

Effects of Parental Involvement in Their Children's Academic Achievement in Public Secondary Schools: A Case of Kieni-West District, Nyeri County-Kenya

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Abstract

Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so in adolescence and adulthood (Siraj-Blatchford & Taggart, 2004). This study was set to investigate the effects of parents' involvement in their children's academic achievement in twenty one public secondary schools in Kieni West District in Nyeri County-Kenya. The objectives of the study were to: (i) Investigate the nature of parents' involvement in their children's academic achievement; (ii) Establish to what extent factors influencing parental involvement contribute to their children's academic achievement; (iii) Investigate teachers' views about parents' involvement in the learners' academic achievement. The research study employed both qualitative and quantitative techniques in collecting and analyzing data. The study purposively sampled from three students. The study used two sets of instruments namely: questionnaire for teachers and students and a structured interview schedule for parents. The findings of the study indicated that 84.7% of the parents interviewed participated in school events and activities while 71.6% monitored homework. Parents' responses indicated that 92% believed that their involvement is beneficial to the teachers in aiding in their children's education progress. In addition 98.2% felt that organized parental involvement programmes can improve their relationship with their children. Major recommendations included among others identifying the type of parental involvement in place, parent's awareness programmes through seminars and workshops and holding teacher parents conferences. Areas of further research were identified.

Key words: Parental involvement, academic achievement, nature of parents' involvement, monitor homework, parental awareness programmes.