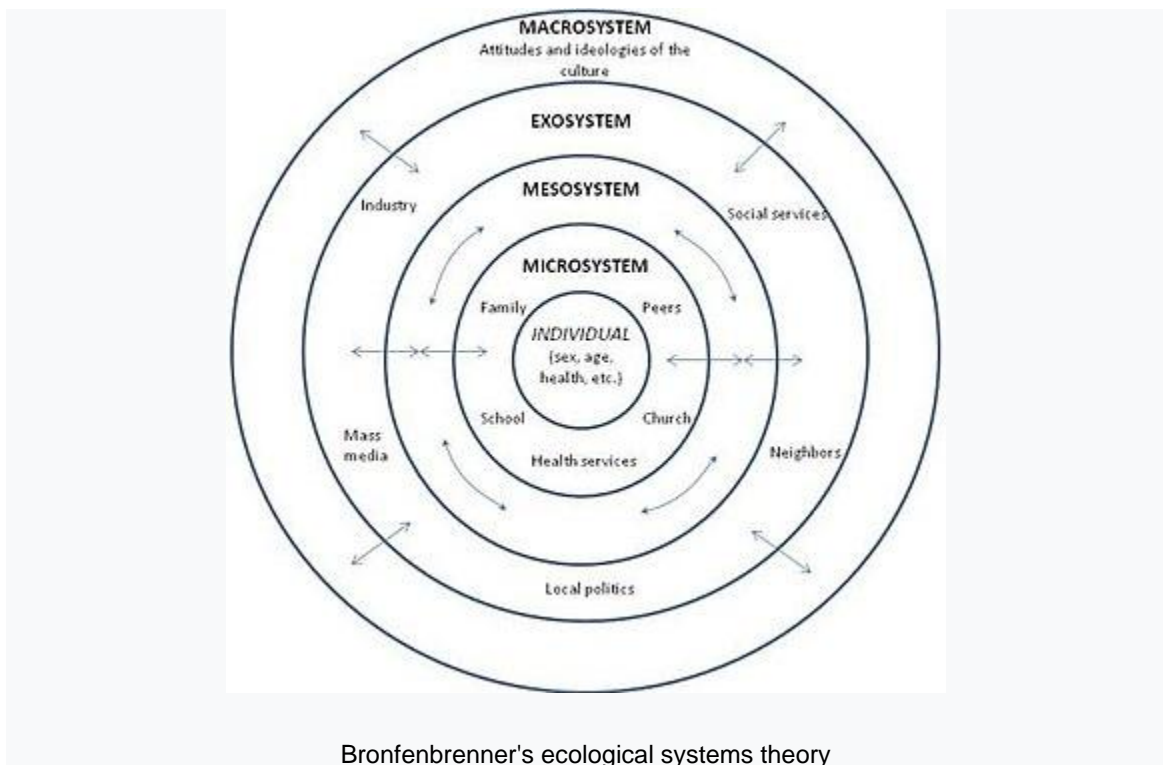
2.3.1 Ecological Systems Theory

The Ecological Systems Theory was advocated by UrieBronfenbrenner. Its conceptual model for its framework for human development which was first presented in the 1970s, and it later evolved into a theoretical model in the 1980s.. Human development has been examined in this model through investigations of how humans develop particular surrounding where they live. The society in which human beings live to a greater extent has an impact on behavior and development. Human beings therefore develop according to the environment which they live in as a whole and the period in which they live. According to this theory, human beings encounter different environments throughout their lifespan and this t may influence their behavior in different degrees. It gives a

picture through which individuals' relationships can be examined among communities and the wider society. Five environmental systems are identified through which individual interacts. The system include the micro system, mesosystem, ecosystem, macro system, and the chronosystem.

Figure 2. 1:

The five systems



Microsystem refers- These are the organizations and groups that have a direct and immediate bearing on the development of the child. The system, neighborhood, classroom, church, peers, school and family in the surrounding area make up the microsystem.

Mesosystem- This entails links between the microsystems, such as those between a child's home and school, their family and their teachers, or their peers and their family.

Exosystem-This is used to describe a situation in which a person is just marginally involved and has a substantial impact on him despite being outside of his experience. It consists of connections between social contexts where the child is not present. For instance, a child's experience at home may be influenced by the experiences of the parents at work. A parent might get a job that requires travel, which could lead to more conflict with the other parent and changes in how they interact with the child.

Macrosystems- this makes reference to the child's location's greater cultural context, which includes attitudes and social circumstances. Cultural settings can vary depending on factors including geography, financial level, poverty, and ethnicity. People that belong to the same cultural group frequently have similar identities, histories, and values.

The chronosystem is made up of the distribution of environmental occurrences, life-cycle transitions, and shifting sociohistorical conditions. It consists both external and internal elements. Elements such as timing of a parent's death can be termed as external while variables including changes in physiology which happen while the child ages can be termed as internal. According to research, the first year following a divorce is when the negative consequences of divorce on children are most pronounced. Two years after divorce, it is believed that there is more family stability and the family becomes less chaotic. The expansion of job opportunities for women in the recent past is a good example of changing socio-historical circumstances.

This theory emphasizes on the effects of the surrounding on the development of children (Bronfenbrenner, 1979). Children are affected by Social, political, biological, and economic conditions (Bronfenbrenner, 1986). The theory is based on academic

achievement, which includes several aspects of student engagement such as community, school, social factors and family, (Onwuegbuzie et al., 2018).

Interactions between a lot of overlapping ecosystems can have a substantial impact on a person. Through the mesosystem, teachers and parents are together working to make sure that the children gets educated. A change any given level will have a ripple effect on the other layers (Tanhan, 2019). According to Bronfenbrenner, the instability and impracticability of family life provides little interaction between children and parents and this is the most disastrous moment in the development of a child. Children parent relationship is a primary relationship which should not be replaced with others. Teachers can inform parents about their children's developmental requirements, but they cannot take the place of parents in that position (Martinello, 2020).

Under the ecological theoretical frameworks, the academic achievement of a child can be considered as a transitional process and, therefore, demands more responsibilities on the part of parents, schools and communities. The theory view parents as the most influential factor in a child's life, and acknowledge that they can contribute more than anyone else to the physical, social, emotional, cognitive and cultural development of the child.

The ecological theory recognizes the academic performance of a child within the larger social and cultural contexts. The role parents play at home, school, community and other social institutions has a great impact on a child's life. The impact may not be viewed immediately but it has a long-term effect (Bronfenbrenner, 1979). For example, when Bronfenbrenner was a child he visited different places with his father, and he heard different terms in psychology from his mother. Although at that point of his life he did

not understand any of the terms, when he grew up and went to the college he was able to understand the meaning of those words easily; his previous experience helped his comprehension. The experience he had with his parents influenced and led him to work with children in both the United States and former USSR.

A number of evaluation research studies looked at the impact of these programs and it was reported that parent involvement has a greater significant on the academic performance of a child (Van-Assche et al.,2019). In the 1980's, research began to highlight the impact of parent participation in the school, home, community and other social institutions. The outcome of the research reflected a positive relationship between parent participation and education attainment of their children in school and were therefore, able to convince the policymakers to take some initiatives to create family intervention programs. In the 1990's the federal government created the Action Center for Families, Communities, and Schools and the Children Learning Center for children from birth through high school.

A study was conducted about involvement of parent and the gap in their performance within children in the elementary school. The study investigated the extent of five forms of parental engagement and their impact on children academic performance in elementary education. The background variables of this research were poverty, ethnicity/race and parents education attainment. The research sample comprised of 415 of students in grade 3 to 5 who have finished their elementary education successfully in an urban setting found in the Southern United States. Finding out the psychometric characteristics of the elementary school success profile, for which data were gathered in the spring of 2004, was one of the study's objectives (Tan et al., 2020).

A child grows in the setting of a school, peers, family, teachers, child health services and the neighborhood, which is the major aspects discussed in the Bronfenbrenner's ecological systems theory that makes it relevant to the study. The surrounding affects the child's development directly through physical factors and experiences from others. There is interaction between the microsystems that are used in the process of growth and development of a child. The child's development in academic and development of physical and mental behaviors is affected by the surroundings. Based on this notion, it is believed that more parents will take an interest in their kids' academic success. The theory makes the parents to be more informed concerning suitability of their participation in the process of their children's. The theory serves as a motivator for parents to actively participate in their children's academic pursuits. This will in the end eradicate regional inequities experienced in performance of the country's National exams among different schools. In the long term, this will result in national development in Kenya.

2.4 Research Gap

Bronfenbrenner's ecological system theory emphasizes on the effects of the surrounding on the development of children (Bronfenbrenner, 1979). Children's academic performance entails several aspects of students engagement which include community, family, school, and social factors. Despite the fact that the theory acknowledges the children's interaction with family as significant in their development, the theory does not address the contribution that the parent does directly to the academic performance of their children therefore there is need to establish the effect of parent involvement to academic performance.

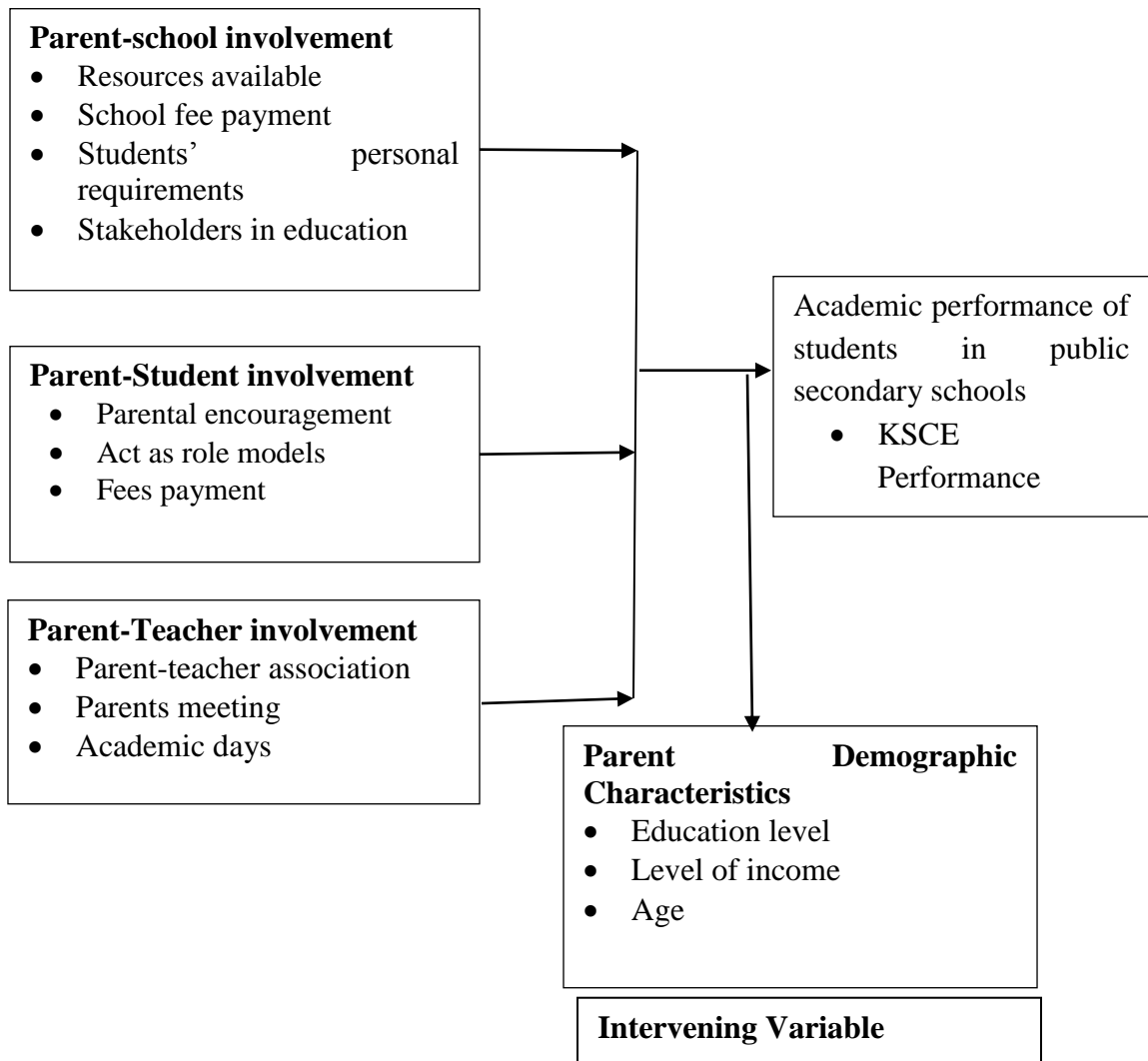
2.5 Conceptual Framework

Figure 2. 2:

Conceptual Framework

Independent variables

Dependent Variable



CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter describes the strategies and procedures to be used in the study. It was particularly concerned with the design of the survey, area studied, population selected, selection methodologies, the number of samples, tools, validity and reliability of testing, gathering information techniques, analysis of data, and moral issues.

3.2 Research Design

The research design used was descriptive survey. Secondary data was obtained from respective school records (students' merit lists). A survey is a technique for acquiring data that involves interviewing or distributing questionnaires to a sample of people. This is according to Bloomfield and Fisher (2019). The relevance of this method to the study is its involvement of the frequency with which various individuals reply to the identical inquiries. Both the quantitative and qualitative approaches were used.

The participants were given the chance to express themselves through the use of open-ended questions. The relationship involving involvement of parents and academic performance of their children was established using qualitative techniques. Numeric values were measure through use of quantitative methods. The researcher employed standard deviation, mean, median, mean, mode and frequency as indices of central tendency. The researcher's goal in adopting this methodology was to report on the level of parental participation in the schools under investigation.

3.3 Target Population

Teachers and students in public day secondary schools in Gatundu North and Thika West and Sub Counties within the county of Kiambu were targeted. Kiambu County is known to have some of the best and well performing schools in Kenya. Some of these schools includes Alliance boys, Alliance girls, Mangu School, Maryhill girls among others. Despite the fact that Kiambu County produces some of the best schools in Kenya, it has a number of schools performing very poorly. Most of the poorly performing schools are public day schools the worst being from Thika west and Gatundu North hence the reason as to why the two sub counties were chosen. There are six public day secondary schools in Thika West Sub County and twenty-four in Gatundu North Sub County. The study focused on all the six public day secondary schools in Thika West and twelve schools from Gatundu North. This made a total of eighteen (18) schools. The form two class teachers of the selected schools were included. According to DEO Kiambu County (2019), there were 900 students in form two in the eighteen selected schools and 180 teachers who formed the target population in this study.

Table 3. 1

Target Population

Target population	Total Target Population
Teacher	180
Students	900
Total	1080

Source: DEO Kiambu County (2019)

3.4 Sample Size and Sampling Procedure

Sampling is the practice of selecting an array of objects or persons from an ensemble to ensure the selection contains elements that are indicative of the overall group's features. (Bloomfield & Fisher, 2019). A sample refers to a small part of the large population, which is considered to be a representation of the population. The census-sampling method was utilized in the investigation, which included all six day secondary schools that are publicly funded in Thika West were studied and random sampling in Gatundu North Sub County were twelve schools were randomly picked.

The researcher made use of Stratified random sampling technique where two groups were considered namely the teachers and form two students from the selected schools.

Form two students from the eighteen schools were purposively selected because they are the most affected by many issues such as school dropouts, identity crisis, and onset of adolescence issues among others. They are therefore easily affected by so many destructors and hence they highly need the parent`s intervention in their studies. Form one were not included because they were still settling while form three and four were more settled and all their efforts was directed towards the final examination. (KCSE).

To select the sample size for the form two students, Systematic Sampling was used. Every form of students was separated into five categories based on their prior term's average achievement. The initial candidate in every category was chosen, for an aggregate of five pupils in every institution. From the eighteen schools, a total of ninety (90) students were selected making a 10% of the target population.

The class teachers were chosen at random from a pool of one hundred and eighty (180) instructors. Since they were thought to engage with all the students in the class as well as many parents. The class teachers in both schools taught compulsory subjects in their respective classes and this gave them better chances of knowing the students better. This resulted in 10% of the intended audience being instructors.

A good sample is about 10%-40% of the accessible population (Saha, Khoo, Lee, & Haq, 2019). For both students and teachers combined, the sample used was 10%.

The sample size for this study was as shown in table 3.2 below:

Table 3. 2

Sample Size

Target population	Total Target Population	Sample Size	Percentage
Teacher	180	18	10
Students	900	90	10
Total	1080	108	10

Source: (Researcher, 2020)

3.5 Research Instruments

Questionnaires were used in this study. Two questionnaires were constructed for the purpose of this study. One for the teachers and the other one for students. One questionnaire was administered to form two teachers who were class teachers and taught compulsory subjects. The questionnaire was useful for the study in that the respondents would give honest answers since they were not supposed to disclose personal information about parental. The researcher was able to quickly and cheaply collect data from a wide

sample using the questionnaire. In addition, it made it possible for the researcher to compile a variety of data. Before using the instruments, the researcher checked to make sure they were appropriate and made the necessary changes. Three sections, including biographical information, closed-ended statements, and open-ended questions, made up the questionnaires. Respondents responded to closed-ended statements by checking the appropriate boxes; in contrast, open-ended questions about the topics were put on the appropriate areas. The main topics examined included factors relating to academic achievement, parental involvement in academic performance, teachers' factors, and learner factors..

3.6 Piloting of Instruments

Piloting was carried out to establish the validity and dependability of the device used to collect the data. This was important since it exposed the questionnaire's flaws, such as unclear instructions, ambiguous questions, and a general lack of organization. It was clear from the piloting that the analytical methods were suitable and trustworthy. It made it possible for the researcher to do any adjustments in order to acquire the data required. Three schools were used as study pilot (10% of the sampled schools) in Embu county, Mbeere south sub-county. The three schools selected portrayed similar characteristics in performance as the schools the data was collected from.

This exercise assisted in determining the time which was required to undertake the study within one academic institution. Alteration and elimination of unclear items was done after the study.

3.6.1 Validity

The accuracy and value of inferences reached based on study findings are characterized as validity (FitzPatrick, 2019). It is therefore the ability of instruments to measure what they are intended to measure. Project supervisors appraised the research instruments in order to enhance content validity. Three schools participated in a pilot research where by 15 teachers and 36 students responded to the questionnaires. Following the submission of the teachers' and students' completed surveys, ambiguous questions were changed or eliminated.

3.6.2 Reliability of the Instrument

The extent whereby an investigation delivers comparable results or data across several experiments is often referred to as its reliability (Angulo et al., 2019). In this investigation, correlation was computed using SPSS version 23 after the pilot study results were obtained. Cronbach Alpha (α) reliability coefficients were calculated which assisted in ascertaining the internal consistency of the questionnaire items. The range of alpha values that are acceptable is 0.70 to 0.90 (Si'ayah & Setiawan, 2019).

3.7 Operational Definition of Variables

Objective	Independent Variable	Indicator	Scale	Data Analysis	Data collection method
To ascertain the impact of parent-school participation on the educational performance of pupils in Thika West Sub-County's secondary schools that are public.	parent-school involvement	<ul style="list-style-type: none"> Resources available School fee payment Students' personal requirements Stakeholders in education 	Nominal/ordinal	Descriptive Statistics- Percentages	Questionnaires
To research the impact of parent-student interaction on the educational performance of pupils in Thika West Sub-County public secondary schools.	parent-student involvement	<ul style="list-style-type: none"> Parental encouragement Act as role models Fees payment 	Nominal/ordinal	Descriptive Statistics- Percentages	Questionnaires
To determine the impact of parent-teacher participation on the educational success of pupils in Thika West Sub-County's secondary schools that are public.	Parent-teacher involvement	<ul style="list-style-type: none"> Parent-teacher association Parents meeting Academic days 	Nominal/ordinal	Descriptive Statistics- Percentages, Mean, Descriptive Statistics- Percentages	Questionnaires
To investigate the impact of parental socioeconomic factors on the connection among parental participation and academic achievement among students in Thika West Sub-County.	parent demographic characteristics	<ul style="list-style-type: none"> Education level Level of income Gender Age 	Nominal/ordinal	Descriptive Statistics- Percentages, Mean, Descriptive Statistics- Percentages	Questionnaires
	Dependent variable	<ul style="list-style-type: none"> Average mean scores per school 	Ordinal	Descriptive Statistics	Secondary data

3.8 Data Collection Procedure

Primary and secondary data was utilized in the survey. Acquisition of data was done using quantitative and qualitative method. The benefit of the quantitative approach was that it allowed for the collection of several responses to the same queries. Their answers were measured, and conclusions were reached. The researcher got an introductory letter from Kenya Methodist University School of postgraduate studies to facilitate acquirement for a research permit from National Council for Science and Technology. Appointment with principals of the sampled schools was done upon which on arrival the researcher produced an introductory letter and sent it to the sampled schools, asking permission to do study there on the designated day.. This visit was for the purpose of familiarization and creating rapport.

After permission to collect data was granted by the principal, the researcher visited the instructors of the sampled schools with the assistance of six research assistants who had been trained by the researcher beforehand. Since the students were at home due to COVID 19, the researcher requested the teachers to contact the selected students to meet at school on a specific date and on specific time so as to administer the questionnaire. The sampled students were put in class observing the protective measures from the ministry of health. The researcher presented a brief explanation of the questionnaires' expectations for the pupils. The team responded to queries put up by the students addressing the closed- and open-ended inquiries. To ensure 100% collection, after the students finished the questionnaire, they were instructed to hand them over to the researcher as they left. Some teachers' questionnaires were delivered to them while

others were sent online and collected after three days. The teachers' contacts were provided by the school administration and questionnaires were sent through WhatsApp.

Secondary data was collected from the schools' records. Performance lists for the previous term in the respective schools were used. The secondary data was provided by the school administrators from previous school records.

3.9 Data Analysis

First, the data was adjusted to remove things that had been answered incorrectly and spelling errors. After that, the information was divided into topics. Responses were coded, tabulated after which processing was done using a computer through the Statistical Package for Social Science (SPSS) version 23 software. SPSS was used due to the fact that it is simple, easy to follow and its reliability in giving data relationships. Descriptive statistics like frequency distribution and percentages were employed to analyze the data. Descriptive statistics were used to examine the research questions. Tables and bar graphs were constructed which represented the responses. To evaluate the relation between the independent variables linear regression analysis was used: involvement of parents in the school, involvement of students and parents, parent-teacher involvement and parent demographic characteristics against the dependent variable; academic achievement of secondary school pupils attending public day schools. In order to show correlation between the independent variables as well as the academic achievement of pupils at public day secondary schools, the regression model below was used:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where:

Y - Academic Achievement

X₁ - Parent-school involvement

X₂ – Parent-Student involvement

X₃ - Parent-Teacher involvement

X₄ - Parent Demographic Characteristics

β_0 = Y- Intercept

β_1 - β_3 = Regression Coefficients

Linear regression is a method for predicting the association among the participants of a scalar with a number of causal factors using a linear approach.. It was necessary in this study as it helped in showing correlation between independent variables and academic performance.

3.10 Ethical Issues

According to the ministry of Health's recommendation, authorization was acquired from the relevant education offices and officers. The right processes were followed. All respondents who consented to participate were asked for their free, informed consent. The Education ministry provided permission for research. The researcher, assisted by the trained assistants administered the questionnaire to both the teachers and students. The selected teachers were conducted and arrangement was done to meet them in their school and the questionnaires were administered to the respondents. Since the data was collected when schools had been closed down due to COVID 19, all protective measures issued by the ministry of health were adhered to.

To ensure that their respect and dignity were respected, participants were given the assurance that the study would be secret. Their confidential information would only be accessed by the supervisor and the researcher. To enhance confidentiality of the respondents, they were not required to provide personal identification details such as names. Since students were among the most vulnerable groups, the principals of the schools were asked for their informed consent. The researcher also ensured that accurate research findings were released.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

Chapter four presents the findings of the study which has been arranged according to the research questions for the purpose of clarity and chronology. Background information concerning the respondents was presented as it significantly assisted in data interpretation. The section of the paper was organized in three main parts: a synopsis, background information regarding the participants, and the investigation subjects addressed by the investigation.

4.2 Response Rate

Regarding the respondents who took part in the study, pertinent background data included their gender, age, designation, degree of education, and teaching experience. This may have an impact on the respondents' familiarity with the study's variables and how broadly the findings can be applied to the wider public. Table 4.1 shows the summarized information pertaining to these variables.

Table 4. 1:

Response Rate

Respondents	Sent Questionnaire	Returned Questionnaire	Percentage
Teachers	18	18	100%
Students	90	78	86.7%
Total	108	96	88.9%

The response rate was 88.9%. This was composed of 18 teachers and 78 students making a total of 96 out of 108 teachers and students. Pursuant to the guideline, an engagement

rate of 50% is enough for reporting and analysis, a rate of 60% is acceptable, and a engage rate of 70% or more is excellent (Bloomfield & Fisher, 2019). Some of the participants were unable to provide their information freely, and the researcher was compelled to persuade them of the need for confidentiality by leaving their names off the questionnaires.

4.3 Reliability Test

Table 4. 2:

Reliability Summary

	Cronbach's Alpha	No. of Items
Parent-School Involvement	.927	8
Parent-Student Involvement	.920	7
Parent-Teacher involvement	.907	4
Parent Demographics and Academic Achievement	.919	4
Students' Performance	.933	11

An overview of the pilot test is provided in the table above. It was clear that the scales used to measure the objectives had extremely high dependability across the board. While the questions assessing parent-teacher involvements had the lowest degree of internal consistency, the ones measuring the variable pupils' performance had the highest degree of internal consistency.

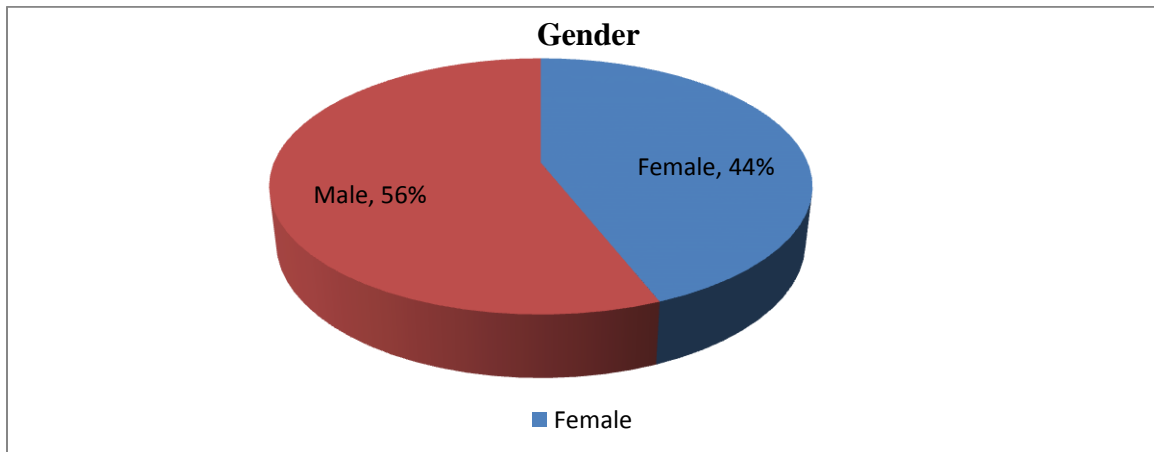
4.4 Background Information of the Teachers

4.4.1 Gender

The study also did investigation on the gender characteristic of teachers in public Gatundu North and Thika West Sub-Counties have secondary schools. The figure below represents the results.

Figure 4. 1:

Gender



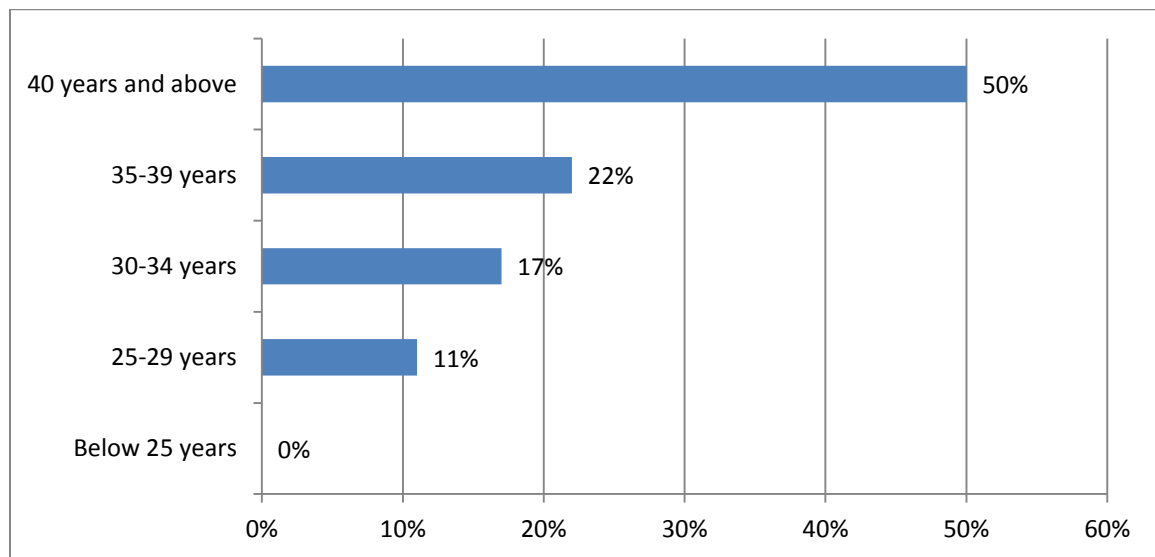
From the above findings in figure 4.1, majority of the respondent (56%) were female which translates to 10 female teachers while 44% were male which translates to eight teachers. The outcomes of the investigation suggest that data was gathered to determine involvement of parents in the academic performance of their students in secondary schools in Thika West and Gatundu North Sub-Counties exhibited perspectives from both gender.

4.4.2 Age Category

The teacher's questionnaire also asked about their age groups because such factors could affect their capacity to provide reliable information about the study's variables. Figure 4.2 below summarizes the findings on the age category.

Figure 4. 2:

Age Category



No responders under the age of 25 were discovered, and just 12% of those between the ages of 25 and 29 were included (2 teachers), participants between 30-34 years age bracket were 17% (3 teachers), there were 22% (4 teachers) in the brackets of 35-39 years and 40 years and above were the majority with 50% (9 teachers).

4.4.3 Designation

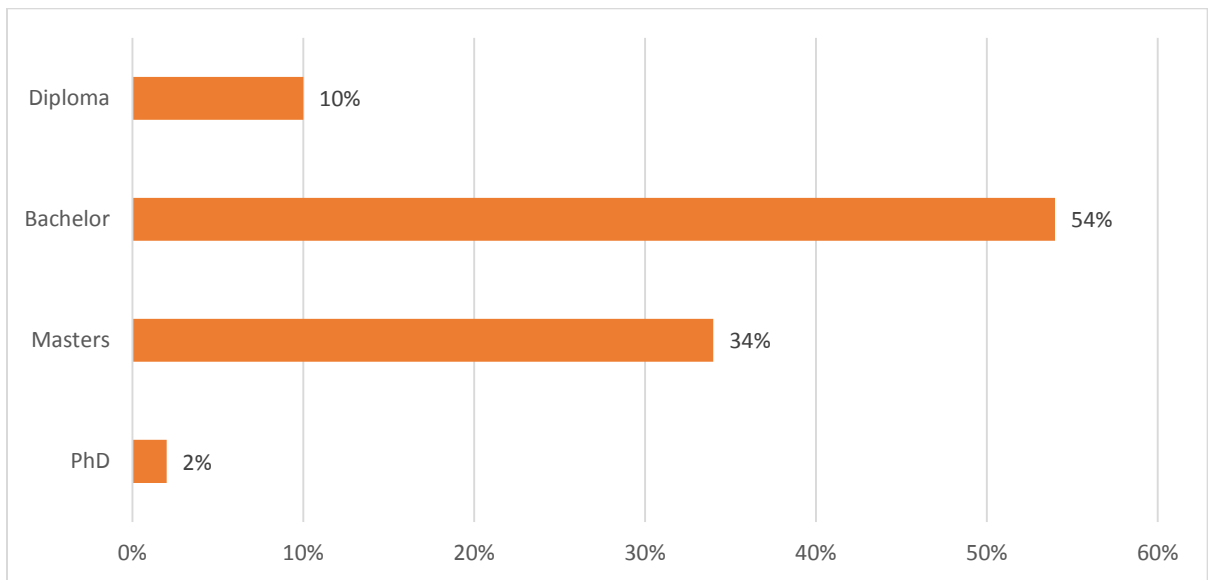
The information was sought from class teachers.

4.4.4 Professional Qualification

The educational background of the teachers was also the subject of data collection. Figure 4.3 provides a summary of the results.

Figure 4. 3:

Highest Professional Qualification



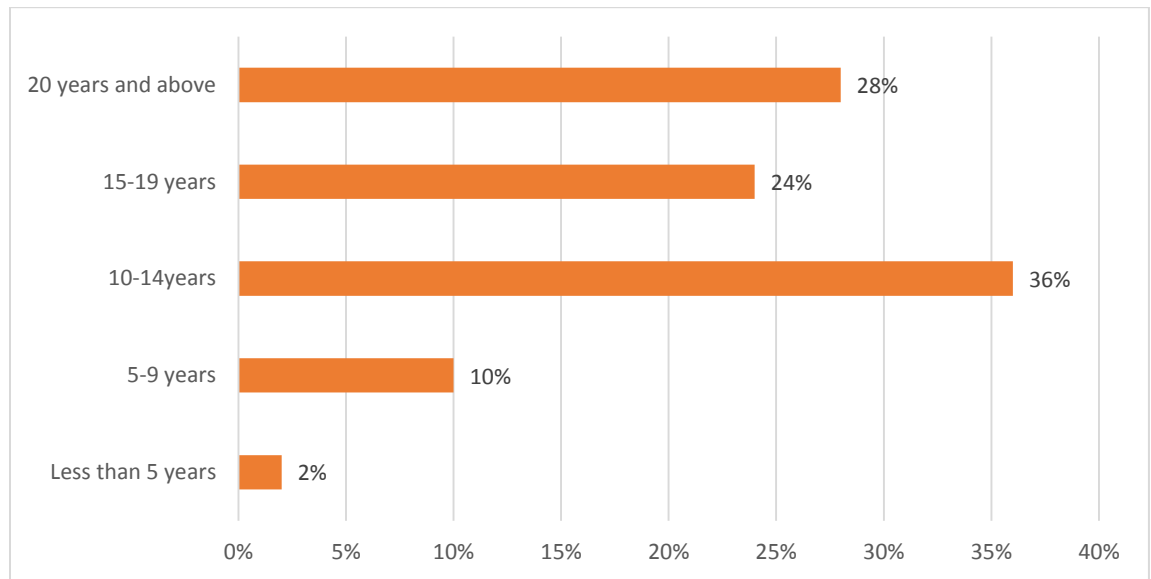
According to the survey outcomes in figure 4.6, those with PhD were 2%, with Diploma were 10%, with masters were 34% and with Bachelors degree were 54%. According to the data, the greatest number of teachers hired in Thika West and Gatundu North Sub-Counties have attained undergraduate degree and this therefore made them to be adequately aware to offer relevant information to this survey.

4.4.5 Teaching Experience

Information collected pertaining Table 4.4 summarizes the teachers' length of their teaching experience in service.

Figure 4. 4:

Teaching Experience



According to interpretations of the aforementioned statistic, 36% of instructors have been in the profession for between 10 and 14 years, while 28% have been teaching for more than 20 years. Only 2% have been able to teach for a period of less than 5 years and above, while 24% have been doing so for a period of 15 to 19 years. 10% have been doing so for a period of 5 to 9 years. These results support the notion that the information provided by them is reliable because it was credible and based on their extensive teaching experience, which was required for the study that was requested of them.

4.5 Background Information of the Students

Information concerning students characteristic was also elicited. A summary on the findings was done based on gender and age.

4.5.1 Gender

Gender characteristic of students was established.. The findings are shown in figure 4.5.

Figure 4. 5:

Gender

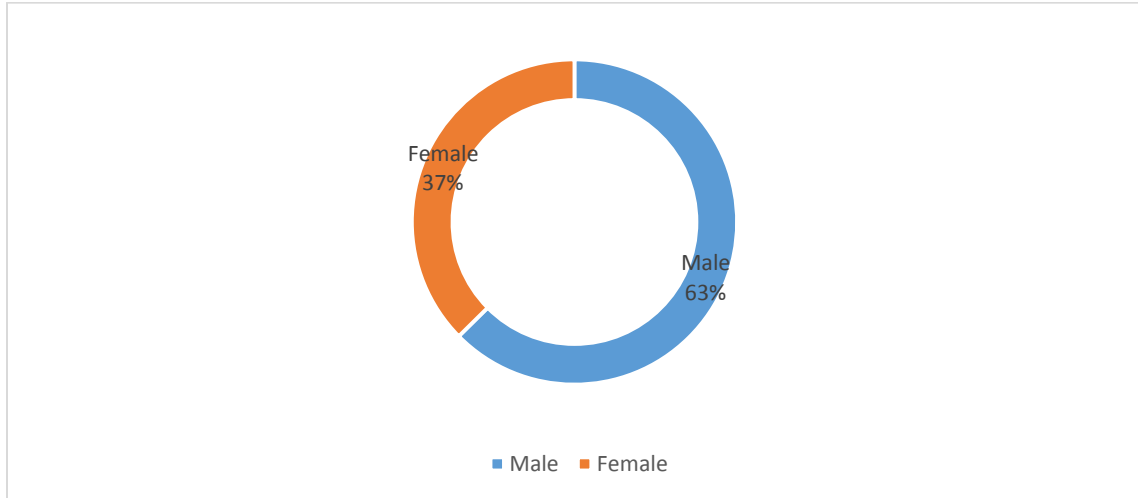


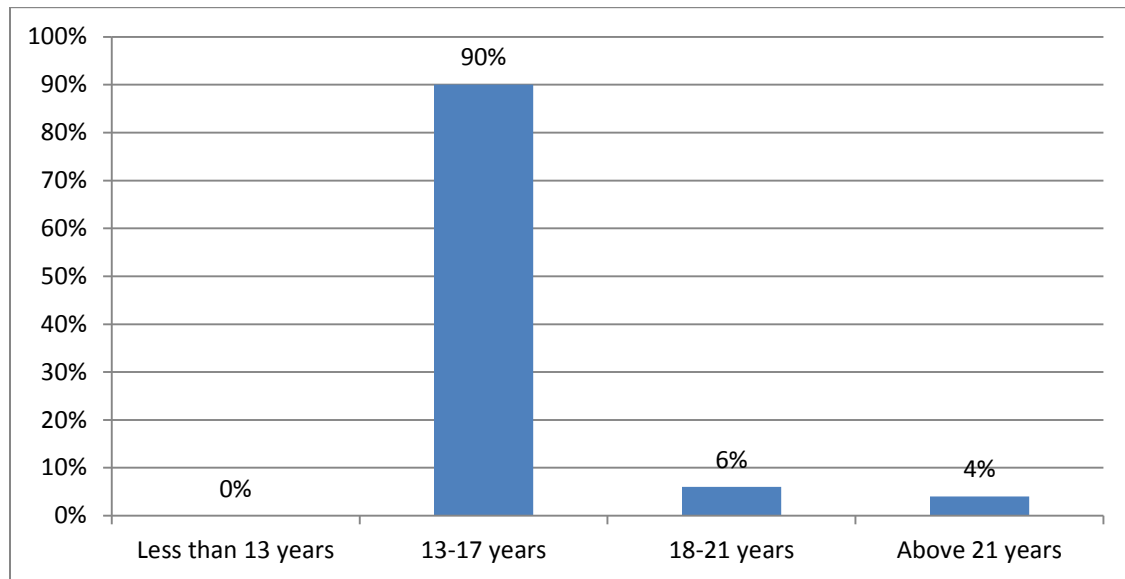
Figure 4.5 shows that the largest percentage of respondents (63%) comprised males, whereas 37% comprised female..

4.5.2 Age of Students

Information on students' age groups was established because such variables could affect the abilities of the student to provide information that is credible concerning the elements that were utilized in the survey. A summary on this information was done and has been presented below

Figure 4. 6:

Age of Students



The findings in the figure above indicates among the students who participated in the study, 90% were 13-17 years, 6% of them were aged between 18 and 21 years and 4% were above 21 years of age. None of the students was below 13 years. This age bracket was very resourceful in providing information required because at their age they can give reliable information.

4.6 Background Information of the Parents

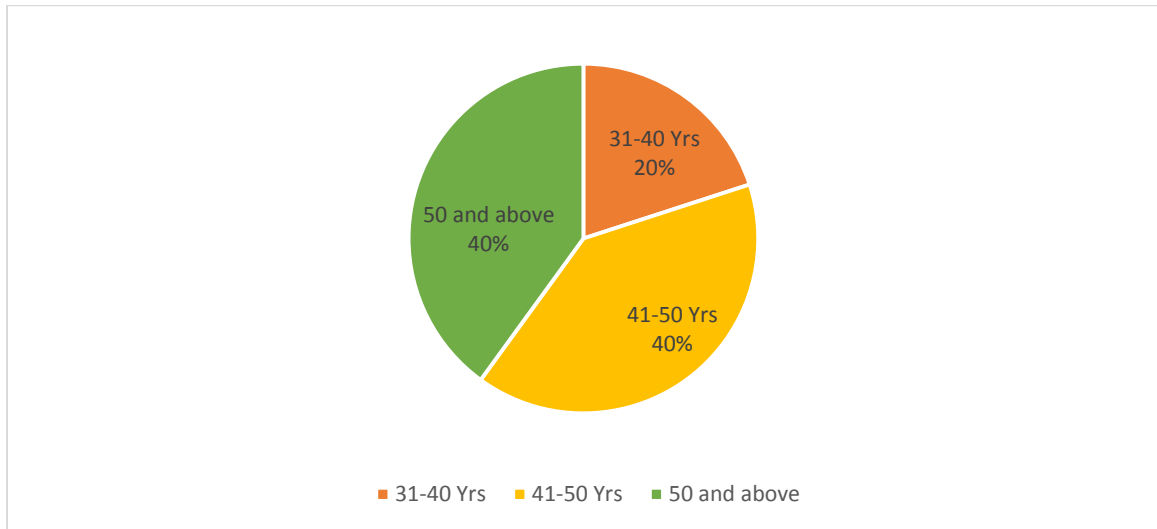
Research on Information on parents' characteristics was done and the findings were summarized in age, highest level of education, occupation and average monthly income.

4.6.1 Age of Parents

Investigation was done on the age distribution of parents in Thika West and Gatundu North Sub-Counties. Figure 4.7 represents the findings.

Figure 4. 7:

Age of Parents



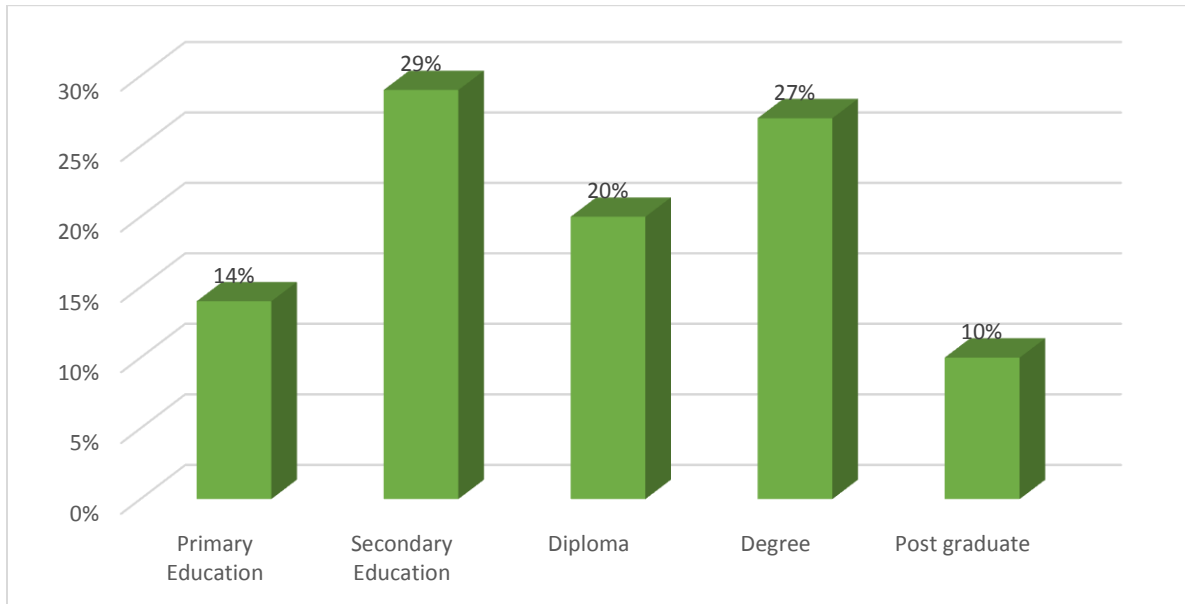
The research revealed that 20% of parents were between the ages of 31-40 while 40% had attained between 41-50 years and 40% 50 years and above.

4.6.2 Highest level of Education

Information concerning parents' education level was also gathered. The findings are summarized in figure 4.8

Figure 4. 8:

Highest level of Education



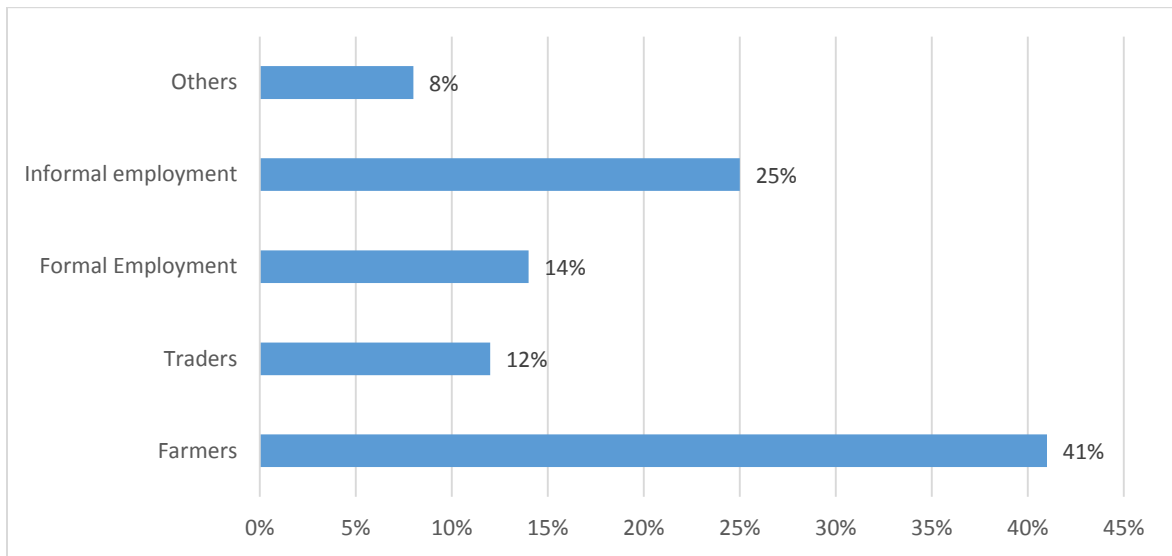
The study findings in figure 4.15 show that 29% of the parents had secondary education, 27% were degree graduates, 20% were diploma holders and 14% attained had primary school education while 10% had post graduate degree. With this level of academic qualification, the parents are believed to be in a position to provide reliable information relevant to the study.

4.6.3 Occupation

The study sought to investigate on the occupation of parents in Thika West and Gatundu North Sub-Counties. From the data collected, the occupation was categorized into formal, informal, traders, farmers, and others. The results are indicated in figure 4.9

Figure 4. 9:

Occupation



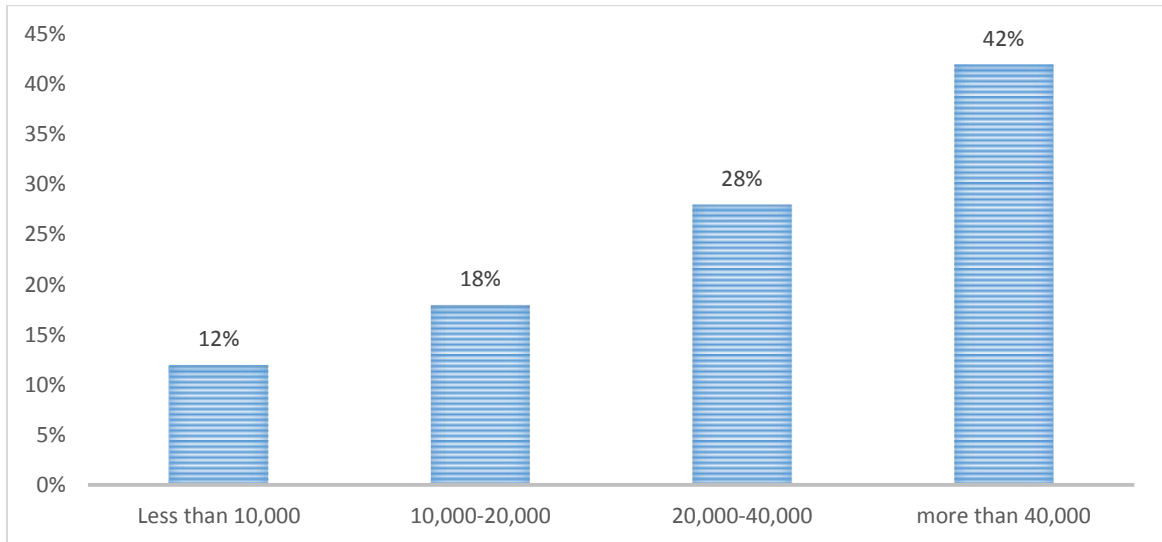
The study findings in figure 4.15 show that 41% of the parents were farmers, 25% were in informal employment, 14% were in formal employment and 12% were traders. However, 8% of the parents were in other occupations.

4.6.4 Average Monthly Income

The researcher gathered information concerning the average monthly income of the parents that participated in the study. Table 4.10 provides a summary of the results.

Figure 4. 10:

Average Monthly Income



The study findings in figure 4.6 show that 42% of the parents had an average monthly income of more than Ksh. 40,000, 28% had an average monthly income of Ksh 20,000-40,000 and 18% received monthly income of Ksh of between 10,000 and 20,000 on average while 12% of the parents received monthly income of less than 10, 000 averagely.

4.7 Influence of Parent Involvement on Academic Achievement of Students.

The data from the questionnaires was analyzed using tables and bar graphs. For every independent variable, a table and a graph was drawn. The graphs contain five bars representing the five questions in each variable and a sixth bar for the performance mean of the students.

Teachers' Questionnaire

Below is the questionnaire for teachers and how they responded to each question in terms of numbers. The respondents were to tick as follows;

5- Strongly agree 4 – Agree 3- undecided 2- Disagree 1-strongly disagree

Table 4. 3:

Teachers' Questionnaire

Parent-School Involvement	5	4	3	2	1
	%	%	%	%	%
The pupils' learning is facilitated by parents' involvement in issues relating to strategic planning, policies, budgeting, and cycle assessment programs.	89	11	0	0	0
Parent involvement in school decision-making motivate and promote the self-confidence of student	83	17	0	0	0
When Parents/ guardians pay school fees on time, students tend to improve in their academics.	89	11	0	0	0
Parents/guardians whose children are availed with scholastic resources required for learning, their students tent to improve	78	22	0	0	0
When parent ensure that the schools are equipped with teaching materials which facilitate teaching and learning activities, students' performance increases	89	11	0	0	0
Parent-Student Involvement	5	4	3	2	1
When parents provide enough shelter, food and clothing's at home, the students are psychologically settled while in school	83	17	0	0	0
If enough security is provided by schools, parents, families, and communities, students are more likely to attend class regularly, stay in school longer, and earn higher grades.	89	11	0	0	0
Parents who sets a good example in areas such time management, hard work respect to others and spend more time familiarizing themselves with their children and maintaining their relationship in a better way enables the student to perform better.	83	17	0	0	0
When parents pay fees on time and provide the necessary learning materials e.g uniform and stationery, students tent to perform better in their academics	94	6	0	0	0
Parent involvement in setting up a home environment which is acceptable for study and monitoring homework given by teachers helps in improving performance	83	17	0	0	0
Parent-Teacher involvement	5	4	3	2	1

Effective communication between parents and teachers is a key factor and it is a prerequisite for high academic performance	83	17	0	0	0
A school whose parent association support teachers academic policies tends to boost the individual students grades	83	17	0	0	0
Parents who constantly attend and participate positively in school meetings and forums are in a better position to advice their students on career choice	94	6	0	0	0
Parents who appreciate and attend school academic days helps the three parties(teachers, students and parents) to understand one another better and this leads to academic improvement	89	11	0	0	0
When teachers give timely feedback to parents about their students' performance, parents are in a better position to make the necessary follow up on their students and this will lead to higher grades	78	22	0	0	0
Parent Demographics and Academic Achievement	5	4	3	2	1
Compared to parents with high levels of education, parents with low levels of education are much less engaged in educational activities at the school (starting point)	44	11	22	11	11
Higher socio-economic parents status enables them to provide better financial support to their children.	83	17	0	0	0
Female parents/ guardians are likely to be engaged more with activities of the school than the male ones.	56	22	22	0	0
Young parents/ guardians are well informed and involved in school activities more than the old ones and this makes the students with young parents to perform better	22	33	17	22	06
Some religious and cultural practices interfere with learning activities and may lead to absenteeism which affects performance negatively	11	55	28	06	0
School Performance					
Your school's performance in KCSE is excellent	0	0	0	56	44
Your School Performance is higher compared to your competitors	0	17	33	28	22
Your school evaluates students' performance regularly	72	28	0	0	0
Your school has a clear performance management systems and policy	89	17	0	0	0
Parental involvement and support has a relationship with good student performance.	94	6	0	0	0

Students' Questionnaire

Below is the questionnaire for students and how they responded to each question in terms of numbers. The respondents were to against the word or sentence that is most applicable to them. Key: 5- strongly agree 4 – Agree 3- undecided 2- Disagree 1-strongly disagree

Table 4. 4:

Students' Questionnaire

Parent-School Involvement	5	4	3	2	1
	%	%	%	%	%
Every time the school asks for payment, my parent pays for the facilities.	0	26	38	13	23
My parents/guardian pays all the schools fees required on time	0	0	26	64	10
My guardians/ parents constantly supply me with the required educational tools for education.	10	13	38	38	0
My parents value giving suggestions in school management	13	51	10	19	6
My parents or guardians frequently pay my school payments after the due date.	71	13	06	06	0
Parent-Student Involvement	5	4	3	2	1
My parents provide enough food, comfortable shelter and enough clothing at home	0	13	06	64	17
My home area is safe and I can go to and from school without any danger	26	38	23	13	0
My parents have set a good example to me and i emulate them in matters such as time management, hard work, respect to others as well as career choice	0	13	51	26	10
My parents /guardians provide a conducive home environment for learning and oftenly checks my school work both at home and at school	0	26	64	10	0
My parents provide sufficient learning materials for school such as stationery and uniform.	0	64	19	06	10
Parent-Teacher involvement	5	4	3	2	1
My parents always communicates to the teachers whenever I am absent from school	0	38	19	26	17
I know my class parent association representative and he/she is always conversant with our class activities	06	38	26	23	06
My parents always attend to school meetings and functions.	13	26	06	51	04
My parents always discuss about my performance during school academic days.	64	23	13	0	0
My class teacher always sends my exam results to my parents/guardian	90	10	0	0	0

Parent Demographics and Academic Achievement	5	4	3	2	1
My parents are highly educated	10	27	29	21	13
My parents are working and therefore affords to pay my school fees and provides other learning materials comfortably	13	26	13	35	17
My mother is more involved in school activities more than my father.	64	19	10	06	0
My parents are middle aged and therefore they actively participate in school activities	40	19	01	40	0
When there is a religious/cultural event my parents force me not to go to school or participate in any school activity.	19	06	0	64	10
School Performance					
My school performs very well in KSCE	0	0	0	77	23
My school is always in top five schools in the sub-county	0	0	0	18	60
I know the evaluation policy of our school.(e.g number of exams in a term)	90	10	0	0	0
There are corrective measures taken for continuous failure and drop in academics	19	77	04	0	0
To the best of my knowledge, there is a relationship between parenting and academic performance.	87	13	0	0	0

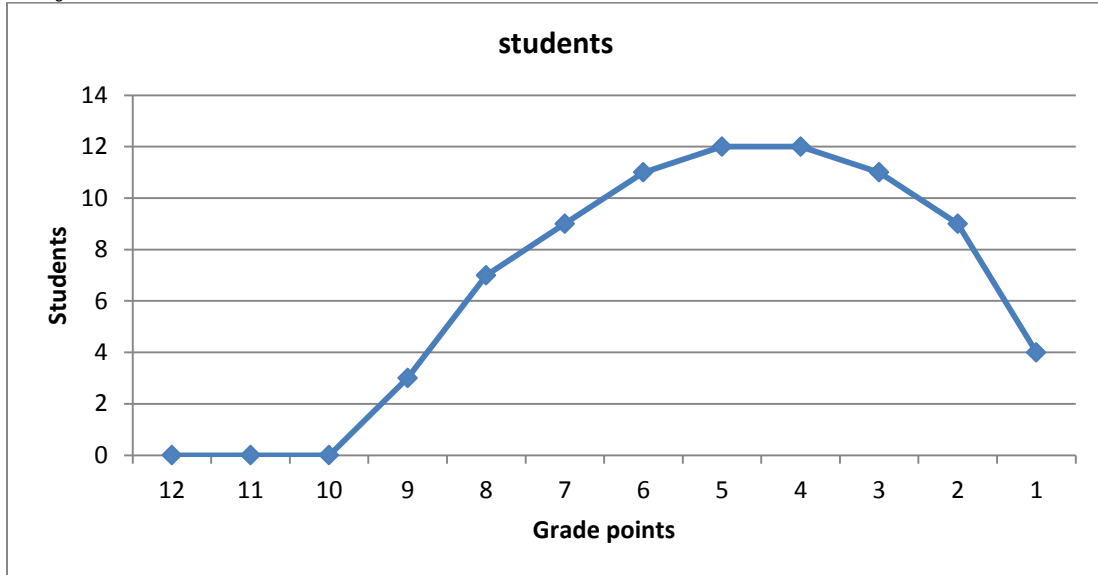
4.7.1 Students` Average performance for two Years

Table 4. 5:

Average performance for the students.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Total
(x)	12	11	10	9	8	7	6	5	4	3	2	1	
(f)	0	0	0	3	7	9	11	12	12	11	9	4	78
fx	0	0	0	27	56	63	66	60	48	33	18	4	375
Mean	4.807692												
Std dev.	2.150552												

Figure 4. 11:
Performance Curve.



The mean performance for the students as indicated by the above graph is 4.8 which a grade c-. This shows that the performance for these students is poor. In total we have 48 students with grade c- and below.

4.7.2 Parent-School Involvement

The investigation sought to determine the impact of parent-school involvement on academic performance of students in public secondary schools in Thika West and Gatundu North Sub-Counties. The information solicited was rated with a degree of agreement or disagreements i.e. strongly agree (SA), Agree (A), undecided (N), Disagree (D), and Strongly Disagree (SDA). For each variable, a table showing the mean and the standard deviation was drawn. In addition, a bar graph showing the mean score of each question against the variable was also drawn. In each bar graph, the mean score for the students' performance was indicated by the sixth bar in each case for the purposes of comparison.

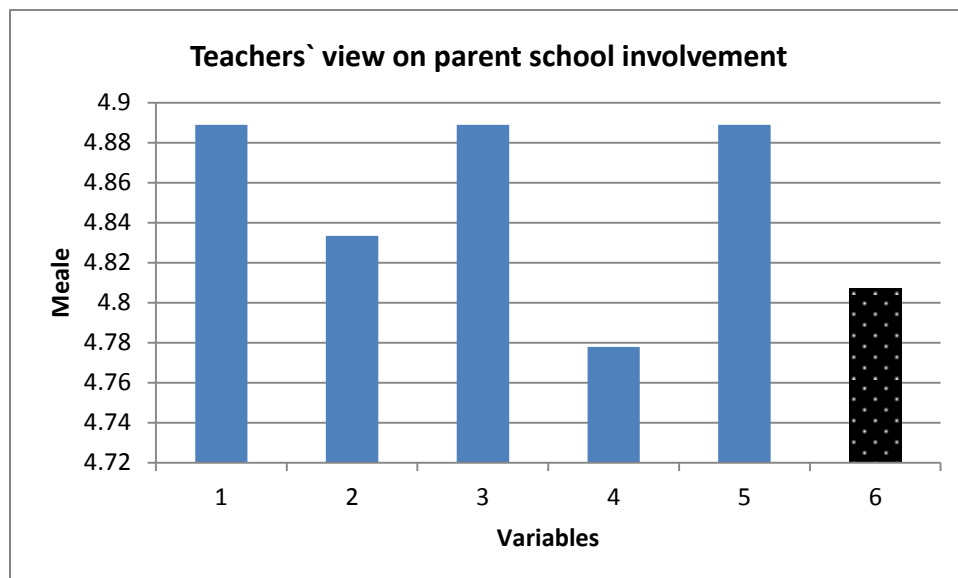
Table 4. 6:

Teachers View on Parent-School Involvement

Parent-School Involvement	Mea n	Standard deviation
Parents participation in matters to do with cyclical evaluation programmes, budgeting, strategic planning and policies contributes to smooth learning of the students	4.89	0.323
Parent involvement in school decision-making acts as a motivator and elevates the students self-confidence.	4.83	0.383
When Parents/ guardians pay school fees in time the students' performance goes up.	4.89	0.323
When parents or guardians give their children the academic materials they need for school, the learning process goes easily and without disruption for the children.	4.78	0.427
When parent ensure that the schools are equipped with teaching materials which is a key factor in facilitating teaching and learning activities, efficiency in teaching is achieved and this leads to improved academic performance	4.89	0.323

Figure 4. 12:

Teachers View on Parent-School Involvement



Parent-School Involvement was studied to establish its effect on academic performance of students. From the study findings, a higher number of the teachers strongly agreed that participation of parents in concerns relating to cycle review programs, budgeting, and strategic planning contributes to smooth learning of the students, Parent involvement in school decision-making is a motivator to learners and promote the self-confidence of student, When Parents/ guardians pay school fees in time the students' performance goes up, When guardians or parents give their children the academic supplies they need for school, the students learn smoothly without interruption and When parent ensure that the schools are equipped with enough teaching materials which enable pedagogical processes, it result in efficiency in teaching hence mproved academic performance.

From the bar graph, the performance mean score which is indicated by the sixth bar is less than the mean scores for the independent variables.

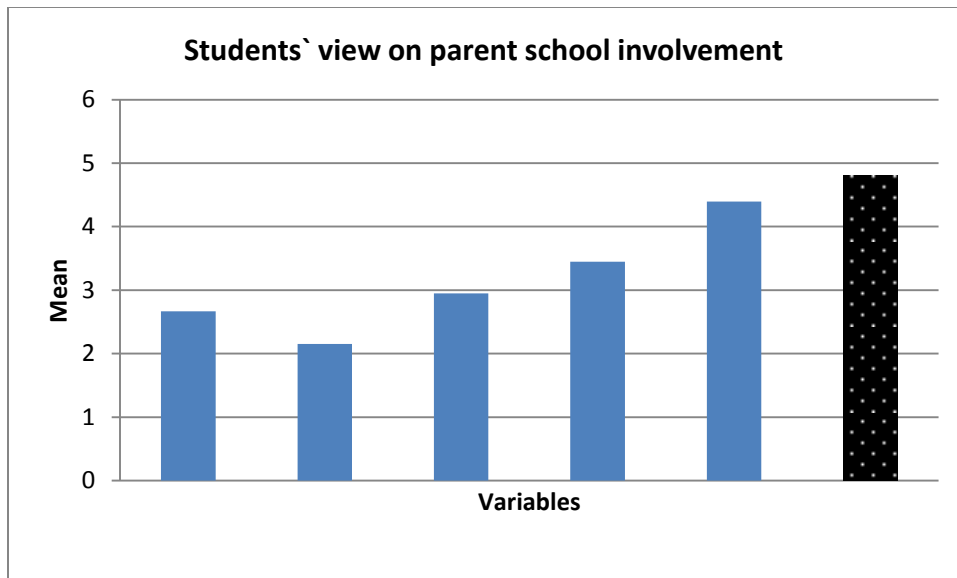
Table 4. 7:

Student's View on Parent-School Involvement

Parent-School Involvement	Mean	Standard deviation
My parents pay for school infrastructure whenever the school requires him or her to pay	2.7	1.101
My parents/guardian pays all the schools fees required on time	2.2	0.583
I always receive the academic supplies I need for school from my parents or guardians.	2.9	0.966
My parents value giving suggestions in school	3.4	1.136
Late payment of my school tuition is made by my parents or guardians.	4.4	1.109

Figure 4. 13:

Students View on Parent school Involvement



From the study findings, the majority of pupils concurred that parents/guardians pay school fees late as reflected by the mean score of 4.4 and disagreed that parents/guardians pay for school infrastructure whenever the school requires him or her to pay as shown by the mean score of 2.7. Further, majority of the students slightly agreed that parents valued giving suggestions in school and always provide them with scholastic materials necessary for learning as shown by the means 3.4 and 2.9. However students disagreed with the fact that parents/guardian pays all the schools fees required on time as indicated by the mean score of 2.2. The mean performance is above the independent variables, an implication that the parents –school involvement is below the students’ performance.

From the bar graph, it is evident that the parent involvement is less compared to the performance mean score. This meant that the parents are not involved according to the expectation.

4.7.2 Parent-Student Involvement

The study aimed at establishing the influence of Parent-Student Involvement on academic performance of students in public secondary schools in Thika West and Gatundu North Sub-Counties. A degree of agreement or disagreement i.e. strongly agree (SA), Agree (A), undecided (N), Disagree (D), and Strongly Disagree (SDA) was used to rate the said involvement.

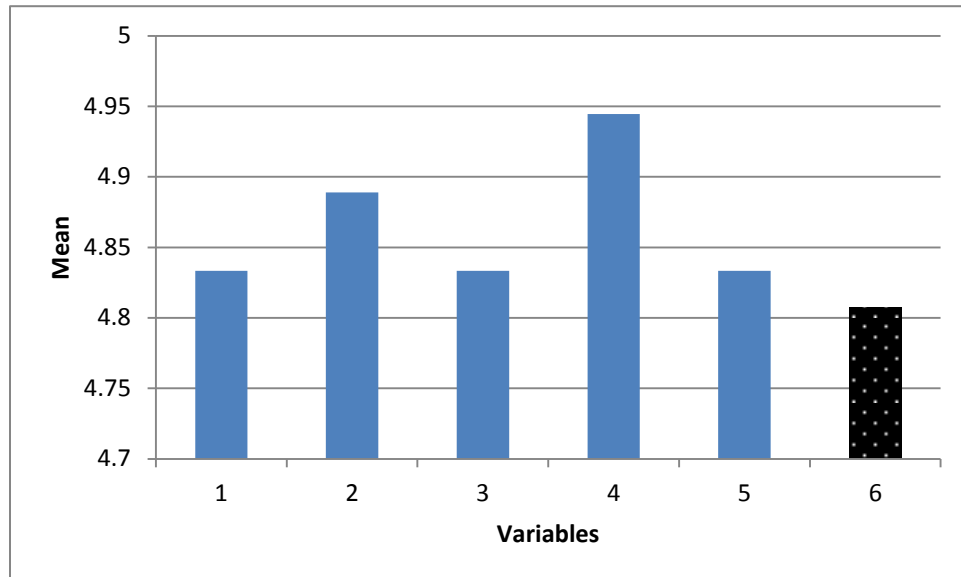
Table 4. 8:

Teachers View on Parent-Student Involvement

Parent-Student Involvement	Mean	Standard deviation
When parents provide enough shelter, food and clothing's at home, the students are psychologically settled while in school	4.83	0.383
Students typically stay in school longer, obtain good scores, attend school more frequently, and enroll in more challenging programs when multiple parties like families, schools, parents, and communities work together to encourage learning.	4.89	0.323
Parents who sets a good example in areas such time management, hard work and respect to others and spend more time in knowing their children and maintaining a better relationship which makes the student to perform better.	4.83	0.383
When parents pay fees on time and provide the necessary learning materials e.g uniform and stationery, students tent to perform better in their academics	4.94	0.235
Parent involvement in establishing up an acceptable home environment for study and monitoring homework given by teachers helps in improving performance	4.83	0.382

Figure 4. 14:

Teachers View on Parent-Student Involvement



The highest number of teachers strongly agreed that parents should; provide enough shelter, food and clothing's at home, work together with schools, families, and communities to support learning, set a good example in areas such time management, hard work respect to others and spend more time knowing their children and maintaining a good relationship, pay school fees on time and provide the necessary learning materials e.g. uniform and stationery and get involved in setting up a home environment which is acceptable for study and monitoring homework given by teachers. Doing all the above things would greatly help in the students' performance.

From the bar graph, it is evident that the mean performance is below the other variables, a clear indication that the parent involvement is very significant according to the teachers' view.

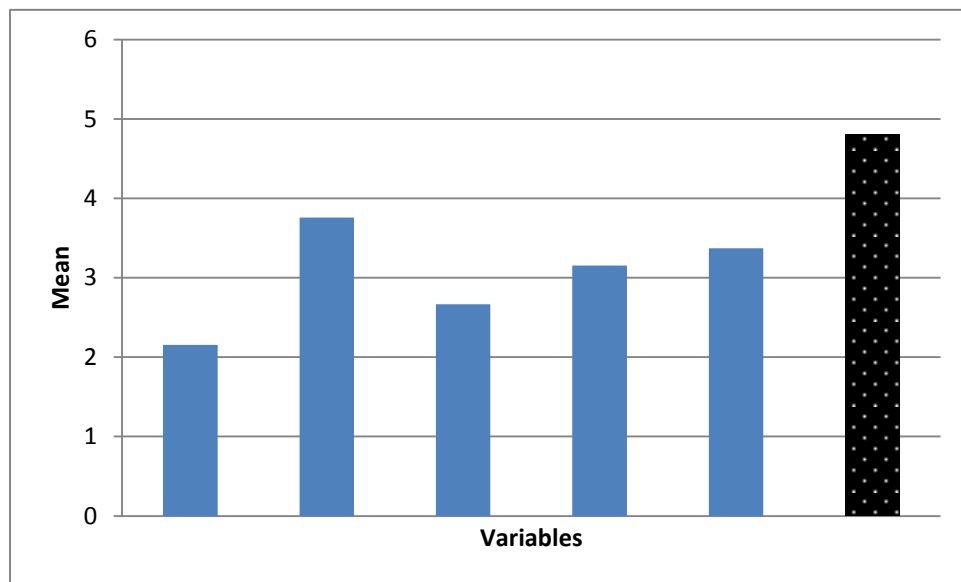
Table 4. 9:

Students View on Parent-Student Involvement

Parent-Student Involvement	Mean	Standard deviation
My parents provide enough food, comfortable shelter and enough clothing at home	2.2	0.854
My parents have set a good example to me and i emulate them in matters such as time management, hard work, respect to others as well as career choice	3.8	0.983
My home area is safe and I can go to and from school without any danger	2.7	0.832
My parents /guardians provide a conducive home environment for learning and frequently check my school work while at home.	3.6	0.58
My parents provide sufficient learning materials for school such as stationery and uniform	3.8	0.995

Figure 4. 15:

Students View on Parent-Student Involvement



Majority of the students slightly agreed that parents provide sufficient learning materials for school such as stationery and uniform, parents have set a good example for them and

they emulate them in matters such as time management, hard work, respect to others as well as career choice and that parents /guardians provide a conducive home environment for learning and frequently check their school while at home as shown by the mean score of 3.5, 3.8 and 3.2 respectively.

In addition, majority of the students moderately disagreed that parents /guardians provide enough food, comfortable shelter and enough clothing at home and that the home environment is safe and they can go to and from school without any danger as indicated by the mean score 2.2 and 2.7. The students' performance mean is above the independent variable mean indicating that the parents are not doing enough to boost their performance.

From the graph, it is evident that the parents involvement is below the students' performance.

4.7.3 Parent-Teacher Involvement

The investigation sought to determine the impact of Parent- Teacher Involvement on the achievement of academics for students in public secondary schools in Thika West and Gatundu North Sub-Counties. A degree of agreement or disagreements i.e. strongly agree (SA), Agree (A), undecided (N), Disagree (D), and Strongly Disagree (SDA) was used to rate the findings.

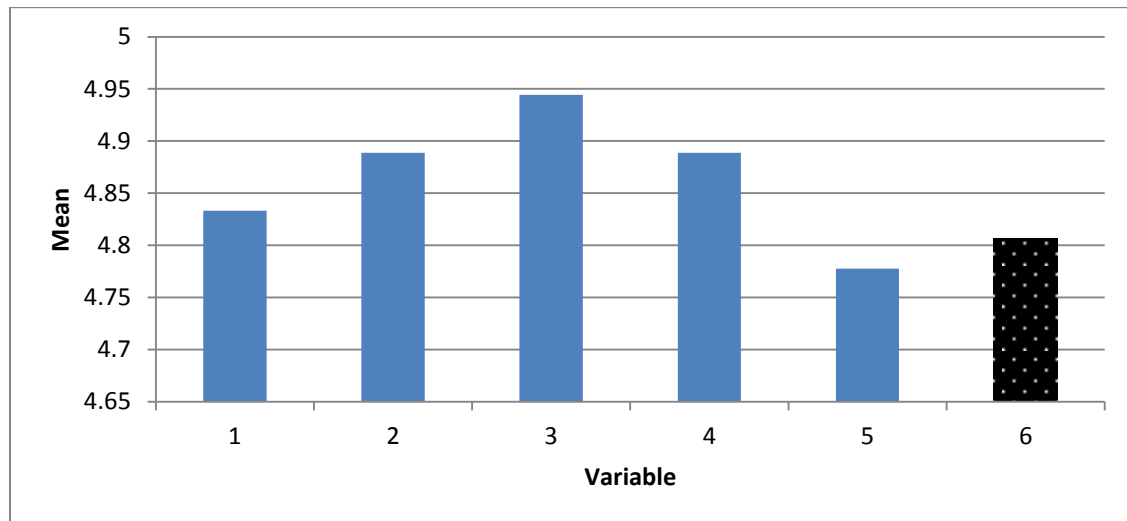
Table 4. 10:

Teachers View on Parent- Teacher Involvement

Parent-Teacher Involvement	Mean	Standard deviation
Effective communication between teachers and parents as well as the school staff is an important part of the student and it is a prerequisite for high academic achievement	4.83	0.383
A school whose parent association support teachers academic policies tends to boost the individual students grades	4.89	0.323
Parents who constantly attend and participate positively in school meetings and forums are in a better position to advice their students on career choice	4.94	0.236
Parents who appreciate and attend school academic days helps the three parties(teachers, students and parents) to understand one another better and this leads to academic improvement	4.89	0.323
When teachers give timely feedback to parents about their students' performance, parents are in a better position to make the necessary follow up on their students and this will lead to higher grades	4.78	0.428

Figure 4. 16:

Teachers View on Parent-Teacher Involvement



Majority of the teachers strongly a consensus that parents and teachers should communicate effectively as well as the school staff is an important part of the student and it is a prerequisite for high academic achievement; A school whose parent association support teachers academic policies tends to boost the individual students grades, Parents who constantly attend and participate positively in school meetings and forums are in a better position to advice their students on career choice, Parents who appreciate and attend school academic days helps the three parties(teachers, students and parents) to understand one another better and this leads to academic improvement, and when teachers give timely feedback to parents about their students' performance, parents are in a better position to make the necessary follow up on their students and this will lead to higher grades. This is as

Its indicated by the mean scores of 4.8, 4.7, 4.8, 4.9 and 4.8 respectively.

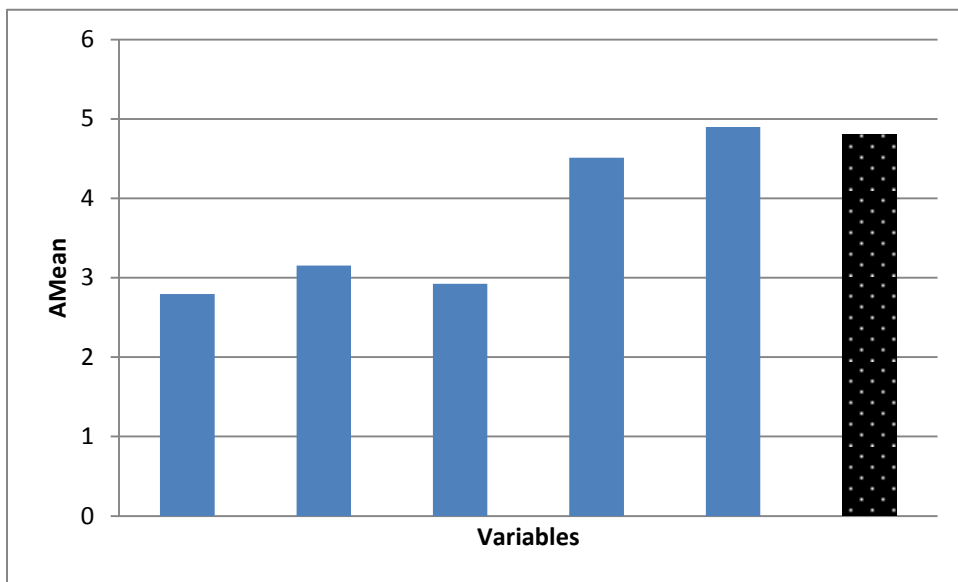
Table 4. 11:

Student's View on Parent- Teacher Involvement

Parent-Teacher involvement	Mean	Standard deviation
My parents always communicates to the teachers whenever I am absent from school	2.8	1.132
I know my class parent association representative and he/she is always conversant with our class activities	3.2	0.058
My parents always attend to school meetings and functions	2.9	1.204
My parents always discuss about my performance during school academic days	4.5	0.716
My class teacher always sends my exam results to my parents/guardian	4.9	0.305

Figure 4. 17:

Students View on Parent-Teacher Involvement



From the study findings, all the students strongly agreed that parents always discussed about their performance during school clinics and that class teacher always sends their

exam results to their parents/guardian as it is reflected by the mean score of 4.5 and 4.9 respectively. In addition students slightly agreed that they knew their class parent association representative and he/she was always conversant with their class activities and that their parents always attend to school meetings and functions as reflected by the mean score of 3.2 and 3.9 respectively. Further, students slightly disagreed that their parents always communicated to the teachers whenever they were absent from school as indicated by the mean score of 2.8.

4.7.4 Parent Demographics and Academic Achievement

The study is aimed at establishing the influence of Parent- Teacher Involvement on academic performance of students in public secondary schools in Thika West and Gatundu North Sub-Counties. A degree of agreement or disagreements i.e. strongly agree (SA), Agree (A), undecided (N), Disagree (D), and Strongly Disagree (SDA) was used to rate the information.

Table 4. 12:

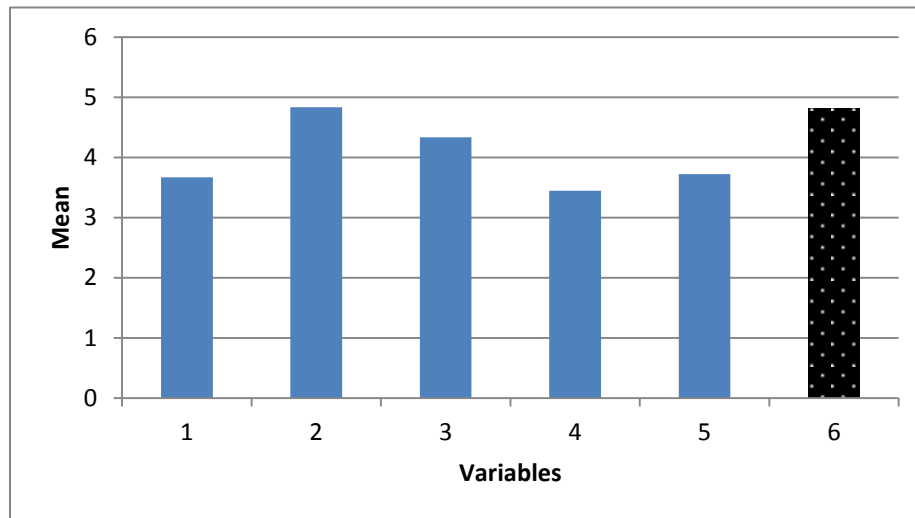
Teachers View on Parent Demographics and Academic Achievement

Parent Demographics and Academic Achievement	Mean	Standard deviation
Very well educated Compared to parents with low levels of education, parents are more involved in school-related activities.	3.67	1.456
Parents with higher socioeconomic position are better able to support their children financially and give them access to resources at home for individualized learning than parents with lower socioeconomic status.	4.83	0.383
Female parents/ guardians tend to be actively involved in school activities more than the male ones.	4.33	0.840

Young parents/ guardians are well informed and involved in school activities more than the old ones and this makes the students with young parents to perform better	3.44	1.247
Some religious and cultural practices interfere with learning activities and may lead to absenteeism which affects performance negatively	3.72	0.428

Figure 4. 18

Teachers View on Parent Demographics



Findings indicated that majority of the teachers slightly agreed that parents with higher levels of education are more involved in education activities at the school more than parents with low levels of education. Some religious and cultural practices interfere with learning activities and may lead to absenteeism which affects performance negatively as it is indicated by the mean scores of 3.67 and 3.72 respectively.

In addition most of the teachers moderately agreed that female parents/ guardians are likely to be engaged in activities of the school more than the male ones and that young parents/ guardians are well informed and involved in school activities more than the old

ones and this makes the students with young parents to perform better as shown by the mean of 4.33 and 3.44. As evidenced by the mean of 4.83, which indicates a majority of the teachers strongly agreed, parents with higher socioeconomic level are able to give their kids financial support and access to resources at home for individual learning.

From the bar graph, comparing the mean for the independent variables with the mean of academic performance, the mean for the independent variables are lower than the mean for academic performance.

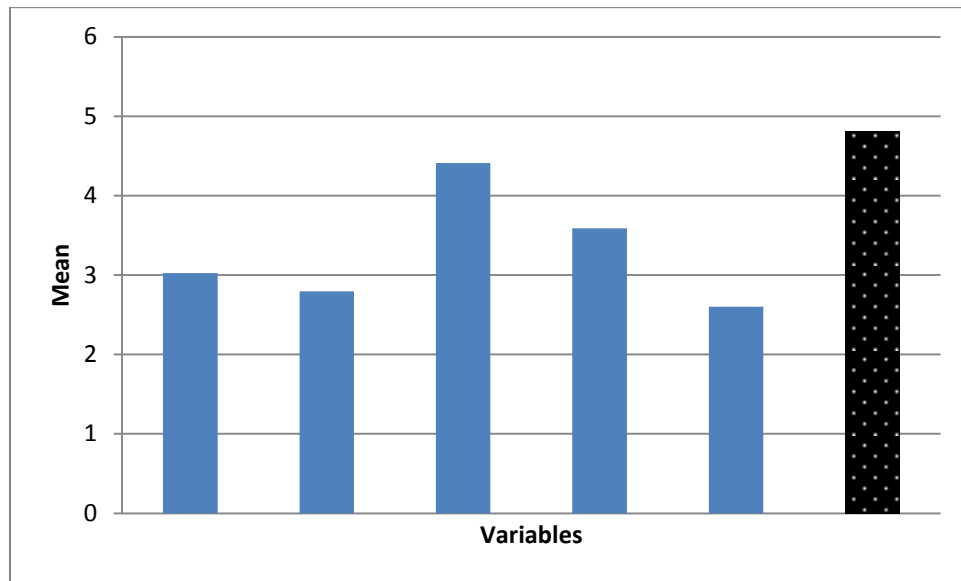
Table 4. 13:

Students View on Parent Demographics and Academic Achievement

Parent Demographics and Academic Achievement	Mean	Standard deviation
My parents are highly educated	3.0	1.173
My parents are working and therefore affords to pay my school fees and provides other learning materials	2.9	1.39
My mother is more involved in school activities than my father	4.4	0.919
My parents are middle aged and therefore they actively participate in school activities	3.6	1.362
When there is a religious/cultural event my parents force me not to go to school or participate in any school activity	2.6	1.323

Figure 4. 19:

Students View on Parent Demographic



Research findings indicated that majority of the students agreed that their mothers were more involved in school activities than their fathers and that their parents are middle aged and therefore they actively participate in school activities as shown by the mean of 4.4 and 3.6. Further, students slightly disagreed that their parents were working and therefore affords to pay their school fees and provides other learning materials and that when there is a religious/cultural event their parents force me not to go to school or participate in any school activity. This is as reflected by the mean scores of 2.9 and 2.6 respectively. In addition, the highest numbers of the students were not able to categorize their parents as either highly educated or not as indicated by the mean score of 3.0.

From the graph, it is evident that the mean of the independent variables is higher than the mean of the academic performance.

4.7.5 Students' Performance

The study is aimed at establishing the performance of academics of learners within in public secondary schools in Thika West and Gatundu North Sub-Counties. A degree of agreement or disagreement was used to give a rating as follows; strongly agree (SA), Agree (A), undecided (N), Disagree (D), and Strongly Disagree (SDA).

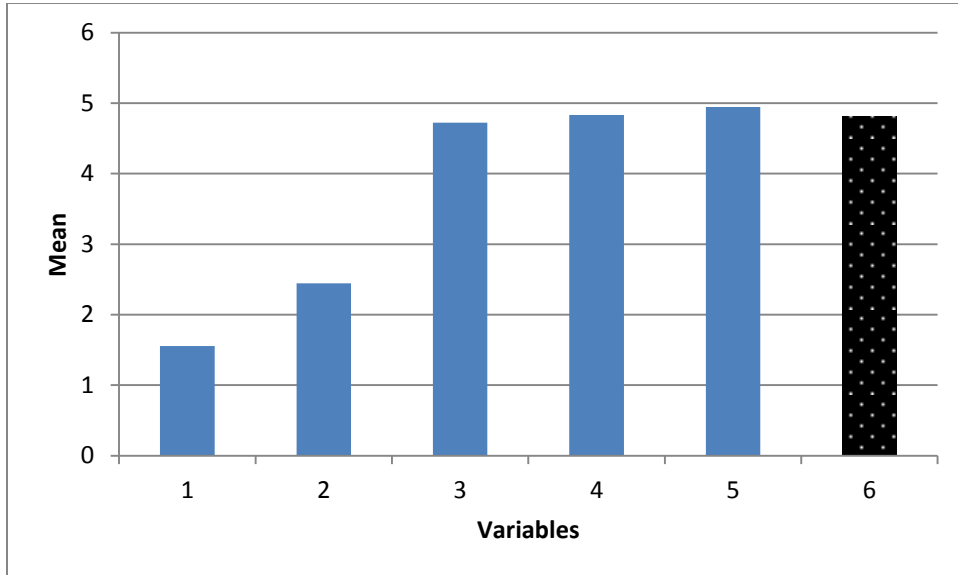
Table 4. 14:

Teachers View on School Performance

School Performance	Mean	Standard deviation
Your school's performance in KCSE is excellent	1.56	0.511
Your School Performance is higher compared to your competitors	2.44	0.042
Your school evaluates students' performance regularly	4.72	0.461
Your school has a clear performance management systems and policy student performance	4.83	0.383
Parental involvement and support has a relationship with good student performance	4.94	0.236

Figure 4. 20:

Teachers View on School Performance



The outcomes indicate that the biggest population of teachers agreed in a major way that parental involvement and support has a relationship with good student performance, their school has a clear performance management systems and policy and their school evaluates students' performance regularly as reflected by the mean of 4.9 , 4.8 and 4.7 respectively.

Further, most of the teachers disagreed that their school's performance in KCSE was excellent and that their school Performance was higher compared to their competitors as shown by the mean score of 1.6 and 2.4 respectively.

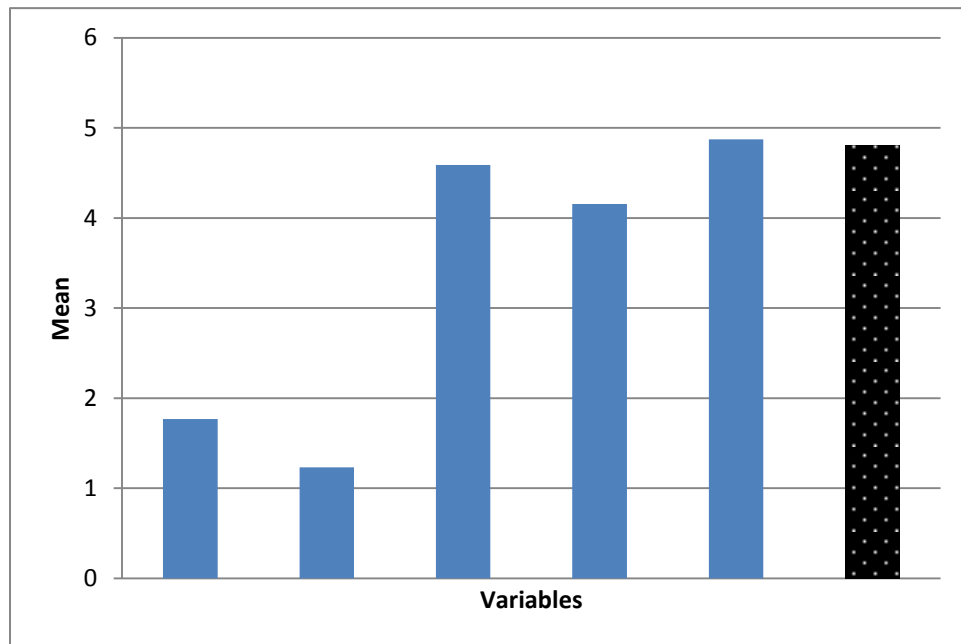
Table 4. 15:

Students View on School Performance

School Performance	Mean	Standard deviation
My school performs very well in KSCE	1.8	0.424
My school is always in top five schools in the sub-county	1.2	0.424
I know the evaluation policy of our school.(e.g. number of exams in a term	4.6	1.220
There are corrective measures taken for continuous failure and drop in academics	4.2	0.458
There is a link between parenting and academic achievement.	4.7	0.336

Figure 4. 21:

Students View on School Performance

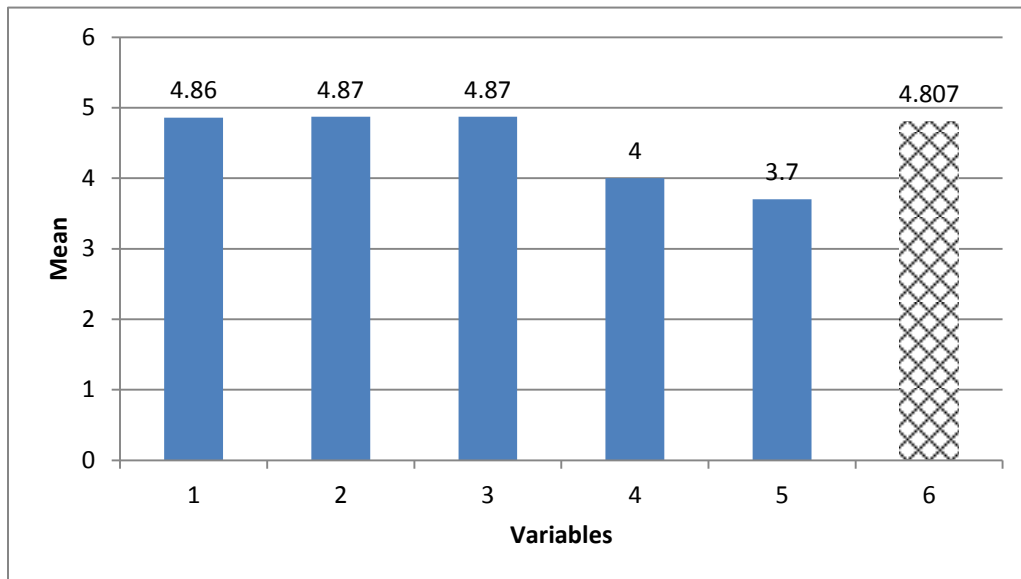


The findings indicated a bigger population of the students strongly agreed that there is a connection linking parenting with performance in academics and that they knew the evaluation policy of their school as provided with a 4.6 and 4.7 mean. Further, students

disagreed that their school performs very well in KSCE as indicated by the mean score of 1.8 and they strongly disagreed that they are always in top five schools in the sub-county as indicated by the mean score of 1.2. On the other hand, majority of students agreed that there are corrective measures taken for continuous failure and drop in academics as shown by the mean of 4.2.

Figure 4. 22:

Combined Graph for Teachers View on Parent Involvement in Students' Performance

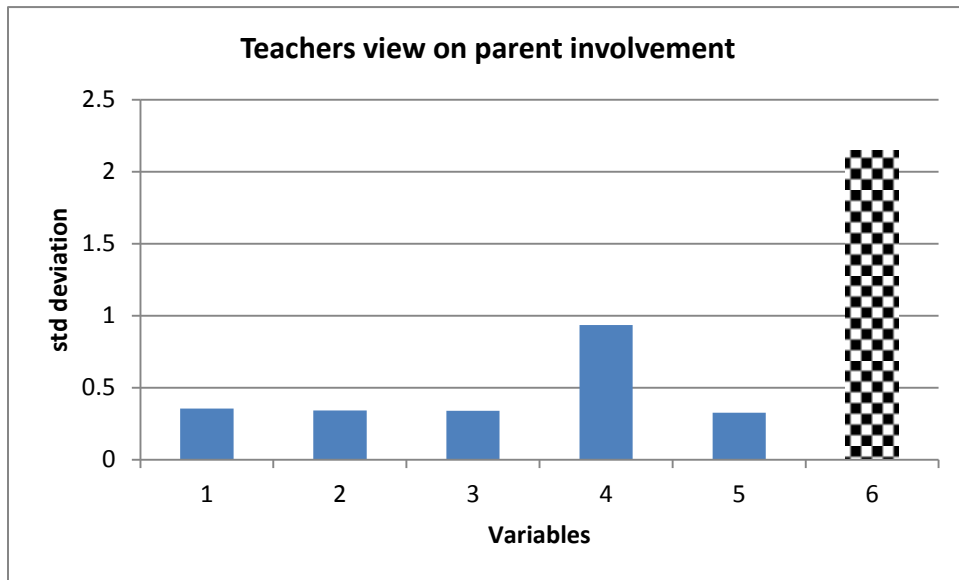


Bar 1 represents parent-school involvement, 2 parent student involvement, 3 Parent teacher involvement, 4 parent demographic, 5 school performance and 6 the academic performance of the student respondent.

From the teachers' view, it is evident that parent involvement in academic performance influences performance positively as indicated by the mean scores which are all above 3.7. Further, the sixth bar graph indicating the mean for the students' performance shows that academic performance and parent involvement are significantly related.

Figure 4. 23:

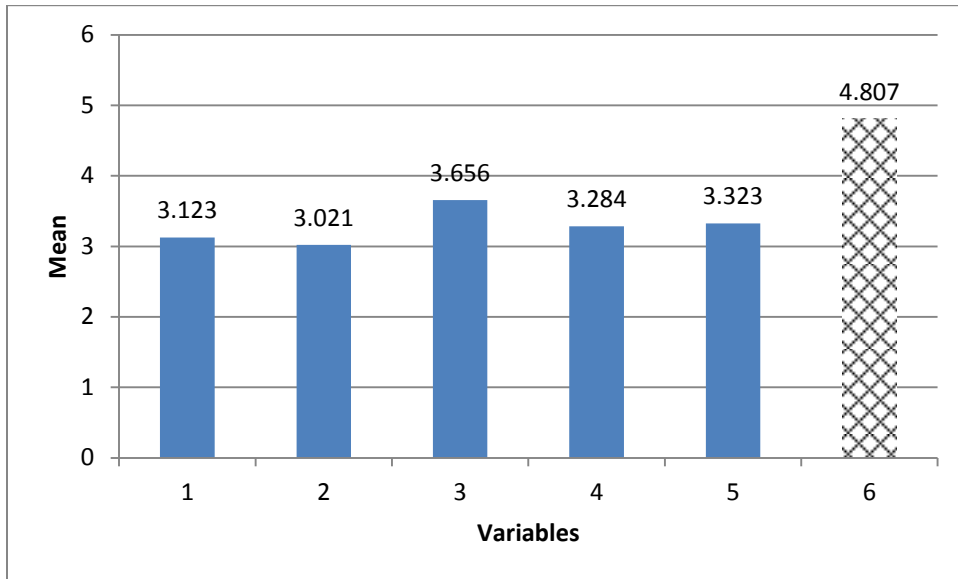
Combined Graph for Teachers View on Parent Involvement in Students' Performance



Using the standard deviation, from the graph above, it was found that the standard deviations for the independent variables; parent school, parent student and parent teacher involvement were below 0.5 as indicated by bars 1,2 and 3.. This shows that the values were closer to the average mean indicating that the three independent variables significantly contributed to the academic performance. The standard deviation for the student academic performance was 2.2. This shows that despite the fact that the teachers strongly supported parent involvement in academic performance; the students' performance was still very low as indicated by the standard deviation of 2.2.

Figure 4. 24:

Combined Graph for Students View on Parent Involvement in Their Performance



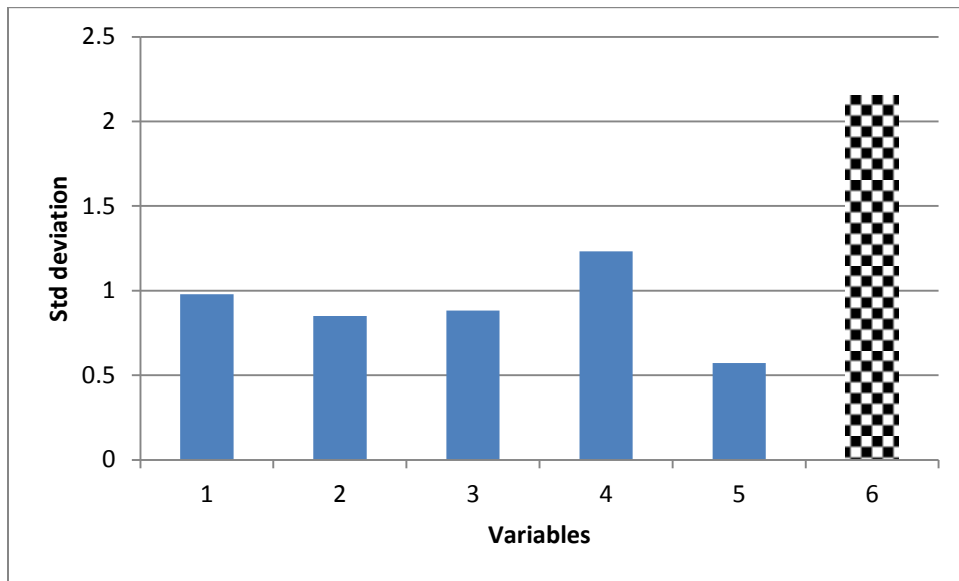
Bar 1 represents parent-school involvement, 2 parent student involvement, 3 Parent teacher involvement, 4 parent demographic, 5 school performance and 6 the academic performance of the student respondent.

Comparing the mean of the dependent variable (academic performance) with the mean of the independent variables, it is evident that the parents' involvement in academic performance is low as indicated by the mean scores which are below 3.5 except for parent teacher involvement which is approximately 3.7. The academic performance mean is 4.8 which is above all the independent variables.

This shows that from the students view, the level of the parent involvement in academic performance is low as compared to the mean of their performance.

Figure 4. 25:

Combined Graph for Students View on parent Involvement in Their Performance



From the above graph, the standard deviation for the independent variables;1,2,3,and 4 are above 0.5. This shows that it is significantly far away from the mean average of the independent variables. It therefore follows that from the students view, the parent involvement on academic performance is low. The standard deviation for the dependent variable is at 2.2 which is above 1. This shows that it is significantly far away from the mean of the parents' involvement and therefore the level of parent involvement is not significantly boosting students' academic performance.

4.8 Inferential Analysis

Inferential statistic refers to a method that is used to make generalizations out of a sample about the population where the sample was drawn from. To assess the relationship between the independent variable Pearson's product moment correlation was used while

multiple regression $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$ was used to determine the predictive power of parental involvement in the academic performance of their students

4.8.1 Correlation Analysis

A statistical metric known as correlation establishes the connections between two or more variables or groups of data. Additionally, it demonstrates how significant the connection is. The direction of the connection between the elements and magnitude is also shown by the correlation analysis. In this study, the link between the dependent and independent variables was determined using Pearson Product Moment Correlation. The correlation matrix between independent variables and dependent variable has been indicated in table 4.12.

Table 4. 16:

Correlation Matrix

		Correlations				
		Academic performance	Parent-School involvement	Parent-Student involvement	Parent-Teacher involvement	parent demographic characteristics
Academic performance	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	18				
Parent-School involvement	Pearson Correlation	.518**	1			
	Sig. (2-tailed)	.000				
	N	18	18			
Parent-Student involvement	Pearson Correlation	.644	.251	1		
	Sig. (2-tailed)	.000	.079			
	N	18	18	18		
Parent-Teacher involvement	Pearson Correlation	.611**	.306*	-.234	1	
	Sig. (2-tailed)	.000	.031	.102		
	N	18	18	18	18	
parent demographic characteristics	Pearson Correlation	.144	.012	.115	-.061	1
	Sig. (2-tailed)	.318	.934	.427	.676	
	N	18	18	18	18	18
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

The above table indicates the correlation matrix between the dependent variable and independent variables.. According to table 4.17, it is evident that there is a very high

positive relationship between academic performance and Parent-student involvement, Parent-teacher engagement and involvement of the parents on school issues was of magnitude 0.644, 0.611 and 0.518 respectively. There is therefore a correlation between the independent variables and dependent variables which has been reflected by the positive relationship. Parent-Student involvement has the highest value and parent demographic characteristics the lowest correlation value. The correlation between academic performance and parent demographics, which is 0.144, further supports the findings that there is a poor relationship between these two variables.

At a 95% confidence level, three of the factors showed a significant p-value ($p < 0.05$). Parent-student, parent-teacher, and parent school participation all had significance values of $p < 0.05$ in relation to academic success. This suggests that the three independent factors were substantially connected with academic achievement, but the parent-demographic feature had a $p > 0.05$, which indicated that it was not particularly significant.

4.7.2 Regression Analysis

A statistical method for estimating the relationships between variables is known as regression analysis. With the help of its analysis, one can comprehend how, when one of the independent variables is changed while the others are kept fixed or constant, the typical values of the dependent variable vary. A multiple regression model was used in this study to determine the impact of parental participation in the home, school, and students; parent-teacher involvement and parent demographic characteristics on academic performance of students and how if embraced it can help the public secondary schools in Thika West and Gatundu North Sub-Counties in academic performance of students. The

model summary below provides information regarding the capability of the regression line to capture all variance in the dependent variable.

Table 4. 17:

Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781 ^a	.610	.575	5.88308
a. Predictors: (Constant), parent-school involvement; parent-student involvement; parent-teacher involvement and parent demographic characteristics				

The adjusted R Square value of 0.575 indicates a limited influence of the independent variables on the dependent variable. The results show that there is a strong correlation between the variables (Adjusted R Square = 0.575). The four independent factors (parental involvement in schools and; involvement of parents and students; parent-teacher involvement and parent demographic characteristics that were collectively studied, explain only 57.5% of the variation on academic performance of students as represented by the Adjusted R Square. The contribution of other factors therefore not studied in this research contribute 42.5% of the variation in the academic performance of students and how if embraced it can help public secondary schools in Thika West and Gatundu North Sub-Counties in the academic performance of students.

ANOVA

Calculations used in variance analysis (ANOVA) reveal the degree of variability present in a regression model. It serves as the foundation for tests of the model's importance.

Table 4. 18:

ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2436.325	4	609.081	17.598	.000 ^b
	Residual	1557.476	14	34.611		
	Total	3993.801	18			
a. Dependent Variable: Academic Performance						
b. Predictors: (Constant), parent-school involvement; parent-student involvement; parent-teacher involvement and parent demographic characteristics						

Based on the findings in Table 4.19 above, the overall model is statistically significant in predicting the impact of parental involvement on the academic performance of their children in secondary schools in Thika West and Gatundu North Sub-Counties, Kenya, with a significance value of 0.000 (which is less than 0.05). When the P-value is less than 0.05, the model as a whole had a good fit. A regression coefficient is a significant result of regression analysis. It can be understood as the percentage of the dependent variable's volatility that can be predicted from the independent variable. The outcomes are displayed in table 4.15 below;

Table 4. 19:

Regression Coefficients

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-14.572	11.655		-1.250	.218
	parent-school involvement	.119	.023	.548	5.174	.000
	parent-student involvement	-.260	.124	-.216	-2.100	.041
	parent-teacher involvement	.413	.115	.374	3.600	.001
	Parent demographic characteristics	.732	.371	.185	1.971	.060
a. Dependent Variable: Academic Performance						

The unstandardized betas were used to extract the regression function, which is shown below.

$$(Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon) :$$

$$Y = -14.572 + 0.119X_1 - 0.260X_2 + 0.413X_3 + 0.732X_4$$

The coefficient for Academic Performance was -14.572 according to the regression function, holding all other variables fixed at zero. Parent-school involvement, parent-student involvement and parent-teacher involvement were found to have a significant influence on Academic Performance as indicated by their p values of 0.000, 0.041 and 0.001 respectively which are less than 0.05. Parent demographic characteristics had a p value of 0.06 which is slightly greater than 0.05 and hence was found not to significantly influence the parental involvement in the academic performance of their students.

4.9 Discussion of Findings

According to this study,, it was found that majority of the respondents strongly agreed that parent-school involvement in activities such as participation in strategic planning, decision making, payment of school fees and ensuring that the school is well equipped with teaching materials contributed significantly to academic improvement as it was indicated by a mean of 4.86 and a standard deviation of 0.3336 as shown in figure 4.22 and 4.23 respectively.. From table 4.14, parent-school involvement had a positive correlation of 0.518 which is statistically significant and this was a clear indication that it is positively related to academic improvement. These findings agrees with the observation that parents and schools are linked together when the parents take part in governance, making of decisions and participating in advocacy roles, which are strategies to promote parental involvement (Young, Austin, & Growe, 1013). Another study also indicated that the children's abilities in school are measured to certain extent according to how their parents participate in activities in the school (Eccless. & Harold., 2017).

The second research question sought data on the extent to which parent-student involvement influence the academic achievement of students. From the research done, it was found that provision of enough shelter, food and clothing, setting up a conducive home learning environment and monitoring homework among others significantly enhanced students' academic performance. Referring to table 4.22 and 4.23, parent-student involvement in academic performance indicated a mean of 4.87 and a standard deviation of 0.3414. The high mean and small value of standard deviation both indicated that the parent-student involvement factor highly contributed to improvement of the students' performance. In addition, from table 4.14, the factor parent-student has the

highest correlation value indicating that its contribution to the students' performance was high. Table 4.15 also shows that parent-student involvement had a p value of 0.041 which is less than 0.05 indicating that it was statistically significant in contributing to academic performance. These findings agrees with the findings that indicated that there is a strong relationship between home life and school in the first 10 years of a child's life as this is when they spend more time with their families than any other time in their life (Patrikakou, 2015). The findings also agree with another study which concluded that the health of the child should also be priority when it comes to supporting education so that they can learn while in good health. Their behaviors is closely related to their health (Christopher, Patrick., & Strickland, 2015).

The third research question sought data on parent-teacher involvement in the academic achievement of students. The research done confirmed that good communication between parents and teachers, parent's association support to teachers, positive participation in school meetings, attending academic clinics and giving timely feedback greatly lead to improvement in students' academic performance. This was confirmed by the high mean value of 4.87 as shown in figure 4.22 and a small standard deviation of 0.3386 which indicates that the factor was of high contribution to academic performance. Further, referring to table 4.14, the parent teacher involvement had a positive correlation value of 0.611 which indicated that increased parent-teacher participation lead to increased improvement in performance. From the regression coefficient table 4.15, parent-teacher involvement had a p value of 0.001 which is far less than 0.05 and this was a clear indication that the factor was of significance as far as academic improvement was concern. The findings agrees with a study which indicated that most of the young

children's life is natured through the effective communication between the school staff or teachers and the parents, which helps in their daily life growth especially in their young stages of life (Doherty-Derkowski, 2015). Another study revealed that the teachers and children relationship is contributed by the parents and teachers effective communication (Datnow & Hubbard, 2016).

The fourth research question sought data on the influence of parent demographic characteristics on the relationship between parent involvement and academic performance of students. findings from the study done, it was found that parents' demographic factors such as financial status and gender had a great influence on academic performance as compared to the other factors studied. Female parents were found to support academics more than male parents. Education level, age and religion were found to have less effect on academic performance as indicated by the means of 3.67, 3.44 and 3.72 respectively as shown in figure 4.18. Financial status and gender of the parent were found to be of great contribution towards performance as indicated by a mean of 4.83 and 4.33 respectively as shown in figure 4.18. On average, parent demographic had the lowest mean of 4.0 as shown in figure 4.22. It also had the highest value of standard deviation (0.9356) indicating that it far much deviated from the mean hence less significance compared to the other three factors studied.. In addition, from figure 4.22, this factor had the lowest correlation of 0.144 which indicated that its contribution to academic performance was not very significant. Further, parent demographic characteristics had a p value of 0.06 as shown in figure 4.15 which is slightly higher than 0.05 indicating that its contribution to academic performance was less significant. The findings agrees with a study that indicated that the children that

come from wealthy families can be provided for the financial support and home resources that they require to learn compared to those that are of poor background (Schulz, 2015). However, the study deviates from another study which cited that the parents who contributed low or did not contribute to the school activities of their children had a hand in low literacy levels (Koech, 2016).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction.

The present section provides an overview of the main investigation's outcomes, the investigation's final analysis, the conclusions drawn from the study, and considerations for investigations in the future.

5.2 Summary of the Findings

The purpose of the study was to investigate the influence of parent involvement on academic performance of students in public secondary schools in Thika west and Gatundu north sub counties in Kiambu County, Kenya. The study addressed three objectives which were to:- determine the influence of parent-school involvement on academic performance, investigate the influence of parent-student involvement on academic performance and establish the influence of parent-teacher involvement on academic performance. The study revealed that when parents actively participated in school activities such as planning, decision making, equipping school with infrastructure and paying school fees on time, the students' performance improved. It also revealed that when parents sufficiently provide their children with required learning materials, it lead to improvement in performance. Effective and consistence communication between the parents and teachers lead to greater improvement in performance.

Literature review was done from various sources and Bronfenbrenner's ecological systems theory was discussed with respect to parent involvement on academic performance and it provided relevant information to the study in giving the effect of

home environment on performance. The research methodology and tools used gave reliable data for analysis.

Frequency distribution, measures of central tendency, pie charts and bar graphs were used to analyze the data collected. Linear regression model was also used for further analysis which lead to reliable conclusions.

5.3 Conclusions

This study examined the influence of parental involvement on the academic performance of their students in public day secondary schools. The significance of the findings has been emphasized to public schools importance, especially parents for the purpose of building strong relationships between them to enhance the potential and success of their students.

On the issue of parent-school involvement, the study found that it was of great significance for parents to participate in school activities. The results lead to the conclusion that when parents participated in school activities such as planning, decision making, ensuring that the school is well equipped with infrastructure and paying school fees on time, the students' performance improved.

Concerning parent-student involvement, the study found that when parents provide a

Conducive home environment with enough food, shelter and clothing, their children tend to perform better in school. Further, performance was enhanced by parents paying fees on time and providing necessary learning materials.

The study further concluded that effective communication among teacher, school staff and parents is an important part of the student and it is a prerequisite for high academic achievement as it led to improvement of children's educational outcomes.

On parent demographic characteristics, the results lead to the conclusion that female parents and parents of high social economic status were able to fully support their children in academic matters and this lead to improvement in performance. Further, it was found that education level, age and religion were of less influence in performance.

On academic performance, the study found that there was a high punctuality rate in most of the schools with majority of the schools adhering to students' performance management policies. The study also concluded that feedback given to parents is of great importance because it facilitates proper follow up on performance.

A conclusion was made from the findings that parents' involvements in academic achievement of the students were very important as it lead to academic improvement.

5.4 Recommendations

To enhance parent participation on academic matters of their students, the following measures were recommended;

The school administration to involve parents in preparation of calendar of events defining the role of parents in their children's academic performance.

In addition, counseling department should be reinforced to deal with students problems that emanates from parents.

School administrators and policy makers should make efforts to have open forums for parents, teachers and students in order to be able to interact with each other and communicate schools` expectations to parents and parents to be given a chance to express their views.

For mentorship programs with motivational speakers to share with students, instructors, and parents as a team in an effort to raise academic standards, school administrators may allot time in the curriculum for these activities.

The school administration should establish an effective communication channels such as parents whatsapp groups where constant communication will be done to inform the parents of what they are expected to do in order to support academic programs.

Parents meeting to be made mandatory and failure to attend should attract some fine so that they can all participate in the decisions being made.

The school administration should search for scholarships and bursaries from relevant organizations/institutions in order to support students whose parents have financial challenges.

Teachers to be financially facilitated by the school administration in order to be able to communicate to parents effectively on performance and other students` matters.

5.5 Recommendations for Further Research

Since this research was conducted in day schools, a similar research can be done in boarding schools for comparison purposes. In addition, since the study was done to establish the effect of parent involvement on academic performance, it is recommended

that another study be done to establish other factors which may contribute to academic performance apart from parents.

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APPENDICES

Appendix I: Letter of Introduction to the Respondents

Ngee Esther Katumbi
Kenya Methodist University,
P.O Box 30197,

Nairobi.

Dear Respondents,

RE: INFLUENCE OF PARENT INVOLVEMENT ON ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN THIKA WEST AND GATUNDU NORTH SUB COUNTIES, KENYA

I am a Masters Student at Kenya Methodist University. In partial fulfillment of the requirement for master in education (education leadership and management). I am conducting a survey on the above topic.

I'm kindly requesting you to respond to the questionnaire attached as honestly as possible. The questionnaires are meant for this research only and your identity will remain anonymous in the final report. To ensure this, no name of the respondent will be written on the questionnaire. I look forward to your honest participation.

Thank you in anticipation.

Yours faithfully,

Ngee E. Katumbi

Appendix II: Teachers Questionnaire

Section A: Background Information

Kindly indicate your Gender: Male Female

Kindly indicate your age category:

Below 25 years 25-29 years 30-34years

35-39 years 40 years and above

Kindly indicate your Designation

Deputy Principal senior teacher

Class teacher Teacher

What is your highest professional qualification?

PhD Masters

Bachelor Diploma

What is your teaching experience to date?

Less than 5 years 5-9 years 10-14years

15-19 years 20 years and above

Section B: Influence of Parent Involvement on Academic performance of Students

Please tick (√) against the word or sentence that is most applicable to you. Key: 5- strongly agree 4 – Agree 3- undecided 2- Disagree 1-strongly disagree

Parent-School Involvement	5	4	3	2	1
Parents participate in matters pertaining to strategic planning, policies, budgeting and cyclical evaluation programs which contributes to smooth learning of the students					
Parent involvement in school decision-making motivate and promote the self-confidence of student					
Parents/ guardians pay school fees late and this affects performance					
Parents/guardians always provide students with scholastic materials necessary for learning					
Most parent ensure that the schools are equipped with teaching materials which facilitate teaching and learning activities,					
Parent-Student Involvement	5	4	3	2	1
When parents provide enough shelter, food and clothing's at home, the students are psychologically settled while in school					
When schools, parents, families, and communities work together to provide enough security, students tend to attend school more regularly, stay in school longer attain higher grades					
Parents who sets a good example in areas such time management, hard work respect to others and spend more time getting to know their student and keeping that relationship in good standing will enable the student to perform better.					
When parents pay fees on time and provide the necessary learning materials e.g uniform and stationery, students tent to perform better in their academics					
Parent involvement in setting up a home environment which is acceptable for study and monitoring homework given by teachers helps in improving performance					
Parent-Teacher Involvement	5	4	3	2	1
Good communication between parents and teachers or the school staff is an important part of the student and it is a prerequisite for high academic performance					
A school whose parent association support teachers academic policies tends tends to boost the individual students grades					
Parents who constantly attend and participate positively in school meetings and forums are in a better position to advice their students on career choice					
Parents who appreciate and attend school academic days helps the three parties(teachers, students and parents) to understand one another better and this leads to academic improvement					

When teachers give timely feedback to parents about their students' performance, parents are in a better position to make the necessary follow up on their students and this will lead to higher grades					
Parent Demographics and Academic Achievement	5	4	3	2	1
Parents with higher levels of education are more involved in educational activities at the school than parents with low levels of education					
Parents with higher socio-economic status are able to provide their children with financial support and home resources for individual learning					
Female parents/ guardians tend to be more involved in school activities more than the male ones.					
Young parents/ guardians are well informed and involved in school activities more than the old ones and this makes the students with young parents to perform better					
Some religious and cultural practices interfere with learning activities and may lead to absenteeism which affects performance negatively					
Students' Performance					
Your school's performance in KCSE is excellent					
Your School Performance is higher compared to your competitors					
Your school evaluates students' performance regularly					
Your school has a clear performance management systems and policy					
Parental involvement and support has a relationship with good student performance.					

THANK YOU FOR YOUR TIME

Appendix III: Students Questionnaire

Section A: Background Information of the Student

1. Gender Male [] Female []
2. What is your age bracket?
 Less than 13 years [] 13-17yrs [] 17-21yrs [] above 21years []

Section B: Background Information of the Parent

2. Kindly indicate the Age of your parents.....
3. What is the highest level of education for your parents?
 Primary education [] Secondary education []
 College certificate/diploma [] University education []
 What is the occupation of your parents?
- What is your average monthly income of your parents?
 Less than 10,000 [] 10,000-20,000 []
 20,000-40,000 [] more than 40,000 []

Section C: Influence of Parent Involvement on Academic Achievement of Students

Please tick (✓) against the word or sentence that is most applicable to you. Key: 5- strongly agree 4 – Agree 3- undecided 2- Disagree 1-strongly disagree

Parent-School Involvement	5	4	3	2	1
My parent pays for school infrastructure whenever the school requires him or her to pay.					
My parents/guardian pays all the schools fees required on time					
My parents/guardians always provide me with scholastic materials necessary at school					
My parents value giving suggestions in school management					
My parents/ guardians pay my school fees late					
Parent-Student Involvement	5	4	3	2	1
My parents provide enough food, comfortable shelter and enough clothing at home					

My home area is safe and I can go to and from school without any danger					
My parents have set a good example to me and i emulate them in matters such as time management, hard work, respect to others as well as career choice					
My parents /guardians provide a conducive home environment for learning and regularly check my school work both at home and at school					
My parents provide sufficient learning materials for school such as stationery and uniform.					
Parent-Teacher Involvement	5	4	3	2	1
My parents always communicates to the teachers whenever I am absent from school					
I know my class parent association representative and he/she is always conversant with our class activities					
My parents always attend to school meetings and functions.					
My parents always discuss about my performance during school academic days.					
My class teacher always sends my exam results to my parents/guardian					
Parent Demographics and Academic Achievement	5	4	3	2	1
My parents are highly educated					
My parents are working and therefore affords to pay my school fees and provides other learning materials comfortably					
My mother is more involved in school activities more than my father.					
My parents are middle aged and therefore they actively participate in school activities					
When there is a religious/cultural event my parents force me not to go to school or participate in any school activity.					
Students' Performance					
My school performs very well in KSCE					
My school is always in top five schools in the sub-county					
I know the evaluation policy of our school.(e.g number of exams in a term)					
There are corrective measures taken for continuous failure and drop in academics					
There is a relationship between parenting and academic performance.					

Tick your average grade in the space provided A () B () C () D () E ()

THANK YOU FOR YOUR TIME

GATUNDU NORTH KCSE ANALYSIS 2013-2022

	SCHOOL	CATEGORY	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013
1	ST.FRANCIS GIRLS HIGH SCH.	E-COUNTY	7.299	8.045	8.328	7.065	7.575	7.739	7.739	9.50	8.50	9.01
2	MAKWA SEC. SCHOOL	COUNTY	4.082	3.447	3.784	3.838	4.346	3.867	4.16	4.05	4.30	3.94
3	KAIRI SEC.SCHOOL	COUNTY	4.534	4.877	5.456	4.719	4.26	3.672	4.227	6.31	4.56	5.48
4	ST JOSEPH THE WORKER SEC.	SUB-COUNTY	3.762	4.009	4.053	5.176	4.148	2.946	3.505	3.62	3.28	3.45
5	GIKINDU SEC. SCHOOL	COUNTY	3.531	3.59	4.064	4.138	3.968	3.813	4.437	4.66	5.01	4.71
6	GAKOE HIGH SCHOOL	COUNTY	4.083	4.069	5.416	4.413	3.865	3.542	4.844	5.13	5.03	4.50
7	O.L.F KIRIKO SEC. SCHOOL	COUNTY	5.089	5.866	5.735	4.711	3.786	3.870	4.614	6.04	5.41	5.23
8	MUKURWE SEC.	SUB-COUNTY	2.429	2.425	2.39	2.536	3.589	2.571	2.524	2.55	2.79	2.20
9	GATUNGURU SEC.	COUNTY	3.909	3.471	3.883	3.458	3.554	3.351	3.018	4.11	4.11	4.20
10	I H M KAIRI GIRLS SEC	SUB-COUNTY	2.793	2.89	2.723	4.031	3.44	2.467	2.105	2.32	2.57	2.35
11	NYAMATHUMB I SEC.	SUB-COUNTY	2.667	2.742	2.849	3.468	3.2	2.875	2.844	3.33	0.00	0.00
12	MATAARA SEC. SCH.	SUB-COUNTY	2.663	2.671	2.741	3.554	3.161	2.635	2.723	3.34	3.62	3.07
13	NJAH I SEC. SCHOOL	SUB-COUNTY	3.312	2.9	3.106	3.852	2.968	2.876	3.067	4.49	4.44	4.29
14	KIANGUNU SEC. SCH.	SUB-COUNTY	2.769	3.049	3.28	3.349	2.946	3.138	3.008	4.09	4.50	4.24
15	NDEKEI SEC. SCHOOL	SUB-COUNTY	3.032	3.092	3.018	3.082	2.824	2.695	3.218	3.60	4.17	3.84
16	RUMWE MIXED DAY SEC	SUB-COUNTY	2.741	2.286	2.143	2.5	2.756	2.103	1.868	2.79	3.16	2.65
17	MUTUMA SEC. SCH.	SUB-COUNTY	2.986	3.234	3.795	4.235	2.721	3.149	3.715	4.68	5.13	4.84
18	MITRERO SEC	SUB-COUNTY	2.233	2.067	2.189	2.102	2.687	0.000	NEW	NEW	NEW	NEW
19	NYAMANG'AR A SEC.	SUB-COUNTY	2.255	2.141	2.326	2.395	2.66	2.580	2.456	3.51	3.19	2.57
21	IGEGANIA SEC. SCH.	SUB-COUNTY	2.447	2.301	2.759	2.988	2.593	2.509	2.417	2.91	3.05	2.97
23	MARIA-INI SEC. SCH.	SUB-COUNTY	2.836	2.617	2.761	3.563	2.566	2.593	2.227	2.22	2.66	2.50
24	NGETHU SECONDARY SCHOOL	SUB-COUNTY	2.933	2.52	2.537	2.4	2.568	2.325	2.088	3.75	3.00	2.72
25	ST.STEPHEN NDIKO SEC.	SUB-COUNTY	2.75	2.623	2.736	3.216	2.516	2.925	2.4	3.95	3.76	3.95
26	KIRIKO MIXED	SUB-COUNTY	2.95	2.484	3.278	2.654	2.516	2.368	NEW	NEW	NEW	NEW
27	MBICHI SEC. SCHOOL	SUB-COUNTY	2.31	2	2.02	2.288	2.409	2.507	2.473	3.42	3.35	3.16
28	P.C.E.A MUKUYU-INI SEC	SUB-COUNTY	3.302	2.674	3.325	2.5	2.363	2.293	2.194	3.00	3.16	3.28
29	GATEI SEC. SCHOOL	SUB-COUNTY	3.333	2.974	2.736	2.316	2.312	2.452	2.778	3.04	3.20	NEW

SUB-COUNTY DIRECTOR OF EDUCATION

GATUNDU NORTH