

Gender Differences in Parental Involvement in Children's Learning in Public Secondary Schools: A Case of Kieni-West District, Nyeri County – Kenya

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Abstract

The attitudes and aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are also more involved in their children's education (Gutman & Akerman, 2008). This study was set to investigate gender differences in parents' involvement in their children's learning in public secondary schools in Kieni-West District Nyeri County-Kenya. The objectives of the study were to: (i) Investigate gender difference in the nature of parental involvement in their children's learning; (ii) Establish gender differences in factors influencing extent of involvement children's learning and to (iii) Explore parents' views towards the teachers in their involvement in learning. One hundred and ten parents who had their children in public secondary schools were randomly selected. The research study employed a mixed method approach using both qualitative and quantitative techniques in collecting and analyzing data. The study used face to face interviews with fathers and mothers. The findings of the study indicated that 89% of the mothers participated in school events and activities compared to 83% of the fathers. Further findings indicated that 70% of the fathers communicated to their children in mother tongue while at home compared to 61% of the mothers. Majority of the fathers had attained secondary education while majority of the mothers had primary education. The study revealed that mothers experienced painful experiences during their time than the fathers. Major recommendations include among others attending parents teachers' conferences and encouraging parents to communicate to their children in English.

Keywords: Children's Learning; Gender Differences; Extent of Involvement; Teachers' parents' Conferences.

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